

ABSTRACT

The number of children with special education needs (SEN) has been increasing in the recent years, with 10 of 100 children are those with SEN (Supriyadi, 2010). To accommodate those children, inclusive schools, which accept children with SEN were established. Yet, many schools are still struggling to implement inclusive education program (Rudiyati, 2011; Isdiyono, 2014). Hence, this study attempts to describe the techniques used in teaching English in two private primary inclusive schools. Two private inclusive schools and three English teachers from each school were selected as research sites and participants. Qualitative approach, involving series of observations and interviews, and document collection deployed as the research methodology. The study found that generally the participants there was no teaching method or technique deployed by the teachers specifically addressed to meet the needs of SEN children in the classrooms. They tended to focus on teaching regular students and delegated the responsibility to teaching assistants. The influencing factors to the findings above are the lack of teachers' pedagogical competence in preparing their teaching and assessing the students' performance, the low opportunity to get support from the government and the system that the schools applied in implementing inclusive education, which legitimates the teaching assistants to exclusively teach the SEN students. Therefore, further steps including defining how inclusive should be implemented and preparing the personnel from the government and schools are instrumental to ensure that SEN children benefit from the program.