



THE CHALLENGES AND SOLUTIONS FACED BY ALL ENGLISH TEACHERS IN TEACHING INCLUSIVE SHILDREN IN BENGKULU CITY STATE ELEMENTARY SCHOOLS

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ABSTRACT

The focus of this research is to find out what are the challenges faced by English teachers at SD 03 Bengkulu and SD Alam Ahlia Bengkulu and how to overcome them, starting from learning activities, as well as facilities and infrastructure for English teachers and inclusive children. research results (1) educators, especially English teachers receive inclusive education training (2) classroom management is adapted to inclusive children (3) annually receive 2 inclusive children (4) use an accommodating curriculum (5) supporting factors: parental care, shadow teachers and government, inhibiting factors: uncaring parents and unclear regulations

Keywords: *the challenges, solution English teachers, and inclusive students*

INTRODUCTION

There are several elementary schools in Bengkulu City that provide inclusive education. The implementation of inclusive education in primary schools is very helpful for parents who are still confused or afraid that their children cannot be accepted in regular schools, with the implementation of inclusive education children with special needs can receive education and do not feel different from normal children. . . Inclusive education is a teaching and learning system that is implemented by combining normal children and children with special needs (Inclusive), all the time inclusive students study in regular classes, where the school environment provides freedom for inclusive children so they don't feel different, this is to support children with special needs (Eripek), 2007 and kircal-iftar, 1998 in Sadioglu, Batu, Bilgin, and Oksal, 2013).

The purpose of inclusive education is to provide equal opportunities to all children who have physical, emotional, mental and social disabilities or special intelligence and talents. In implementing inclusive education

in several schools, inclusive education must be guided. model. appropriate to help develop their skills or talents (Ilahi, 2003).

The implementation of inclusive education is a challenge for school management, especially teachers. The role of the teacher is one that is very important for inclusive schools, because teachers will serve, teach and educate students with special needs (inclusive). Teachers are required to be able to provide educational programs that can meet the needs of every child and be able to develop their potential optimally, in the implementation of inclusive education, the severity of teacher demands and the challenges of making teachers working in inclusive education schools have many difficulties faced (Salend, 2011). For this reason, the practice of inclusive schools is a challenge for school leaders, especially teachers.

The role of the teacher is one of the most important things in inclusive schools. Teachers guide and educate students with special needs who come to inclusive schools. Teachers need to provide educational



programs that meet the needs of all children and maximize their potential. In terms of implementation, the demands and challenges are high, among others, teachers who work in inclusive schools experience difficulties in overcoming the behavior of students with special needs, such as lack of support, proper training, lack of time to work with professionals, and so on. that you are facing many difficulties. Difficulty in designing and implementing appropriate instructions (Salend, 2011). The difficulties faced, for example, are making children focus on lessons without feeling forced, having to deliver lessons patiently, then looking for subject matter that is easy to understand and how to deliver them to be more creative than teaching normal children in class general.

The solution for English teachers when experiencing difficulties in teaching children with special needs may be in a way, the teacher can provide interesting things in the learning process, for example by delivering material by singing or giving them gifts when the lesson is over, then the English teacher can coordinate with shadow teachers, every child must work together during the teaching and learning process because children with special needs feel closer to their shadow teachers, but if there is no shadow teacher in school, then we as teachers in learning schools must explore approaching these children with special needs and find out what they like and don't like because these children with special needs have sensitive feelings, so we as teachers must establish good relationships with children so that they can pay attention to lessons well.

LITERATURE REVIEW

Learning is an activity carried out by the teacher in a programmatic manner that creates a process of interaction between fellow

students, teachers and students as well as with learning resources. Learning aims to create sustainable changes in the behavior and way of thinking of students in the learning environment. A learning process cannot be separated from teaching and learning activities. Learning according to Nana Sudjana (2001:28), is a process marked by a change in a person. Learning according to Morgan in Agus Suprijono (2009: 3), is a permanent change in behavior as a result of experience. One of the signs that someone has learned something is a change in behavior, has skills and has aspirations.

Teaching can be interpreted as a process of organizing or managing a number of potential sources properly and correctly, so that the child's learning process occurs (Sudarwan Danim, 2008: 34). Teaching according to Nana Sudjana (2001:29) is a process, namely the process of organizing, organizing the environment around students in order to grow and encourage students to carry out the learning process.

Learning is an activity carried out by the teacher programmatically in a learning design that creates a process of interaction between students, teachers and students, and teachers and students. Teaching can be interpreted as a process of organizing or managing a number of potential sources properly and correctly, so that the child's learning process occurs (Sudarwan Danim, 2008: 34).

Teaching according to Nana Sudjana (2001:29) is a process, namely the process of organizing, organizing the environment around students in order to grow and encourage students to carry out the learning process. Learning is essentially a process of interaction between students and their environment, resulting in changes in behavior for the better. During the learning process, the teacher's most important task is to condition



the environment learning to support changes in student behavior (E. Mulyasa, 2003). Learning is a two-way communication process, teaching is carried out by teachers as educators, while learning is carried out by students or students.

According to Gagne as stated by Nazarudin (2007:162) learning can be defined as a set of external events designed to support the internal learning process. According to Nazarudin (2007:163) learning is an event or situation that is deliberately designed to assist and facilitate the learning process in the hope of building student creativity. Based on the various opinions above, it can be concluded that learning is a change from an event or situation that is designed in such a way as to provide assistance or convenience in the teaching and learning process so that it can achieve learning objectives.

METHODOLOGY

a. Observation

The first method is to make observations directly to the object of research to see closely the activities carried out. The purpose of observation is to see directly the events or activities that will be a source of information for this research.

b. Interview

Interview is an activity that aims to obtain information from a resource person which is carried out by asking questions to the resource person with the aim of collecting data in the form of information, therefore, interview technique is one way of collecting data, for example for certain research. In this research, the researcher will use the interview as the instrument.

c. Documentation

Documentation is the process of collecting, selecting, processing, and storing information in the field of knowledge, providing or collecting evidence from information such as pictures, quotes, recordings, and other materials. This documentation is used to complete research data. the interview process with English teachers in inclusive education schools.

d. Questionnaire

Questionnaire or questionnaire is a set of written statements or questions on a sheet of paper or the like and submitted to research respondents to be filled out by them without intervention from the author or other parties. This method is used to obtain information from the respondent in terms of his personality, or other things that he knows.

In this study, the authors used an open questionnaire, which provided answers but respondents could still answer their own answers if the answer was not in the choices provided. Respondents who will be given a questionnaire are English teachers who have experience teaching inclusive children.

FINDINGS AND DISSCUSION

Findings

1. Overview of SD Alam Mahira Bengkulu

SD Alam Mahira is one of the schools providing inclusive education in Bengkulu City, this elementary school is located on Jl. Kinibalu 6 no 11 rt 6 rw 2, Kebun Tebeng, Kec. Ratu Agung, Bengkulu city prov. SD Alam has 14 classrooms, 1 laboratory, 1 library, has clean toilets, has a prayer room, has a playground, flying fox, tree house and a fairly large yard. The Alam Mahira Elementary School has 8 teachers, 161 students, supported by 28 shadow teachers, one principal, and plus 1 school guard.



2. Overview of SDN 03 Bengkulu City

SD 03 is a school that used to be a school for inclusive children but now there are only 1 to 3 children left in this school, SD 03 is on Jl. Bali, Kampung Kelawi, Kec. Serut River, Bengkulu City Prov. It has 9 classes, 1 library, 1 principal's room and 1 teacher's room. SD 03 has 14 teachers, 179 male students and 157 female students.

This study uses questionnaires and interviews, distributing questionnaires to English teachers in Proficiency on Monday, June 13, 2022, while interviews with English teachers at SD 03 on Wednesday, June 8, 2022. After the researchers took data using the questionnaire and interview methods. Incomplete data is equipped with data from direct observations, data obtained from research can be presented in the form of tables. This data was taken from 2 informants or resource persons in two schools, namely SD Alam Mahira Bengkulu and SDN 03 Kota Bengkulu.

Data that were not revealed through questionnaires and interviews, supplemented with data from direct observations, to strengthen the substance of the data from interviews and questionnaires, all data from this study were described based on the focus of the research questions as follows:

1. What are the challenges faced by English teachers when teaching inclusive children?

The research conducted interview and documentation techniques to obtain data from the challenges faced by English teachers when teaching inclusive children: "There are definitely challenges, right, because inclusive children are different from normal children, there are many challenges if as long as I teach inclusive children, the inclusive children are too active and lack concentration when I teach,

so the challenge is that I have to explain how to use many methods in teaching. teach inclusive and normal children."

The statement above is based on the results of interviews and documentation drawn from conclusions about the challenges faced by English teachers at SDN 03 Bengkulu in facing the challenges of inclusive children.

2. What is the solution for dealing with inclusive children during the process of teaching English?

"The solution is that I have to think of many different learning methods because of the problems that the inclusion children have."

Based on interviews and documentation conducted by researchers, it was concluded that English teachers at SDN 03 Bengkulu City and SD Alam Mahira in the process of teaching inclusive school children did not provide too many facilities for teachers in teaching inclusive children, because inclusive children were different from normal children as language teachers. English, which generally are subject teachers who do not have special knowledge to teach inclusive children, schools should hold training for teachers who will teach inclusive children so that children and teachers can have a good approach, and teachers must also find out about how to deal with the nature and emotions of good inclusive children, how to make children feel comfortable learning and safe because they have very sensitive feelings.

Discussion

1. Challenges faced by English teachers at SDN 03 and SD Alam Mahira in teaching children inclusive.



In the implementation of inclusive education in regular schools, there must be many challenges faced by teachers in the field of study, the challenges faced so far are the lack of teacher knowledge about children with special needs, the lack of teacher skills in dealing with children with special needs and teacher attitudes towards inclusive children. what is seen is still looking down on the eye (Juwono & Kumara, 2011).

From the results of interviews and observations, it can be seen that the development of teacher teaching skills and models is needed to support inclusive education, from the results of the research that English teachers do not have enough knowledge and experience to teach inclusive children, and it becomes a challenge for them, because of training on education. inclusiveness in teachers is also a factor that can influence attitudes to inclusive education. The results of this study are teachers who have participated in inclusive education training have a high positive nature compared to those who have never attended training (Dewi, Tiatri and mularsih, 2020). In addition, the government must also prepare funds for facilities and infrastructure in regular schools for children with special needs (Pratiwi, 2015).

2. Solutions for English teachers in solving the challenges they face when teaching inclusive children in regular schools.

In this study, the teacher stated that their solution was to use many teaching methods with different children's problems, related to learning methods (Sudrajad: 2015) in his blog explaining several learning methods that can generally be used to teach inclusive children:

a. Giving prompts, namely assistance given to children to give the correct response. Prompts can give the child

information or help to execute instructions.

- b. The lecture method is a teaching method where the teacher conveys material to students orally, this method is suitable for blind and physically disabled students.
- c. The question and answer method is a teaching method that takes place using a session of giving questions and delivering answers related to teaching materials from teacher to student, student to teacher or student to student.
- d. Discussion method This method is used for children who do not have a sense of sight.

CONCLUSION

Based on the results and discussion in the previous chapter, it can be concluded that the challenges experienced by English teachers are caused by the teacher's lack of knowledge about inclusive children or the lack of knowledge about children with special needs, because indeed as a teacher in the field of study they do not have the knowledge about inclusive children to go to school. must help provide infrastructure for English teachers so that they can guide inclusive children with appropriate learning methods. Based on the results of research on the teaching process of inclusive children in English subjects at SDN 03 Bengkulu and SD Alam Mahira Bengkulu:

1. The process of inclusive learning at SDN 03 in English subjects, the English teacher who was the respondent in this study stated that he taught using a special method in the learning process that was adapted to the material. Inclusive children in SD 03 do not have a companion teacher or shadow teacher as in other inclusive schools.



2. The learning process of inclusive education at SD Alam Mahira in English subjects, in the implementation of inclusive education in SD Alam proficient sara and good infrastructure, and teachers who already have the provision of teaching inclusive children make this school have many inclusive children whose parents I already believe in this school, the children in this elementary school also have their own accompanying teacher or shadow teacher.

Teaching English to inclusive children is a challenge that requires the cooperation and participation of all parties in the school. The design of learning English for inclusive children includes good learning, a systematic learning process, selection of learning approaches, learning models, methods and learning media that are in accordance with what is needed with inclusive children and appropriate evaluations according to student needs. With a good learning design, it is hoped that inclusive children can learn optimally and like normal children.

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