

CHAPTER I

INTRODUCTION

A. Background of Study

Education is a fundamental right for every individual, including those with special needs. In the context of English language education, the implementation of inclusive learning in classrooms is becoming increasingly important. Inclusive classrooms provide a supportive environment for all students, including those with special needs, to comprehend and master the English language. Inclusive education has been widely recognized as a principle that underpins a fair and sustainable education system. This is particularly crucial in a global context where the demand for English language proficiency is escalating. With the increasing global mobility and economic integration, English proficiency has become key to success in various fields. Despite the widespread recognition of the importance of English language learning, students with special needs often encounter challenges in accessing appropriate curricula and resources. These challenges may include difficulties in understanding the material, utilizing technology, or receiving the individual support necessary for effective learning. English language learning in inclusive classrooms offers numerous advantages, both for students with special needs and their peers. In an inclusive environment, students have the opportunity to learn from each other, broaden their understanding of diversity, and enhance their empathy and understanding towards individuals with differences.

Moreover, English language learning in inclusive classrooms places greater emphasis on the development of communication skills, not just mastery of grammar and vocabulary. This reflects a paradigm shift in English language teaching from a teacher-centered approach to a student-centered approach, where peer interaction is seen as a crucial component of learning. To successfully implement English language learning in inclusive classrooms, curriculum adaptation and teaching strategies tailored to the individual needs of students are key. This includes the appropriate use of educational technology, project-based learning, peer-to-peer support, and differentiation strategies that allow each student to learn according to their own styles and pace. The challenges and successes in implementing English language learning in inclusive classrooms are supported by current research and practices in the fields of inclusive education and language learning. Further research and development are needed to continuously improve effective approaches and strategies to support the learning success of all students in understanding and mastering the English language.

Based on the above researchers interested in conducting research on “The Practice of Teaching English Learning for Inclusive Class”

B. Definition of Keyterms

1. Inclusive Classroom: Refers to a classroom atmosphere where students with diverse learning needs, including those with disabilities, are educated together with their peers in a supportive and inclusive environment. The

focus is on providing equal opportunities for all students to learn and participate in educational activities.

2. English Language Learning: The process of acquiring English language skills, including listening, speaking, reading, and writing. In the context of the thesis, it relates to teaching and learning English language skills in inclusive classes, considering the diverse needs of students.
3. Teaching Practices: Refers to the methods, strategies, and approaches educators use to facilitate learning in the classroom. In this thesis, this is specifically concerned with the practices undertaken by teachers to teach English effectively in an inclusive environment, taking into account students' individual differences.
4. Educational Inclusion: The principle of giving all students, regardless of their differences, fair access to quality education. In this thesis, educational inclusion is a key concept in the context of creating a supportive and inclusive learning environment for all students in English classes.

C. Research Question

How does the Implementation of Teaching English Learning in Inclusive Class?

D. Objective of The Study

To find out how the Implementation of Teaching English Learning in Inclusive Class.

E. Significance of The Study

1. **Inclusive Education:** The study contributes to the field of inclusive education by focusing on teaching English in inclusive classrooms. This is significant as it addresses the need for effective teaching strategies that cater to diverse learners, including those with special needs.
2. **Pedagogical Innovation:** By exploring teaching practices for inclusive classes, the thesis offers insights into innovative pedagogical approaches that can enhance the learning experience for all students. This is crucial for promoting inclusive practices in educational settings.
3. **Teacher Training:** The research may have implications for teacher training programs, as it provides valuable recommendations for educators on how to create inclusive learning environments in English language classrooms. This can help in preparing teachers to meet the diverse needs of students.
4. **Empowering Students:** The study's findings may empower students with diverse learning abilities by promoting a more inclusive and supportive learning environment. This can lead to improved academic outcomes and increased student engagement in English language learning.
5. **Future Research:** The thesis sets the stage for future research in the field of inclusive education and English language teaching. It highlights areas that require further exploration and offers a foundation for scholars and researchers to build upon.