

THE ENGLISH TEACHERS' STRATEGIES OF TEACHING ENGLISH IN INCLUSION ELEMENTARY SCHOOLS OF BENGKULU CITY

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Abstract

This study aimed to find out the strategies used by English teachers of teaching English in inclusion elementary schools of Bengkulu city. This study used the descriptive qualitative and quantitative method. This study used 12 English Teachers in inclusion elementary schools of Bengkulu City as purposive sampling. The instruments of this study were interview, questionnaire, and observation checklist. This study used theory by Heward, W.L. (2017) about four things of English Teachers' strategies such as Giving Prompts, Explaining Questions and Answers, and Discussion. The results of the study show that first, almost every English teachers in inclusion elementary schools of Bengkulu city used and implemented strategies from Heward, W.L. Second, and the most dominant strategies that used by the English teachers' of teaching English in inclusion elementary school of Bengkulu City was Giving Prompts with percentage 28.90% that identified for 148 times.

Keywords: *Teachers' Strategy, Teaching English, Inclusion Elementary Schools.*

I. Introduction

English Teachers' strategies are the teachers' efforts to vary the way of teaching and create a pleasant teaching atmosphere in the classroom. Syamsul (2021) stated that English Teachers' strategies are the overall approach that relates with the implementation of ideas, planning, and execution of an activity in certain period of time. English Teachers' Strategies has an important role in helping students develop their potential, and play a role in improving discipline through the interactions performed. However, the behavior of students in internalizing discipline tends to be influenced by various factors. In this case, the environment around students can affect planting process self-discipline. For that, the English teachers need the right strategy in instill discipline in students so that they can behave discipline at school. In the other word, English Teachers' Strategies is teacher's plan in teaching process so that students can be involved and active in the classroom when they are teaching English.

Teaching English is the process of imparting knowledge and culture to the students. Based on Utami & N (2019) Teaching English is the process of conveying information or knowledge from the teacher to students, and this paradigm implies that everything is determined by the teacher for all students. Meanwhile, as

stated by Puspita (2019) Teaching English becomes more challenging for teachers, because the students now are more creative and up to date. If the teachers apply and use traditional method and media in classroom, it will be boring. Thereby, teachers need to identify and find out other ways to elicit the students' motivation and interaction in classroom. So, it will be concluded that Teaching English is an activity of attend to student's needs in teaching English in elementary school.

Teaching English in Elementary School is one of the activities to convey messages in the form of certain knowledge, skills and attitudes from teachers to the students in elementary school. In line with Imam (2018) Teaching English in Elementary School is the teacher's process in guiding and training elementary school students to learn English in the classroom, and it's very important for students at elementary school, because there is no significant different perception among them. The skill and professionalism of elementary school teachers are used to encourage students' interest and motivation to learn in the classroom. To encourage students' interest and motivation in learning English, the teachers must create fun learning and attract students' interest and motivation to learn. Therefore, the teachers must be creative in using strategies, methods, and learning approaches they master to increase

students' interest and motivation to learn. In this case, Teaching English in Elementary School does not require high-level skills, but it is needed when teaching English in inclusion elementary school.

Teaching English in Inclusion Elementary School is the process of attend to student's needs, feelings, and knowledge in the classroom. Iskandar (2018) stated that Teaching English in Inclusion Elementary School is provided broadest the knowledge for students to get an education about English that is appropriate according to their needs, and as an activity that requires a high level of teacher's skills when the teacher teaches English. Teaching English in Inclusion Elementary School helped the students when they facilitated learning and enable them to bring curiosity and enthusiasm for understanding the world to language learning.

Many researchers believe that Teaching English in Inclusion Elementary school is necessary and useful for their future, but it should be remembered that not all processes run smoothly. The teachers have an important role to make teaching and learning activities in the classroom more effective and fun. This is not an easy thing to do, of course the teacher will face several challenges such as lack of student motivation to learn, lack of student discipline, and others. Therefore, the teacher must have the right teaching strategy so that it is optimal and learning goes well. According to Shevchenko (2022). Teaching English in Inclusion is different from teaching regular students in the classroom, and the teachers' roles is not only to teach the subject but also to provide other training such as mobility training, self-care training, preparation of teaching material according to the needs of the disable children, training in use and maintenance of aids and so on. An ideal inclusion classroom, the special education teacher and regular education teacher engage in co-planning. They work together to design lesson plans to fit the needs of all students, with the special education teacher focusing on the needs of the special needs students, and by giving them the necessary study skills to be able to use and practice their English.

In line with Heward, W.L. (2017) there are four strategies in teaching at school, namely: Giving prompts, Explaining, Question and answer, Discussion. Here it can be seen that there are four teachers' strategies when teaching in the classroom. The teachers' strategies divided into 4 things, as follow:

1. Giving Prompts

Giving prompts is assistance given to children to give the correct response. Prompt to provide the child with additional information or assistance. Giving Prompts consist of modeling (for example by demonstrating with the media), gestural (form of gestures using limbs), use tutoring assistance, and help from students who are able to guide their friends who have difficulties in learning.

Prompts can be verbal, modeling (for example by demonstrating with the media), gestural (form of gestures using limbs), peer-to peer. Tutoring where assistance is provided by students who are able to guide their friends who are less able or have difficulties in learning. Prompt giving can be very helpful for students who are deaf.

2. Explaining

Explaining is teaching strategy in which the teacher conveys material to students orally. According to Heward, W.L. (2017) explaining is presentation of information orally that is managed systematically to show a relationship between one another. Using audio, video, and song for teaching. There are some aspects in explaining in teaching materials such as the language chosen must be simple, clear, the material presented must be understood and mastered well and the point explained must be concluded at the end of the lesson. This strategy is suitable for blind and physically disabled students.

3. Question and Answer

Question and Answer is a way of presenting lessons in the form of questions that must be answered from teachers to students. Heward, W.L. (2017) stated that Question and Answer is a teaching strategy that takes place using a session of giving questions and delivering answers related to teaching materials from teacher to student, students to teacher or student to student.

4. Discussion

Discussion is also usually used for blind children because of this strategy requires students' thinking ability to solve problems. This strategy can be implemented without using the sense of sight so it is good for blind and quadriplegic children.

In accordance with the statement above the objectives of this study are to know the English teachers' strategies in teaching English in inclusion elementary school and to determine

the dominant strategy in teaching English in inclusion elementary school.

II. Methodology

This study used descriptive qualitative and quantitative method. The subjects of the study were 12 English teachers of inclusion elementary schools in Bengkulu City. They were English Teachers from SDIT Al-Aufa, SDN 26 Bengkulu City, SD Alam Mahira Bengkulu, SDN 20 Bengkulu City, SD AL-Manar, SDN 03 Kota Bengkulu, SDN 79 Kota Bengkulu, SDN 5 Kota Bengkulu, SDN 4 Kota Bengkulu, and SD Fatma Kenanga ICS Bengkulu. In collecting the data, this study used interview, observation checklist and questionnaire as a research instrument.

III. Result and Discussion

In line with the research questions that;; what was the English teacher's strategy of teaching English in Inclusion Elementary schools

of Bengkulu City and what was the most dominant strategy of teaching English in inclusion elementary schools of Bengkulu City, the results of the study were going to be discussed by elaborating it with previous studies and the theory that used in this study.

A. Result

The findings of this study are about English teachers' strategies for teaching English in inclusion elementary schools of Bengkulu City. All of the findings are described below:

1. English teachers' strategies of teaching English in inclusion elementary schools of Bengkulu City

The researchers found that the teachers applied four types of teaching strategies and some teachers used additional strategies in teaching inclusive students. The teachers also used those strategies based on the needs of students in each meeting.

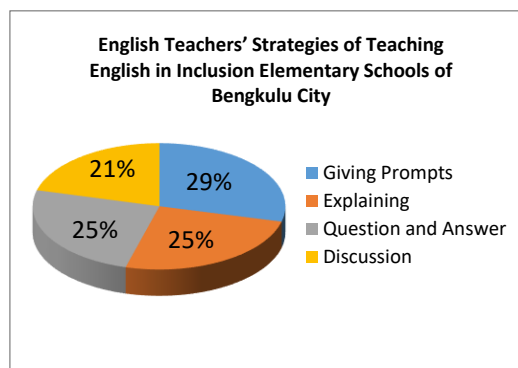


Chart 1. Types of Teaching Strategies Applied by Teachers

Based on Chart 1, it can be explained that the teachers applied four strategies based on the theory of Heward W.L (2017) such as the strategy of Giving prompts, explaining, question and answer, and discussion.

a. The first strategy is Giving Prompts.

Giving Prompts consist of modeling with media (for example by demonstrating with the media), gestural (form of gestures using limbs), use tutoring assistance, and help from students who are able to guide their friends who have difficulties in learning.

1. Modeling with the Media

The Modeling with Media is the first sub category of Giving Prompts. The point of the category is 7.81%. The Giving Prompts was applied 40 times with some interactions such as using card, picture, and laptop.

2. Gestural

The Gestural (forms of body movement using the limbs) is the second subcategory of Giving Prompts. The point of that category is 8.20%. The Gestural are carried out 42 times with several interactions such as moving the limbs, clapping.

3. Tutoring Assistance
Tutoring Assistance is the third subcategory of Giving Prompts. The point of that category is 5.07%. Tutoring Assistance was conducted 26 times with several interactions such as additional tutoring..
 4. Help from Student
Help from student is the fourth subcategory of Giving Prompts. The point of that category is 7.81%. Help from student was conducted 40 times with several interactions such as: additional tutoring.
- b. Explaining**
The second strategy is Explaining. Explaining is teaching strategy in which the teacher conveys material to students orally, teach with audio, video, and song, and explain the material in simple, clear, concise and easy to understand language.
1. Conveys material to students orally
The convey material to students orally is the first sub category of Explaining. The point of the category is 8.20 %. Explain the material orally was applied 42 times some interactions such as explaining the material to students orally.
 2. Teach with audio, video, and song
Teach with audio, video, and use song is the second sub category Explains. The point of that category is 8.20%. Teach with audio, video, and use song was conducted 40 times with several interactions such as explaining the material to students through audio, video or through songs.
- c. Question and Answer**
The third strategy is Question and Answer. Question and answer is a teaching strategy in which the teacher presents the lesson in the form of questions. Question and Answer giving questions and answers related to teaching materials can be from teacher to student, student to teacher, or student to student.
1. Use questions and answers between teacher and student
The Use questions and answers between teacher and student is the first sub category of Question and Answer. The point of the category is 8.60 %. The use questions and answers between teacher and student were applied 44 times some interactions such as questions and answers between teachers and students were carried out face to face and individual.
- d. Discussion**
The fourth teachers' strategy is discussion. Discussion used for blind children because of this strategy requires students' thinking ability to solve problems, use a discussion strategy between students and students to see students' thinking abilities, use discussion between teacher and students when studying, and use discussions between teachers and parents to see students' progress.
1. Use a discussion strategy between students and students to see students' thinking abilities.
The discussion strategy between students and students to see students' thinking abilities is the first sub category of Discussion. The point of the category is 6.44 %. The discussion strategy between students and students was applied 33 times with some interactions such as The discussion strategy between students and students that used in teaching English.
 2. Use discussion between teacher and students when studying.
In the Discussion strategy at point 2 the teachers do not use discussion between teacher and students when

studying, so that in the learning process there is no strategy.

- Use discussions between teachers and parents to see student progress.

The use discussion between teachers and parents to see student progress is the third sub category of Discussion. The point of the category is 6.25 %. The discussion strategy between students and students was applied 32 times some interactions such as the use of discussions between teachers and parents to see students' progress in teaching English.

2. Dominant Strategy of Teaching English in Inclusion Elementary Schools of Bengkulu City

Based on the results of the questionnaire, the dominant strategy used by teachers is the strategy Giving Prompts, Explaining, Question and Answer, and Discussion. To support the data, researchers conducted interviews with English teachers who teach inclusive children. There are 12 teachers who teach English for inclusive children from 11 elementary schools.

No	Teachers' Strategies	Category of Teachers' Strategies	Total sentence	
			F	%
1.	Giving Prompts	Modeling with the Media	40	7.81%
		Gestural	42	8.20 %
		Tutoring Assistance	26	5.07 %
		Help From Student	40	7,81 %
		Total	148	28,90 %
2.	Explaining	The explain the material orally.	42	8.20 %
		Teach with audio, video, and song.	42	8.20 %
		Explain the material in simple, clear, concise and easy to understand language.	46	9.00 %
		Total	130	25.40 %
3.	Question and Answer	use questions and answers between teacher and student.	44	8.60 %
		use questions and answers between student to teacher	44	8.60 %
		use questions and answers between student to student.	39	7.61 %
		Total	127	24.81%
4.	Discussion	use a discussion strategy between students and students to see students' thinking abilities	33	6.44 %
		use discussion between teacher and students when studying.	42	8.20 %
		use discussions between teachers and parents to see student progress.	32	6.25 %
		Total	107	20.89 %
Total			512	100%

Table 1. The Dominant Strategy of Teaching English in Inclusion Elementary Schools.

The most dominant in English Teachers Strategies of teaching in inclusion elementary schools of Bengkulu city is the giving prompts. That is 28.90 % or 148 times

that during teaching and learning process. The Second is Explaining. That is 25.40 % or 130 times that occurs during the teaching and learning process. The third is Question

and Answer. That is 24.81 % or 127 times that occurs during the teaching and learning process. The last one is Discussion that is 20.89% or 107% times that occurs during the teaching and learning process.

IV. Discussion

The research has designed to find out English teachers' strategies of teaching English in inclusion elementary schools of Bengkulu city. English teachers' strategies of teaching English in inclusion elementary schools are standard activities that must be possessed by every individual who work as a leader. Conforming to Heward, W.L. (2017) English teachers' strategies of teaching English in inclusion elementary schools consist of four things, those are; (1) Giving Prompts (2) Question and Answer (3) Explaining (4) Discussion.

Based on checklist observation and interview, the researchers found that the teachers applied four types of teaching strategies and some teachers used additional strategies in teaching inclusive students. The teachers also used those strategies based on the needs of students in each meeting. This finding related to the result of the research conducted by Dewi (2019) that English Teacher at MA Muhammadiyah 1 Ponorogo applied some strategies in teaching English at inclusive class of XI IPS. Those are arranging the students seat, giving good explaining and teaching models, approaching and giving more attention, and helping from regular students

The excerpt below shows be used the teachers' strategies.

The first strategy is Giving Prompts.

Giving Prompts consist of modeling with media (for example by demonstrating with the media), gestural (form of gestures using limbs), use tutoring assistance, and help from students who are able to guide their friends who have difficulties in learning

a. Modeling with the Media

The Modeling with Media is the first sub category of Giving Prompts.

Subject 1.

Subject 1 was English teacher from Alam Mahira Elementary School of Bengkulu City. English teacher explained that teacher mostly used the media such card so that the teaching-learning process runs on inclusive students.

b. Gestural

The Gestural (forms of body movement using the limbs) is the second subcategory of Giving Prompts.

Subject 2

Subject 2 was English teacher from SDN 20 Bengkulu City. The teacher explained that used gestures, for example, when I sing mother finger, I use my thumb for the image of the mother.

c. Tutoring Assistance

Tutoring Assistance is the third subcategory of Giving Prompts.

Subject 3

Subject 3 was English teacher from SDN 05 Bengkulu City. The teacher explained that used tutoring such as give them an extra 30 minutes after school.for inclusive students so that inclusive students can better understand what they have learned.

d. Help from Student

Help from student is the forth subcategory of Giving Prompts.

Subject 4

Subject 4 was English teacher from SDIT Al-Aufa of Bengkulu City. The teacher used Help from regular students such as peer assistance is needed in learning during group work for inclusion student.

The second strategy is Explaining. Explaining is teaching strategy in which the teacher conveys material to students orally, teach with audio, video, and song, and explain the material in simple, clear, concise and easy to understand language.

a. Conveys material to students orally

The convey material to students orally is the first sub category of Explaining.

Subject 5

Subject 1 was English teacher from SDN 03 Bengkulu City. The teacher explained that the material was explained by repeating words so teachers verbally first speaking then followed by the student.

b. Teach with audio, video, and song

Teach with audio, video, and use song is the second sub category Explaining.

Subject 4

Subject 4 was English teacher from SDIT Al-Aufa. The teacher explained that use audio, video, and song in teaching inclusive students.

- c. Explain the material in simple, clear, concise and easy to understand language is the third sub category in Explaining.

Subject 6

Subject 6 was English teacher from SDN 57 of Bengkulu City. The teacher explained that the material explained in simple, clear, concise and easy to help students understanding the language.

The third strategy is Question and Answer.

Question and answer is a teaching strategy in which the teacher presents the lesson in the form of questions. Question and Answer giving questions and answers related to teaching materials can be from teacher to student, student to teacher, or student to student.

- a. Use questions and answers between teacher and student

The use questions and answers between teacher and student is the first sub category of Question and Answer.

Subject 7

Subject 7 was English teacher from SD Al-Manar of Bengkulu City. The teacher explained that used strategies questions and answers between teacher and student individually in teaching and learning process

- b. Use Questions and Answers between Student to Teacher

In the questions and answers strategy at point 2, there is no questions and answers from student to teacher.

- c. Use questions and answers between student to student.

In the question and answer strategy at point 3 there is no questions and answers from student to student.

The fourth teachers' strategy is discussion.

Discussion was used for blind children because of this strategy requires students' thinking ability to solve problems, use a discussion strategy between students and students to see students' thinking abilities, use discussion between teacher and students when studying, and use discussions between teachers and parents to see student progress.

- a. Use a discussion strategy between students and students to see students' thinking abilities.

The discussion strategy between students and students to see students' thinking abilities is the first sub category of Discussion.

Subject 8

Subject 1 was English teacher from SDN 26 of Bengkulu City. The teacher explained that used discussion strategy between students and students to see students' thinking abilities and see how students' discussion solving problems.

- b. Use discussion between teacher and students when studying.

In the Discussion strategy at point 2 the teacher did not use discussion between teacher and students when studying, so that in the learning process there is no discussion strategy between teacher and students.

- c. Use discussions between teachers and parents to see student progress.

The use discussion between teachers and parents to see student progress is the third sub category of Discussion.

Subject 9

Subject 9 was English teacher from SDN 20 Bengkulu City. The teacher explained that used discussion between teachers and parents to see student progress, whether the student is progressing, or the student brings learning home, such as singing an English song. But, there are some teachers who use other strategies, such as English teacher (Subject 4 from SDIT Al-Aufa and Subject 1 from SDN Alam Mahira Bengkulu). The teachers used direct psychologists to guide, consult children, and how to find out more about the child and another strategy, for example when learning vocabulary in plants, it would be shown directly to the plant the division of the vocabulary so children would be easier to remember.

The data above was also supported by the results of direct interview with teachers. In the strategy of giving prompts the teacher applies with the help of media pictures, cards, with props and asks for the help of their friends who are smarter to guide inclusion students in achieving learning. It explains the teacher applies repeated learning with clear and short sentences; the teacher also used songs to provoke the entry of children's focus. In the question and answer strategy, the teacher applied it face-to-face to inclusion students. The teachers' discussion strategy would discuss between student and student, discussion with parents, homeroom teachers, school principals and even this strategy can involve other parties, such as psychologists. Desi (2019) indicated that there are some teaching strategies and approaches for students who have special needs in one or more of four areas (cognition and learning needs, behavior,

emotional and social development needs, communication and interaction needs and sensory and/or physical disability needs). According to the teacher by using the strategy would make the teaching and learning process achieved.

V. Conclusion

Based on the results of the study can be concluded that there are four English teachers' strategies of teaching English in inclusion elementary school of Bengkulu city based on the theory of Heward, W.L. (2017) namely giving prompts, explaining, question and answer, and discussion. For each English teachers' strategies, and giving prompts is the most dominant English teachers' strategies of teaching English in inclusion elementary school of Bengkulu city because it was identified with percentage 28.90 % with 148 times did during teaching and learning process, and almost of all English teachers' strategies by using Indonesian language.

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