

Differentiated Instruction in Teaching English: A Case Study In Inclusive Classroom

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Abstract

The request for including Special education needs students in regular classroom increasing in Senior High School. The first inclusive school in Kediri makes the researcher interested in knowing about differentiated instruction used by the teacher in teaching English for students in inclusive situation, techniques in teaching English and the environment support to make teaching English in inclusive classroom run weell. Visually impairment and autism students were chosen. The study uses qualitative case-study. Observation and interview result shows that the teacher focused on their characteristic to give differentiated instruction. Techniques were grammar-translation method and co-operative learning strategy. The environment has good support and makes a good result.

Keywords: Inclusive Classroom, Differentiated Instruction, Teaching Strategy, Environment Support, Autism, Visually Impairment

Every student is unique. Inclusive classrooms accepted their uniqueness becomes one in a regular classroom. As the reality faced by the inclusive teacher, the types of special needs students are various they have their own characteristics and their uniques as an individual. The teacher has to find the best solution to teach them and reach the goal of the study (Harmer,2007). Differentiated Instruction is a suitable philosophy based on Tomlinson 1999 as the recipe of teaching that has been used by some other researchers' found out that it has a good effect for every student with various learning styles.

Given differentiated instruction in the classroom (e.g., give specific instruction for special education needs students), the teacher has to make a suitable and clear instruction to make the

students understand and can get the needs of all students in inclusive class (Busby et al., 2012). Create different concepts in giving the tasks that suitable for special education needs students and for regular students, to meet a better understanding and get a better result in the teaching-learning process it means the teacher gives clear instructions. Differentiated instruction also helps the teachers to decide suitable teaching techniques for them.

Differentiated Instruction is a framework also as philosophy to create an effective teaching strategies created by C.A Tomlinson in 1999 based on the concept of multiple intelligences and brain-compatible literature by Howard Gardner's. Tomlinson seeing this approach with believe that the teacher needs to answer their students' backgrounds, their basis language, readiness echelon, their interest and seeing also students' learning profiles. Strategies for the teachers' for differing the students' instructions are content, process, product and learning environment (Algozzine & Anderson, 2007; Simpson & Bogan, 2015; Evans, 2016).

Teacher sees their students to gains their knowledge, knowing their skill and sees how they gain knowledge is part of the content (Simpson & Bogan, 2015). The process here means, the teachers observe students' characteristic in learning process to find suitable techniques. Product means the result from teaching learning process to see how they mastering their subject (Simpson & Bogan, 2015). Environment support include physical layout in the class and outside the class, all of the atmosphere, people or stuff to support them in interact and get their goal (Tomlinson, 2014). Differentiated instruction is suitable approach for all types of students with seeing them in nature of their study.

In line with differentiate instruction as a teaching approach, the teacher needs to find appropriate teaching methods. Some teaching method that found based on differentiated

instruction in teaching English in inclusive classroom in the previous study are pedagogical approach, in primary school (Kurawa, 2010), co-teaching, peer-mediated instruction, and interventions, in elementary bilingual school (Padmadewi & Artini,2017), Grammar-translation, creating context with stories, communicative approach, also in elementary(Basaran,2012). The use of appropriate teaching strategy can help the students to reach their goal in learning.

The other key to make teaching learning English in an inclusive classroom has a good result. Environment support also has an important rule. Based on Seymour (2016) environment is one of the keys to making the inclusive classroom run well, with the support from the staff to facilitated communication between the teacher and the parents so they can make a line about the teaching-learning goal,to make the teaching-learning process successful especially in the inclusive classroom.

Research article or dissertation about teaching English for Senior High School is still rare. In the world wide and also in Indonesia. The first inclusive school in Kediri that researcher found had a good output like the special needs student accepted in University of Malang and also work as a librarian in one of senior high school in Kediri. Make the researcher interest to know what are the differentiated instruction used by the teacher for students in inclusive classroom, exploring the teachers' strategy in teaching English in inclusive classroom that is necessary to be found for senior high school students in inclusive classroom with various types in inclusion here the researcher wants to focus on autism and visually impairment students, also what kinds of environment support that make teaching English in inclusive classroom run well.

Methods

A case study is used by the researcher in this study. Based on Statement by Ari et al (2006) the researcher want to catch a deep understanding a phenomena or case by focusing on the total case to find understanding without breaking it down into case or phenomena . Case study choosen based on the fact that researcher got, inclusive classroom in senior high school is rare and SMA Muhammadiyah is the first inclusive school in Kediri. Real live situation as the background for the researcher in depth understanding on a case or phenomena. The researcher focuses on differentiated instruction in teaching English for inclusive students, teachers' techniques in teaching English for inclusion also the environment support to make teaching English in inclusive classroom run well.

Multiple sources in collecting the data uses as typical of case study (Ary et all,2006).The researcher wants to know the result by doing observing, interviewing, and joining in the class room in getting the data. In this study researcher want to join observation in one semester start from July until November 2018. Two classes have been observed first class is X IPS I included autism student and the second is X IPS II visually impairment student.

Finding

1. Differentiated Instruction

The first observation for the research result held in August until November 2018 it was in X IPS 1 and X IPS 2. Autism students include in X IPS 1. At the first time, the teacher arranges his seat with his friend that has been told and agreed to help him. they seat in front near the door to get more air for an autism student. The teacher tried to give the same instruction the same as another. At the end of the classroom, she asked his peers about his learning process. After three times teach him, she concludes that he is good emotional control because the teacher also has other autism students that have a problem in emotional control, but he can concentrate in 30 minutes, sometimes need a big to make him do the task. She continues to communicate with his friend, sometimes he asked to borrow his friend pen, though it was in his hand. But after doing that, when the teacher tried to give him attention, he can concentrate again and doing his task. His basic English also good. He was the kind of students that have more attention when the text book or the teacher gives him an explanation with picture or video or when their friends' practice the subject in front of the class.

The second type that researcher found in X IPS 2 was visually impairment. He is not totally blind he can see their friend and other big objects. In the first meeting in the semester, the teachers tried to give the same instruction for all students, she wanted to know how the students' character was. The teachers' make a setting for his seat and his peers, it is in front of her. After five times of observation in this classroom, the researcher can identify he is a shy boy but he can have a good relationship with other friends. Sometimes he has his

joke to make his friends laugh. He has a good memory. He does not feel comfortable if the teacher gives him special attention that is why Mrs. Titi tries to give the same attention, but she gives special instructions to his friends and his mother.

Interview was conducted before and after her works, with different setting or places (Evans,2016). The first questions were, "What is your perception about giving inclusion in differentiate instruction in your teaching-learning process?" She explains

"It does not give me a difficult time, I just need to know what kinds of students they are. Of course, it takes time to know them. But I tried to have good communication with his peers, friends, and mother, it helps me to make the instructions so they can accept the subject easily.[...] For visually impairment students, When I explain the materials, I tried to speak louder because I know her mother asked him to record about the material and sometimes I stayed closed in his desk. He is the type that he does not feel comfortable when I give him special attention. Luckily this curriculum asks the students to have larger activities and active, so I can check their understanding directly for both autism and visually impairment students. I use a lesson plan as usual, For example in the first chapter when we talk about Introduction after I give some example about it. I asked them to have a dialog In peers. And when reading comprehension I ask them to answer directly sometimes based on their chair arrangement or use some games like snowball throwing. I used the strategy for autism students. I need to gather information about their characteristics, sometimes I asked the shadow teacher to help me know their characteristics". (Teacher [Titi] Interview).

The researcher found a conclusion, and it was verified from the observation that her point to give differentiate instruction is the students' character itself, so he can follow the teaching and learning process in a good way.

2. Teachers Techniques

Teacher techniques in teaching English is used to differentiate instructions are; pedagogical approach, grammar-translation method, with co-operative learning strategy. It was verified by classroom observations that held in August until November 2018.

Explain about material here about introduction orally, explain about the structure was used in form of introduction and asked them to make a dialog. Asking students to read and translate the passages in the source book was often to do. The teacher said that although her students were visually impaired and autism, they were not different from other students so she used the same techniques as usual. She believes that it is still necessary to use, because when she uses it some other students can help her to translate what is needed in the material. She said she continuously used students' mother tongue in order to eradicate the disadvantage of students understand. She also tries to make their courses more communicative through the 'question-answer technique'. She also mentioned role-playing, adding that students like it very much. She also stated that making stories also effective, to get their interest and understanding. The researchers identifying the technique and how the teacher decided it;

'I am usually uses this common strategies, like stop and continue, come forward when I have a questions and discuss with your partner or make a group of some students. Some of the children who with less language skills or less confidence, we asked them to help their partners to share or give them reminder, if it is wrong or out of the ideas. Discussion that they do, make them better, they do not feel afraid in front of their friends. The instructions I used for example, after explaining the lesson: you have five minutes to discuss it with your peers, after five minutes I asked them to stop and give the result to me. I see them more comfortable share their own ideas and it also can develop their listening skill and another students get more focus on the subject... and we can see they encouraged and give support to each other happily and ' (Teachers' Interview).

‘Individual, pair and group work attended to do by the students after I gives them instructions then, I often ask them to discuss with your peers or friends and submit the result. Choose one of your friend as your representative or I also can asked them to come forward for all, and sometimes it is just a written report. They work together many times on a table or in their house, do presentation, role play and I will give them feedback. For individual work for inclusion, I gives her parents information and I have told to his friend to wrtite it down in their notes. So the parents can check it and help them to work.’ (Teachers’ Interview).

The teacher saw the situation when she gave them instructions she also focuses on seeing her lesson plan so, she can manage the time very well, she also can get the goal based on their learning style.

3. Environment Support

Environment support here is their classmate, parents, a shadow teacher or concealing teacher also the principle like we have stated before. They have important role to make teaching English in inclusive class room run well especially in SMA Muhammadiyah Kediri. Researcher stated this based on interview and verified by observation. In SMA Muhammadiyah, not only their peer that help them, but also almost all their classmates realize to help them. Form the interview from their classmates form two classes, most of them told to the researcher that they have a good perception about them, they said that they are just unique though sometime the autism student do something like hurt them when they are tired or they took my pen and does not return it back, we feel like it was just a part of the story like another students do to us and our teacher heard us carefully also give some suggestion for us. Some of them also help inclusion when their peers did not come. I also saw it. It was when they need to present their dialogue in front of their class to filed their middle test. It was also happened in autism class, because sometimes he can not focus another friend help to replace his part in the dialogue, they do it as volunteer because he did not study about the conversation before.

Before this school received their inclusions, she asked the commitment from their parents. When their parents pick them up, the teacher sometimes shares or has questions to them. The teacher told me that the parents from visually impairment students help his study with reading, recording and explaining about the material orally. And for the autism student also has a good support, his mother told her about the time for checking up and accompany him to study.

The concealing teacher gives special job as controller in the classroom, she applies big efforts especially for autism students. She also cares about other types of inclusion, her care is shown by having dialogues with some students and special attention when they stay outside their classroom. She conducted the research about them and told to the teachers about their characters. Mrs. Titi also said that she was really helpful because she could directly decide what she needed to do in her class. She also can give direct correction about her way of teaching that can not match with inclusions types. Sometime when the autism students lost control and disturbed teaching-learning process, their classmate comes to the concealing room and leaves him in her room so they can comeback for studying.

Principle of SMA Muhammadiyah also has important roles. Mrs. Kadiyem as mediator from their school to the government. As the first or pioneer inclusive school, she received many reports about the teachers' barriers in teaching inclusions which has many types of inclusions. The main point was about autism students, then now days the government gives a special test for students with autism that want to join their school. This test has been standardized by the government. In SMA Muhammadiyah has special program in the morning, it is MSG morning spiritual gathering it is a kind of students' share about some religious topics , they can share stories or something's. One of autism students that has a

character easily in memorizing, he wants to come up and have a speech. The principle allows him and his friends give him a good attention and respond. The researcher also asked her how this school can have a good habit in helping each other. The main points are communication and discussion. She told to the researcher, before she held Inclusive school she permitted other teachers, and Muhammadiyah Institution supported. When the meeting, the religious teacher, Nico Perlambang said special word;

“Take a good care of them, they are so special we are nothing without them, let us help our self to reach jannah, because they are the one who enter the Jannah without computing.”

Then Mrs. Kadiyem added

“That is why we really want to help them receive in sociality, we also want to help ourselves. Alhamdulillah our graduations of inclusion now days have a good result. Some of them became University of Brawijaya Students, and also works in as librarian in SMA 6 Kediri. It is all because we tried to make them as part of us, so they can be brave to face this world and make a meaning for something, although we still need support from government about training and sources of book or newest curriculum that can handle all types of inclusion, we will do our best to serve them.”

A good environment support has been received, it is really helpful for the teacher and students to make their teaching and learning process run well.

Discussion

Finding of the study based on the observation and interview clearly indicate that teacher use differentiated instruction in her classroom. She used to know their characteristics and try to find technique that is suitable, the teacher also have a good communication with their classmates, parents and concealing teacher to create a better environment for them, so they can feel more comfortable in the school. A big role by the headmaster that give instruction for all to receive them with pleasure and communication with the government to create a better inclusive school that can accept various kinds of special education needs students.

This approach is suitable and the goal not only give them big result in academic but also in their social live. Based on some research before researcher want to know this approach is also useful for senior high school students. Gwabe kurawa (2010) that examining teachers strategy in primary school that finds pedagogical is suitable technique gaining differentiated instruction, here also found by researcher that the teacher use the same techniques in teaching. Because it also help the teacher to creat her technique flexible. Grammar translation method that found as technique to create differentiated instruction for autism based on Padmadewi and Arini (2017) also found and suitable for senior high school students with visually impairment and autism in this school. This method is effective because it will help the parent from visually impairment and autism know about the lesson also their friend that help them. Kimberly Seymour (2017) that describe about the support from the staff and the parents that is important in gaining differentiated instruction for elementary school. The result also same in this study which show they have a big role to make teaching learning English in inclusive classroom run well.

Conclusion

Teaching is not only about the material but also about their manner. She has a big duty to know their students learning style, but really she gets help from her environment she does not feel hard. With the types of their learning style she can try to deliver material maximally. From the result their marks do not show so different with general students. The use of teaching techniques is also usual so other students can have the same attention. She think the best result especially for special education needs students, they can more comfortable in their environment and the bonus is their academic result.

Suggestion

The finding suggested a need for the teacher to have much more references about special education needs students, because they are unique with many kinds of criteria. The headmaster need to have communication with the government, about the facilities, resources books or properties, also professional development for teachers to enlarge their understanding about their characteristic then they can create appropriate differentiated instruction for them. Future studies in the inclusion setting another type of special education needs students need to be understand, to ensure the others students will study based on their nature to grasp their better result.

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