

**ENGLISH LEARNING IMPLEMENTATION AT EIGHT GRADE (PDCI)
THROUGH INCLUSIVE EDUCATION BASED ON SEMESTER CREDIT
UNIT (SKS) SMP NEGERI 1 BANJARMASIN**

**By
JUMIATI**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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THROUGH INCLUSIVE EDUCATION BASED ON SEMESTER CREDIT
UNIT (SKS) SMP NEGERI 1 BANJARMASIN**

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by

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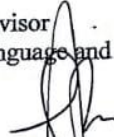
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VALIDATION

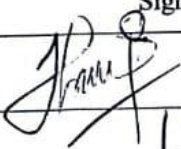
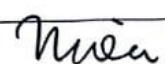

“ENGLISH LEARNING IMPLEMENTATION AT EIGHTH GRADE (PDCI) THROUGH INCLUSIVE EDUCATION BASED ON SEMESTER CREDIT UNIT (SKS) AT SMP NEGERI 1 BANJARMASIN” of Jumiati Students Reg. 1501240489 has been examined by the board of thesis examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

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STATEMENT OF AUTHENTICITY

I, the undersigned, Jumiati SRN 1501240489, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, September 27th, 2019

The writer,



Jumiati

ABSTRACT

Jumiati. 2019. English Learning Implementation at Eighth Grade (PDCI) Through Inclusive Education Based on Semester Credit Unit (SKS) at SMP Negeri 1 Banjarmasin, 2019. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Rahmila Murtiana, SS, MA, (II) Fajriannor S. Pd, M. Pd.

Keywords: *Peserta Didik Cerdas Istimewa* (PDCI) Program, English Learning, Inclusive Education

The purpose of this research was to describe English Learning Implementation at Eighth Grade (PDCI) Through Inclusive Education Based on Semester Credit Unit (SKS) at SMP Negeri 1 Banjarmasin that included three components: (1) planning; (2) Implementation; (3) Assessing.

This research was a descriptive study with a qualitative approach. Informant in this study was an English teacher and two students at Eighth grade (PDCI) through Inclusive education based on semester credit unit (SKS). The research was carried out at SMP Negeri 1 Banjarmasin for two months. Data collection procedure using class observation three times and semi-structured interview with an English teacher and two students in Eighth grade (PDCI).

The results of English Learning Implementation at Eighth Grade (PDCI) Through Inclusive Education Based on Semester Credit Unit (SKS) at SMP Negeri 1 Banjarmasin has some weakness, so that it needs corrective actions to make English learning at Eighth grade (PDCI) able to be a place that can develop students' potential maximally. Implementation of English learning at Eighth grade (PDCI) showed that: 1) English learning Implementation at Eighth grade (PDCI) through Inclusive Education Based on semester credit unit (SKS) is the same as English learning in general. There is no special treatments or activities in the class. 2) The difficulties faced by the teacher when he taught at Eighth grade (PDCI) lied on planning and implementation process..

ABSTRAK

Jumiati. 2019. *English Learning Implementation at Eighth Grade (PDCI) Through Inclusive Education Based on Semester Credit Unit (SKS) at SMP Negeri 1 Banjarmasin, 2019. Skripsi.* Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Rahmila Murtiana, SS, MA, (II) Fajriannor S. Pd, M. Pd.

Kata kunci: Peserta Didik Cerdas Istimewa (PDCI) Program, Pembelajaran Bahasa Inggris, Pendidikan Inklusi

Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran Bahasa Inggris di kelas delapan (PDCI) melalui pendidikan Inklusi berbasis SKS di SMP Negeri 1 Banjarmasin yang meliputi tiga komponen, yaitu : (1) Perencanaan; (2) Pelaksanaan; (3) Penilaian.

Penelitian ini merupakan penelitian deskriptif dengan pendekatan kualitatif. Informan dalam penelitian ini adalah satu orang guru bahasa Inggris dan dua orang siswa di kelas delapan (PDCI) melalui pendidikan Inklusi berbasis SKS. Penelitian dilaksanakan di SMP Negeri 1 Banjarmasin selama dua bulan. Teknik pengumpulan data dengan observasi sebanyak tiga kali dan wawancara semi-terstruktur dengan guru bahasa Inggris dan dua orang siswa di kelas delapan (PDCI).

Hasil penelitian pada implementasi pembelajaran Bahasa Inggris di kelas delapan (PDCI) melalui pendidikan Inklusi berbasis SKS di SMP Negeri 1 Banjarmasin terdapat beberapa kekurangan, sehingga di butuhkan tindakan perbaikan agar pembelajaran bahasa Inggris pada kelas delapan (PDCI) dapat menjadi wadah pengembangan potensi siswa CI secara maksimal. Implementasi pembelajaran bahasa Inggris di kelas delapan (PDCI) menunjukkan bahwa: 1). Pembelajaran bahasa Inggris di kelas delapan (PDCI) sama seperti pembelajaran bahasa Inggris pada umumnya, tidak ada perlakuan ataupun aktivitas khusus selama pembelajaran. 2). Kesulitan yang di hadapi guru ketika mengajar bahasa Inggris di kelas delapan (PDCI) terletak pada proses perencanaandan proses implementasi.

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا إِنَّ مَعَ الْعُسْرِ يُسْرًا

“For indeed, with hardship (will be) ease, Indeed, with hardship (will be) ease”

(Al-Insyirah verse 5- 6)

*“Always be yourself no matter what they say and never be anyone else even if they
look better than you”*

“The best pleasure in life is doing what people say you cannot do”

DEDICATION

I dedicate this thesis for:

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

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Writer

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