

Chapter 5

CONCLUSIONS AND SUGGESTIONS

This chapter imposes the conclusions of the study and provides suggestions for pedagogical interest and for future research as well in relation with the results of the study.

5.1. Conclusions

It can be concluded from the findings that the dominant methods used in teaching English at the inclusive schools are audiolingualism, grammar-translation methods, and task-based learning. The techniques that the participants mostly used in teaching English in their inclusive classrooms were questioning for opening phase, reading and repeating, listening to recording, translating, and doing task. The techniques are relatively teacher-centered and focused more on teaching regular students. As a result, the SEN students tended to study “exclusively” although they study in inclusive schools. This fact flawed the principles of inclusive education as suggested by the experts such as mentioned in this study.

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. The impact of the causes had lead to confusion among many education personnel who

implement the inclusive problem. Teachers and tutors' confusion would cause the failure to achieve the objectives of inclusive program, which is to include children with special education needs and to create an environment which values diversity and differences.

5.2. Suggestions

Accordingly, there are some suggestions to improve the quality of the implementation of the inclusive program in general and teaching English to SEN students in particular.

1. The government should clearly define how inclusive education should be implemented. Afterwards, the government has to prepare all involved personnel, both administrative and structural, to implement the program well by training or giving them clearly stated standards of procedures. More importantly, the government must supervise the schools that implement inclusive program. Well supervision would ensure that the principles of inclusive education are implemented well in the whole aspects of the schools.
2. For English teaching in inclusive schools, especially that at primary level, the schools should decide it carefully whether to teach the subject or not. In primary school, English is not a compulsory subject anymore. Inclusive schools do not have to teach English in their classrooms. Given the condition that even regular students are having difficulties in learning EFL, educational institutions that implement such challenging program as inclusive education should thoroughly assess what benefits that teaching English offer for both regular and SEN students and how it should be taught so all students would

receive the benefits optimally. Thorough assessment on the benefits of teaching English and the way to teach it is of the essence. Without clear objectives, teachers would be confused in determining what to achieve and how to do it. Therefore, both regular and SEN students would receive the benefits optimally.

Additionally, if an inclusive school decide to teach English at the school, collaborative and cooperative principles of teaching and learning should be central in the classroom, due to the benefits the method offers in achieving the aims of inclusive education.

3. Both the government and inclusive schools should support teachers by providing them regular trainings. Given the fact that even the teachers at schools like Bright and Brilliant Schools, which has implemented inclusive education for more than five years, still have confusion, there is likely that teachers at relatively new inclusive schools to have the same confusion. In addition, there is also a high chance that there may be some unidentified students with special education needs in regular school. Hence, massive trainings, not only for teachers of inclusive schools but also those of regular schools about inclusive education is likely to be advantageous for education in Indonesia in general.
4. There is also a need for educational institutions which prepare teachers, such as UPI, to include particular subjects that focus on teaching in inclusive context. Considering that the there are still a lot of children with SEN who have not been able to study at inclusive school, there may be a tendency that the number of inclusive schools would increase. As the number of inclusive

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schools increases, there would be high chance of SEN children to study in the schools. This, therefore, required teachers who have competences in teaching in inclusive setting. Hence, the universities and colleges have to ensure that their graduates master basic competences necessary for teaching, particularly in inclusive setting considering that inclusive education is perceived to be ideal for teaching and learning to take place with or without SEN students (Arends, 2007; Smith, 1998).

5. It is also worthy to conduct extensive further research on effective classroom instructions. In line with Dean et al. (2011), successful teaching and learning is not only relied on particular method or technique but also how a teacher incorporate the various methods and techniques in a set of strategies. Therefore, the researcher believes that research at schools that are proven to be successful in implementing inclusive education program would be beneficial for many parties in education in Indonesia. Experiments of various teaching techniques that not only nurture a learning community of regular and SEN children but also boost SEN students' linguistic ability would be fruitful as well.