

**COOPERATIVE LEARNING STRATEGIES FOR ENGLISH
LANGUAGE LEARNERS WITH DISABILITIES AT SMAN 4
BANJARBARU**

**By
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**ANTASARI STATE ISLAMIC UNIVERSITY
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**COOPERATIVE LEARNING STRATEGIES FOR ENGLISH LANGUAGE
LEARNERS WITH DISABILITIES AT SMAN 4 BANJARBARU**

AN UNDERGRADUATE THESIS

Presented to
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by

Siti Nurasiah

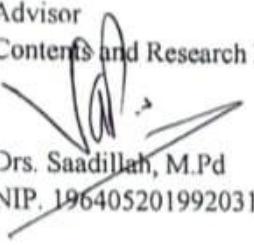
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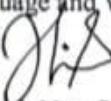
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VALIDATION

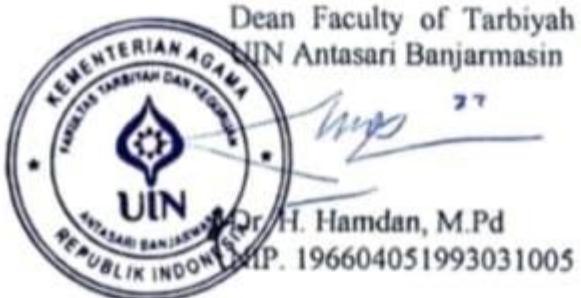
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STATEMENT OF AUTHENTICITY

I, the undersigned, Siti Nurasiah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfill the purpose 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 otherwise, I understand that my degree will revoked.

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Siti Nurasiah

ABSTRACT

Siti Nurasiah. 2022. Cooperative Learning Strategies for English Language Learners with Disabilities at SMAN 4 Banjarbaru. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Drs. Saadillah. M.Pd., (II) Hidayah Nor, S.Pd, M.Pd.

Keywords: Cooperative learning, English Language Learners, ELL with Disability

In Indonesia, English is a foreign language but has a significant role, so that every school provides it. However, English education is still not optimal. Especially for people with disabilities. This study is worth looking into ELLs with disabilities and various challenges faced by the teacher in the classroom management.

The research problems were formulated in the following way: 1). What are the types of Cooperative Learning Strategies that used by the teacher for English Language Learners with disabilities? 2). What are the challenges faced by the teacher while implementing Cooperative Learning Strategies for English Language Learners with disabilities?. In this research, the researcher would like to know the type of cooperative learning strategies, such as Kagan strategies, may help ELLs with disabilities. A secondary goal from this research are to find out the challenge and obstacle for the teachers while implementing the cooperative learning strategies towards ELL students with disabilities in the classroom.

Research method: 1). This research use a descriptive research design with a qualitative methodology, 2). Cooperative Learning strategies and ELL with disabilities were the focus of this investigation, 3). Observation, interview, and documentation were used as research tools, 4). The data was analyzed inductively. The following were the research findings: the description at SMAN 4 Banjarbaru as an Inclusive school, learning process, English learning process, ELLs with disabilities, implementation of cooperative in English subject for ELLs with disabilities, the type of cooperative learning strategies that used and challenges toward implementing the strategies. The types of cooperative learning strategies used by teachers for students with disabilities are NHT (Number Head Together), Jigsaw, Round Robin, and STAD (Student Teams Achievement Divisions). The challenges faced by teachers in implementing cooperative learning strategies for students with disabilities are: a) The differences between each child with special needs it means that the character of each child with a disability is different, so the teacher must adapt to the specifics that exist in them. It means that the handling between one child with special needs and another child with special needs is not the same as handling related to teaching and learning activities, and b) Children with special needs require special attention and handling, it means that teachers are required to be more active so that children with disabilities can learn optimally and involve the active role of other students.

ABSTRAK

Siti Nurasiah. 2022. *Cooperative Learning Strategies for English Language Learners with Disabilities at SMAN 4 Banjarbaru*. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari Banjarmasin. Dosen Pembimbing: (I) Drs. Saadillah, M.Pd., (II) Hidayah Nor, S.Pd, M.Pd.

Kata Kunci: Strategi Belajar Kooperatif , Pembelajar Bahasa Inggris, ELL dengan disabilitas

Di Indonesia, bahasa Inggris merupakan bahasa asing namun memiliki peran yang cukup signifikan, sehingga setiap sekolah mengajarkannya. Namun, penerapan pendidikan bahasa Inggris masih belum optimal. Terutama bagi penyandang disabilitas. Mengingat hal itu, penelitian ini akan meneliti siswa (ELLs) penyandang disabilitas, serta berbagai macam tantangan yang dihadapi oleh guru Bahasa Inggris dalam manajemen kelas.

Rumusan masalah pada penelitian adalah sebagai berikut: 1). Apa saja jenis strategi Pembelajaran Kooperatif yang digunakan oleh guru untuk siswa ELL penyandang disabilitas? 2). Apa saja tantangan yang dihadapi guru dalam menerapkan strategi Cooperative Learning untuk siswa ELL penyandang disabilitas?. Dalam penelitian ini, peneliti ingin mengetahui jenis strategi pembelajaran kooperatif, seperti strategi Kagan, dapat membantu siswa ELL penyandang disabilitas. Tujuan lain dari penelitian ini adalah untuk mengetahui tantangan dan hambatan yang dihadapi oleh guru dalam menerapkan strategi pembelajaran kooperatif pada siswa ELL penyandang disabilitas di kelas.

Metode penelitian: 1). Penelitian ini menggunakan desain penelitian deskriptif dengan metodologi kualitatif, 2). Strategi Kooperatif dan ELL dengan disabilitas menjadi fokus penelitian ini, 3). Observasi, wawancara, dan dokumentasi digunakan sebagai alat penelitian, 4). Data dianalisis secara induktif. Berikut adalah hasil temuan penelitian: deskripsi di SMAN 4 Banjarbaru sebagai sekolah Inklusi, proses pembelajaran bahasa Inggris, pembelajar bahasa Inggris penyandang disabilitas, penerapan kooperatif dalam mata pelajaran bahasa Inggris untuk ELL disabilitas, jenis strategi pembelajaran kooperatif yang digunakan dan tantangan menuju penerapan strategi. Jenis-jenis strategi pembelajaran kooperatif yang digunakan guru untuk siswa berkebutuhan khusus adalah NHT (Number Head Together), Jigsaw, Round Robin, dan STAD (Student Teams Achievement Divisions). Tantangan yang dihadapi guru dalam menerapkan strategi pembelajaran kooperatif bagi siswa berkebutuhan khusus adalah: a). Perbedaan jenis kekhususan setiap anak berkebutuhan khusus, sehingga guru harus menyesuaikan dengan kekhususan yang ada pada diri mereka, dan b). Anak berkebutuhan khusus memerlukan perhatian dan penanganan khusus, guru dituntut lebih aktif agar anak berkebutuhan khusus dapat belajar secara maksimal dan melibatkan peran aktif siswa lain.

MOTTO

“Just live my life freely”

(Linzaanajamil)

DEDICATION

I dedicate this thesis for:

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Finally, the writer intentions that this research will be useful for the next researcher. The writer concedes that this research paper is not perfect yet. Therefore, suggestion will be expected to make it adequates.

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June, 16th, 2022 A.D

Siti Nurasiah

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