CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problems, the objectives of the study, the scope and limitation of the study and the definition of key terms.

1.1 Background of the Study

Indonesia is a big country with a great number of populations. Nuances of unique and universal culture have made this country as a plural country. On the other hand, education is one of the basic rights of human being. It is protected by some national and international laws. All people in Indonesia have equal rights and chances to get proper education services, including disabled ones. The regular people can get education services at schools where they live since there are many public schools which have been built based on the education level. However, the disabled people find it difficult since there is only limit access to special schools available and the tuition fee is commonly very high. Hence, it will limit disabled children’s chances to obtain proper education services. Thus, a new system in education should be implemented in order to help all people, whether regular people and disabled people- to get their basic right, education.

Concept of inclusion classes is an innovation to meet education for all. Inclusion refers to instruction for all students, normal and disabled ones, in the general education classroom (Lipsky & Gartner, 1996). Disabled students refer to handicapped students who have special needs in education, such as Autism Spectrum Disability (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Learning Disability and Borderline (Learning Disabilities Association 1993; U.S. Department of Education, 1999). In inclusion class,
disabled students are at the same class with their normal peers and are taught by the same teacher. Every student has the same rights and responsibilities to get maximum benefit of education, as an individual that remain to be deceived empirically through education with the specific character. Since inclusion classes consist of different students who have different needs and different treatment, therefore to handle these students teacher collaborates with other teachers of professional staffs such as a special teacher with specific training in working with students who have complex special needs, speech and language problems. Collaborative teaching (Co-teaching) approach then implemented to cope with the diversity.

Collaborative teaching approach is different from common teaching approach. In common teaching approach, there is only one teacher for particular subject in a class. Meanwhile, cooperative teaching (co-teaching) is explained as a teaching style in which two or more teachers or other professional staffs who are called general and special or resources teacher share responsibility in the teaching and learning process. The general and special or resources teacher share equitability in the tasks of less planning, implementation, and assessment (Fishbaugh, 1997: Pugah & Seidl, 1995). General teacher refers to classroom teacher or subject teacher (Wiggle & Wilcox, 1996). Special or resource teacher refers to professional staff teacher with special training in working with students who have complex special needs. The special teacher has expertise in behavior management and development of social skills. She/he maybe is a resource or a consultant with special training in behavior or communication (Columbia’s Ministry of Education, 2000). For some experts, co-teaching is considered as the most efficient model for it appreciates the contribution of collaborative teachers, the general and special teacher, through equal task and responsibilities (Boudah, et al 1997: Dynak, et al 1997). Therefore, in implementing the co-teaching approach the teaching process are adjusted for both students, regular and disabled students. Teachers must
find an appropriate teaching strategy that can covers all students’ need based on their condition.

SDN Sumbersari II is one of the schools which have been applying this approach in their inclusion classes. English is one of the subjects taught by teachers who are applying co-teaching approach. Since they are in inclusion classes, the English teacher is assisted by special resource teacher and other parties called *Shadow* who has responsible for disabled students. Shadow is an assistant of the special teacher who helps the disabled students to do what the general or special teacher has instructed. S/he is from therapy institution or a therapist’s assistant who is being employed by the disabled students’ parents to look after their child during the school hours as well as at home. In doing this research, the researcher decided to choose this school for some consideration: (1) the location is not far from researcher’s campus so it helps the researcher to collect the data more easily, (2) the number of special students in each class is quite adequate for the study; it is around 1 to 5 special students in each class.

The study on this problem is urgently needed to be conducted to get a true picture and description of its implementation in teaching English in inclusion class at SDN Sumbersari II Malang. Besides, it is hoped that this study would be a starting-point for other researchers especially for English Department students of UMM to conduct further research later.

1.2 Statement of the Problems

In doing this study, it is better to formulate the problem first in order to keep this analysis organized. Referring to the background of the study, the problems are formulated as follows:
1. How is the implementation of teaching technique of co-teaching approach at SDN Sumbersari II Malang?

2. What are the regular students’ responses toward co-teaching approach in an inclusion class?

1.3 Purpose of the Study

By this study, the writer wants to discover co-teaching model in inclusion class and its influence in learning process as well. Based on the statement of problems above, the purposes of the study are stated as follows:

1. To analyze the implementation of teaching technique of co-teaching approach at SDN Sumbersari II Malang

2. To reveal the regular students’ responses toward co-teaching approach in an inclusion class

1.4 Significance of the Study

By analyzing co-teaching approach in an inclusion classes, this study is expected to give significant contribution as it will give the readers a better understanding of co-teaching approach. The writer wants to give beneficial information to the English teachers as well as the special teachers, the English Department and the other researchers about the implementation of co-teaching in teaching English in inclusion classes. In addition, it is also intended to bring out useful explanation for English teachers as well as the special teachers who teach the inclusion classes to help them improve and develop their roles, their teaching technique and also the instruction, in order to give appropriate treatment to both students.
For English department students especially those who are in the education program, it is hoped that after reading this analysis the study will inform them about the strengths and the weaknesses of co-teaching approach as an innovative approach to teach English in inclusion classes. Moreover, it might encourage other researchers in conducting further research about the implementation of co-teaching approach in the teaching of English in different schools and focus of study.

1.5 Scope and Limitation

In order to make the analysis clearer, more directed and specific the writer focuses the study on the implementation of co-teaching in English teaching in inclusion class at SDN Sumbersari II Malang. It is not focusing on one language skills but on the language which covers the four language skills since at SDN Sumbersari II Malang English is taught integratedly.

This study was conducted to observe the model of teaching used by the co-teachers, as well as the techniques, and the regular students’ responses toward the approach.

1.6 Definition of the Key Terms

1. An inclusion class refers to instruction for all students, normal and disabled ones, in the general education classroom (Lipsky & Gartner, 1996).

2. Disabled students are both handicapped students and the students who have special education needs and need special treatment. Disabled students in this study refer to Autism Spectrum Disability (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Learning Disability, and Borderline (Learning Disabilities Association, 1993; U.S. Department of Education, 1999).
3. **Co-teaching** is defined as a teaching style in which two or more teachers or other paraprofessional staffs who are called general and special or resources teacher share responsibility in the teaching and learning process (Fishbaugh, 1997; Pugach & Seidl, 1993).

4. **A general teacher** is the teacher who teaches a related subject- in this case is the English teacher (Wiggle & Wilcox, 1996).

5. **A special or resource teacher** is a professional staff teacher with special training in working with students who have complex special needs who has expertise in behavior management and development of social skills (Columbia’s Ministry of Education, 2000).

6. **Shadow** is explained as a person from a therapy institution usually a therapist’ assistant who is being employed by the disabled student’ parents to look after their child during the school hours as well as at home. At school, s/he becomes the assistance of the special teacher who directly helps the disabled student to do what the general or special teacher has instructed (Thomas, 1992).

7. **Response** is something said or done in answer; reply or reaction (Webster's New World College Dictionary).