



Teaching Strategies Applied by EFL Teachers at Inclusive Classroom: An Learning Experince Learnt from Inclusive Classes

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Abstract

The term inclusion in the field of education is broadly defined as the incorporation of students with disabilities or those with special needs into general classrooms. In this regard, inclusive education represents a concept of education with the aim of fulfilling human rights in terms of education without any sense of discrimination. Therefore, this study aimed to explore the pedagogical strategies used by teachers to teach English in inclusive classrooms. This study applies a descriptive qualitative method embracing the data collection techniques; observation, interviewing, and note-taking. The subject of this research was English teachers in the 9th grade of SMP IT Al Qimah. To analyze the data from observation, and interview, this study used data condensation, data visualization, and conclusion/verification. The results of this study show that English teachers at the immersion level apply two strategies when teaching English: active learning strategy and cooperative learning strategy. The problem that teachers encounter is the difficulty in choosing learning materials and controlling students' moods. To solve problems related to teaching English in inclusive classrooms, teachers should share and discuss with after-school teachers about students' abilities and learning goals. In addition, to enrich skills and knowledge dealing with the problems in teaching English in inclusive classes, teachers need to read many reference materials. Based on the result of the study, it is suggested that the teacher provide a smart solution besides, only sharing with shadow teachers and finding out a lot of references dealing with teaching strategies for inclusive students. Those solutions provide teachers with a lot of new insight and creativity to overlook the problems.

Keywords: Teaching strategy; Teaching English; Inclusive Classroom

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INTRODUCTION

In In the Indonesian context, inclusive education has become popular and is supported by a number of stakeholders in educational development. The growing presence of inclusive education will help address the limited number of special education programs (abbreviated in Indonesian terminology as SLB). In a social context, inclusive education is also beneficial in avoiding discrimination against students with special needs. However, according to Wibowo & Muin (2016), many factors hinder the success of inclusive education programs in Indonesia. One of them is the limitation of ideal facilities and infrastructure. As a result, students with special needs in Indonesia still do not receive adequate and ideal educational services under inclusive education programs (Efendi, 2018). That limitation becomes a signal calling for the adoption of effective inclusive education guidelines despite limited school facilities and infrastructure.

In the educational curriculum implemented in Indonesia, there are several learning subjects available to be taught at both primary and secondary schools. One of which is English subject. This study centralizes its scope on inclusive education as the paradigmatic umbrella and English education as the realm where inclusive education is held, permendiknas. (2009). this study is derived from an encounter with the phenomenon existing amid the aforementioned scope. During carrying out the duty in terms of community service in the scope of English as a Foreign language (hereafter EFL) pedagogy among Junior High schools in the city of Curup, Bengkulu, Indonesia, along with perceiving themselves as academicians having an interest in inclusion-related issues, the researchers found the implementation of inclusive education at one of the Junior High schools in that city. Besides the limited availability of adequate facilities and infrastructure promoting the success of inclusive education for EFL pedagogy, it seemed that a few disabled students were consistently incorporated into and persistently learned together in general classrooms within a full-day school system. This phenomenon drove the researchers' interest in seeking to investigate the extent to which English teachers provide inclusive classrooms with appropriate teaching strategies as desirable. Anchored in the phenomenon highlighted above, this study formulates two research questions which fall into (1) what are the teaching strategies applied in the EFL inclusive classrooms and (2) how do the EFL teachers implement those strategies?

The term inclusion in the field of education is broadly defined as the incorporation of students with disabilities or those with special needs into general classrooms. In this regard, inclusive education represents a concept of education with the aim of fulfilling human rights in terms of education without any sense of discrimination (UNESCO, 1994). The fulfillment of educational rights must cover the adequacy of qualified education for students without exception (Murawski, 2005). According to Tichá, Renáta, Brian Abery, and Christopher Johnstone. (2019), to reach the meaningfulness of inclusive education, there are three components which are necessary to be taken into account. They encompass academic, socio-emotional, and physical aspects. The presence of diverse students' particularities in inclusive classrooms indicates that students cannot be taught in a homogenous manner (Leeman & Volman, 2001) because although students with exceptionalities have been placed in inclusive classrooms, their diverse individual needs are at some point still not fulfilled (Engelbrecht, Nel, Smit, & Deventer, 2016). Teachers' pedagogical as well as practical skills and knowledge which are capable of providing students with various instructional strategies that do justice to students' diverse needs indeed play a pivotal role. Thus, all students will have the same opportunity to build up and develop their individual potentials in the same learning environment, but with various treatments that conform to students' special characteristics.

Inclusion classrooms fit the context of this study because the characteristics of inclusion between special education students and general education students align with the characteristics of inclusion. On the positive side, inclusive education will benefit students with and without disabilities. Students with special needs will have the opportunity to establish good relationships with their non-disabled peers. Students with special needs will be treated as part of the school community (Seymour, 2017). Such an accommodation would also allow specialized students to benefit from role models of appropriate behavior from their non-disabled peers. Additionally, students without disabilities will likely improve their social education skills because they can learn to understand that their friends with disabilities are part of the community and have the ability to help others. because of their uniqueness (Seymour, 2017; Sundar Raj, Manoj Prasath, and Adalarasu, 2016).

Inclusive Education in the Context of Indonesia

The enactment of inclusive education in Indonesia has been guided by Directorate of Special School Development (2008). As stated by the foregoing, there are a number of models of inclusive education implemented in Indonesia. They entail (1) regular class or full inclusion, wherein students with disabilities learn together with those without disabilities throughout the day in the regular classroom by employing the same educational curriculum; (2) the regular class with cluster, in which students with special needs learn together with those without special needs in the regular classroom set in a special group and the same curriculum; (3) the regular classroom with pull-out, whereby disabled students learn together with nondisabled ones in the regular classroom, but to some extent they also learn together with a special teacher; (4) the regular class with cluster and pull-out, in that students with special needs learn together with ones without special needs in the regular classroom set in a special group and also learn with a special teacher; (5) the special class with different integration, wherein special students learn with a special teacher in the special classroom, and at some point they can learn together in the regular classroom with other nondisabled students as well; and (6) the full special class, in which disabled students learn with a special teacher in the special classroom, but those students cannot learn together with other nondisabled ones with the application of the same curriculum.

In this study, the category of inclusive EFL classes offered by the school where the research phenomenon took place refers to regular classes or full integration of students with and without disabilities studying together throughout the school day with the same program in regular classrooms.

Teaching Strategies of Inclusive Education

Inclusive education is an educational model that allows students with special needs to learn alongside regular students in the same classroom (Aini Mahabbati, 2020). According to UNESCO (2005) stated that inclusive education is an approach to adapting educational structures and other learning environments to meet the needs of a diverse range of learners. Inclusion focuses opportunities for individuals with disabilities (physical, social, and emotional) to participate equally in regular education when possible, but leaves open the possibility of individual choices and possibilities for special aid and accommodation for those who need and want it (Rasmitadila & Tambunan, 2018). Refers to the definitions by expert above that inclusive education is an educational system that allowed students with special needs to learn in the same classroom and gets the same opportunities with regular students, but it is possible to students with special needs need shadow teachers to help them.

Inclusive education is a system of education that provides opportunities for all learners who have abnormalities and have the potential of intelligence and/or special talents to follow education or learning in an educational environment together with learners in general (Permendiknas No 70, 2009)". According to Garnida (2015), inclusive education in Indonesia is organized for the following purposes: Providing a broad education that is appropriate to student's needs, Accelerating the program of compulsory basic education, There is no such thing as a stay or drop out to improve educational quality, Developing an educational system that values diversity and eliminates discrimination in learning, and Complying with the instructions of the 1945 constitution.

The inclusive education program in this study was conducted in Al Firdausi such as early detection growth and development, Individual Curriculum, Enrichment, and Remedy, Pull, Parent meetings, Shadow Teacher, Outing Class, and Life Skills. In this study,

researchers found that schools provide shadow teachers to help children with special needs who also help teachers in the learning process. In classroom observations, researchers found 2 shadow teachers where each teacher has 2 children with special needs who must be accompanied..

Types of teaching strategies for inclusive classroom

There are various teaching strategies that can be used during the teaching and learning process in the English Foreign Language (EFL) Inclusive Classroom. According to Tichá, Abery, and Johnstone (2019) in Hidayah and Morganna (2019) described the following teaching strategies.

Active Learning Strategy

Active learning is a teaching method that involves and encourages learners to participate as active participants in the learning environment, Abery & Harutyunyan, (2018). What is important in active learning is focusing on developing students' abilities rather than simply pouring knowledge into their heads (Hyun, Ediger, and Lee 2017). This strategy benefited teachers and students because it allowed both sides to receive feedback from learning. From the explanation above we can conclude that to get an active learning process, teachers should involve students by asking their opinion about the material. The benefit of this strategy is all of the students (regular and inclusive) can learn together in the same class and the teachers make students-centered learning, whereas their opinion and their actions in the class can make fun active learning. Students with special needs participated fully in learning activities with no sense of discrimination (Hidayah and Morganna 2019). Furthermore, Hidayah and Morganna (2019) conclude that active learning has a step, namely; Creating a learning environment based on identifying students' strengths and weaknesses, Establishing the way that pupils understand the learning objectives, Adjusting the learning environment to the student's abilities, and Providing learning processes that are well-managed in terms of time.

Peer-tutoring strategy

Peer-tutoring is a teaching strategy in which students serve as classroom strategy in which students represent as tutors, students may work on academic, social, behavioral, functional, or even social skills in pairs (Kapil and Malini 2016). The main goals of this strategy is to help all students learn by providing peer (classmate) support. Peer-tutoring strategy was created to accommodate academic diversity in general education classrooms and can be used with all students. (Fuchs et al. 1997). Supporting this theory Hidayah and Morganna (2019) says that there's procedures to conduct this strategy, i. e.: Constructing clear learning objectives, Managing students pair-work activity optimally, Properly planning the stages of pair-work activity, Monitoring the implementation of pair-work activity, Constantly assessing the ongoing pair-work activity, and Cooperative learning strategy.

RESEARCH METHOD

Research Design

This research is anchored in the framework of a descriptive qualitative study, a methodological approach meticulously chosen for its effectiveness in delving deep into the complexities of social and human phenomena. As elucidated by Creswell & Creswell in 2018, the essence of a descriptive qualitative study lies in its capacity to uncover and interpret the meanings that individuals or groups attach to a particular social or human problem. This methodological choice is particularly suited to the objectives of the present study, which seeks to explore the intricacies of teaching strategies employed by English as

a Foreign Language (EFL) teachers within the unique educational milieu of inclusive classrooms. The focus of this study is twofold: to illuminate the varied learning strategies adopted by EFL teachers and to understand the problem-solving approaches they utilize in navigating the challenges of inclusive education. Inclusive education, by its very nature, presents a complex array of pedagogical dilemmas, necessitating adaptive and innovative teaching methodologies to cater to the diverse learning needs of all students.

Through a qualitative lens, this study endeavors to capture the nuanced practices and pedagogical decisions that define the work of EFL teachers in this context, offering insights into the ways in which these educators strive to foster an environment conducive to learning for every student, regardless of their individual needs. To achieve this, researchers have immersed themselves in the field, adopting the dual roles of observer and interviewer. This immersive approach allows for a direct engagement with the phenomena under investigation, facilitating a richer, more nuanced collection of data. As observers, researchers are able to witness firsthand the dynamic interplay of teaching strategies within the classroom, capturing the lived realities of both teachers and students. Concurrently, acting as interviewers enables researchers to delve deeper, probing into the rationale, experiences, and reflections of the EFL teachers regarding their instructional choices and challenges. This combination of observational and interview methods strengthens the study's ability to address the research questions comprehensively, yielding a detailed portrayal of the pedagogical landscape within inclusive EFL classrooms.

Research Participants

For this particular study, data was meticulously gathered through a series of observations and interviews focusing on the learning strategies employed by English as a Foreign Language (EFL) teachers within the inclusive classroom setting of SMP IT Al Qimah. The methodology employed aimed to capture the nuanced pedagogical approaches these educators implement to address the diverse needs of their students, encompassing both traditional learners and those with special educational requirements. The participants, actively involved in both the observation and interview phases of the research, were carefully chosen to provide deep insights into the complexities of teaching in such a dynamic environment. The selection of participants for this study was guided by specific criteria designed to ensure that the data collected would be both rich and relevant. Firstly, participants were required to have substantial experience teaching in inclusive classrooms, with a stipulation of 5 to 10 years of practical experience. This criterion was set to ensure that the educators had a well-rounded understanding and firsthand knowledge of the challenges and strategies associated with inclusive education.

The depth of experience also suggests a certain level of expertise and adaptability in managing the varied needs of students within such settings, making their insights particularly valuable for the study. In addition to their extensive teaching experience, the participants were also required to possess formal certification as EFL teachers. This qualification ensures that the educators have a solid foundation in the principles and methodologies of teaching English as a foreign language, coupled with an understanding of the pedagogical complexities inherent in an inclusive classroom. The certification criterion serves as a guarantee of the participants' professional competency and their capacity to implement effective learning strategies tailored to the linguistic and educational needs of their students. By acting as both observer and interviewer, the researcher was able to engage directly with the teaching practices and perspectives of the selected EFL teachers, allowing for a comprehensive exploration of the instructional techniques employed.

Data Analysis Technique

The process of analyzing data collected through observation and interview in qualitative research involves a structured and meticulous approach, designed to distill comprehensive insights from the raw data. This process unfolds in several key stages: data condensation, data display, and conclusion drawing, each playing a vital role in the transformation of raw data into actionable findings. In the initial phase of data condensation, the researcher undertakes the task of sifting through the voluminous raw data to identify and highlight the most pertinent information. This stage is critical for reducing the complexity of the data, allowing the researcher to focus on significant patterns, themes, and relationships that emerge from the observations and interviews. Data condensation involves a careful process of coding, categorizing, and synthesizing the data, thereby distilling it into a more manageable and analyzable form.

The condensed data serves as the foundation for the subsequent stages of analysis, providing a clearer, more focused lens through which to examine the research questions. Following the condensation phase, the data display stage involves organizing and presenting the condensed data in a visually accessible or systematically structured format. This may involve creating matrices, charts, graphs, or narrative summaries that visually map out the relationships and themes identified during condensation. The purpose of data display is to make the analytical process more comprehensible, enabling the researcher to more easily draw connections, identify trends, and spot anomalies within the data. By laying out the data in an organized manner, the researcher can more effectively engage with the material, facilitating a deeper understanding of the underlying dynamics at play.

The final stage in the analysis process is drawing conclusions. At this juncture, the researcher interprets the displayed data, integrating the findings to construct a coherent narrative or set of conclusions that address the research questions. This involves a critical examination of the patterns and themes identified, assessing their significance and implications in relation to the study's objectives. Drawing conclusions is not merely about summarizing the data but about offering insightful interpretations that contribute to a broader understanding of the research topic. It may also involve validating the findings through triangulation with other data sources, ensuring the reliability and validity of the conclusions drawn. Together, these steps form a comprehensive and systematic approach to analyzing qualitative data, moving from the initial collection of raw data to the formulation of meaningful, evidence-based conclusions. This structured methodology ensures that the research findings are grounded in the data, providing a solid foundation for advancing knowledge and informing future research endeavors.

RESULTS AND DISCUSSION

Research Findings

This part of study presents finding will outline the teachers strategy in teaching inclusive class, and problems solution of teaching inclusive class. The present finding of the study shows that there are various strategies that English teachers conducted in inclusive classroom based on the theory by Tichá et al. (2019) who says that there are 4 strategies that can used by English teacher i.e.; Active Learning Strategy, Peer Tutoring Strategy, Cooperative Learning Strategy, and Direct Instruction Strategy.

Extract 1.

“Strategi yang saya gunakan mengarah ke Active Learning Strategy mba, karena lebih kearah student centered learning. Jadi saya hanya menjelaskan poin dan pattern untuk mengconstruct pola berpikir anak secara constructive juga terkadang saya membagi anak menjadi beberapa kelompok untuk menyelesaikan tugas dari saya”. The strategy I employ leans towards an Active Learning Strategy, as it is more oriented towards student-centered learning. So, I merely explain the points and patterns to

construct the children's thought processes constructively. Also, at times, I divide the children into several groups to complete tasks assigned by me.

Based on data observation, the study found that teachers completed all steps of the collaborative learning process. During the learning process, teachers ask students to form a group of 4 students, sometimes including 3 normal students and 1 student with special needs. Forming groups aims to help students have the ability to think critically and discuss together how to perform and complete tasks. Reinforcing observational data, interviews also provide information during the learning process.

Extract 2

"Iya di mix, harus di mix tetapi tidak selalu di mix. Tujuan dari di mix itu sendiri agar anak regular dan berkebutuhan bisa berkomunikasi dengan baik. Tetapi kadang tidak dimix itu tergantung dari materi dan tugas yang diberikan juga untuk memberi ruang bagi anak baik regular atau berkebutuhan untuk explore lebih". Yes, they are mixed; they must be mixed but not always mixed. The purpose of mixing is to ensure that regular and special needs children can communicate well with each other. However, sometimes they are not mixed, depending on the material and the tasks given, also to provide space for both regular and special needs children to explore more.

Based on the data observations, the researcher did not see teachers using this strategy, but during interviews, the researcher noticed that teachers sometimes used this strategy. If teachers need individual grades for students in an inclusive classroom, they sometimes use this strategy to achieve individualized grades and ensure that students have mastered the learning material.

Extract 3.

"Terkadang saya juga menggunakan direct instruction mba, itu bertujuan untuk mendapat nilai individual siswa juga dapat mengukur pemahaman dari siswa tersebut". Sometimes I also use direct instruction, which aims to obtain individual student scores and assess the understanding of those students.

Based on the result of the findings, the study revealed several problems faced by the teacher and its solutions in teaching English at inclusive classroom of SMPIT AL Qimah East Lombok such as difficult to explain the teaching material, unprofessional teachers, lack of source to teach, uneasy to control students' mood.

The ninth grade students of SMP IT Al Qimah consist of 16 students, but four of them are students with special needs. Teaching at inclusive class have their own problems, for the first one is about the learning materials. Teacher should have know what students with special needs ability, to can decide what material that suitable for them. It was in line with the teacher statement.

Extract 4

"Awalnya dulu cukup sulit ya mbak Laili ya, karena mengajar yang regular saja juga tidak mudah apalagi yang inklusi. Kesulitannya adalah menentukan topik berdasarkan kemampuan dan minatnya,". Initially, it was quite challenging, Ms. Laili, because teaching regular students alone is not easy, let alone inclusive education. The difficulty lies in determining the topic based on their abilities and interests.

From that statement in extract 4, teacher stated that it is quite difficult to determine learning materials in the classroom, especially in inclusive classroom. Which is when determining topics must also be considered based on the abilities and interest of students.

Based on interview data, the study shows that the problems teachers encounter in teaching stem from students with special needs. In this case, the teacher should help the students calm down and their emotions can improve so that teaching and learning can go smoothly again and the teacher can continue the lesson. The following extract is the result of an interview with an English teacher in an inclusive classroom.

Extract 5.

“kendala di dalam kelas yang terkadang terjadi itu ketika anak berkebutuhan khusus tiba-tiba berteriak atau bahkan mengamuk. Jadi kadang saya harus memberi jeda sebentar mbak, jeda itu maksudnya saya harus berhenti menjelaskan materi sebentar untuk mengkondusifkan kelas. Walaupun anak berkebutuhan punya guru pendamping, tetapi disitu saya juga harus mengambil Tindakan untuk menenangkan anak tersebut”. The challenges in the classroom sometimes occur when a special needs child suddenly screams or even throws a tantrum. So, sometimes I have to pause for a moment, Ms. The pause means I have to stop explaining the material for a while to calm the class down. Even though special needs children have accompanying teachers, I also need to take action to soothe the child.

Besides the problems that teachers encounter in the teaching and learning process, they also have solutions to solve these problems. To overcome existing problems is not easy, because not only one student but up to 4 students with special needs all have different characteristics and personalities. Additionally, Barlenti, & Mahidin, (2017) state that the solutions are: a) Share with ghost teachers; Based on the research results, teachers establish an individual approach to students with special needs and also share it with tutors. In this class there are 2 ghost teachers and each teacher supports 2 students with special needs, with results from interviews with 2 teachers:

Extact 5.

“Untuk mengatasi permasalahan dalam mengajar dikelas inklusi adalah, 1) menjalin komunikasi dengan anak berkebutuhan khusus dan pendamping, dan 2) banyak membaca referensi atau melihat video terkait kelas inclusive.” To address challenges in teaching in an inclusive classroom, 1) establish communication with special needs children and their aides, and 2) extensively read references or watch videos related to inclusive classrooms.

Discussion

The teacher strategies used in teaching English at inclusive classroom

The present part shows that there are two main teaching strategies conducted by the English teacher for inclusive classrooms. Besides, the teacher needs to identify the kinds of special needs students, the teacher should make every effort to educate their regular 16 students and 4 special needs students. Of special needs students, three of them are students with autism, and one of them with mental retardation. Autism spectrum disorder (ASD) is a developmental disorder that affects communication and behavior (Sundar Raj, Prasath, and Adalarasu 2016). Mental retardation is a condition that occurs during the developmental period in which the intelligence function is below average (Endriyani and Yunike 2017).

Upon gaining a thorough understanding of the types of students with special needs present in their classrooms, teachers and tutors embarked on crafting and implementing tailored strategies for the teaching and learning process, particularly in the context of teaching English in inclusive settings. This careful preparation is based on empirical data and insights into effective educational practices for diverse learning needs. English as a Foreign Language (EFL) teachers, in response to this understanding, have adopted a

variety of strategies to optimize the learning experience for all students, acknowledging the unique challenges and opportunities that inclusive classrooms present. One of the cornerstone approaches embraced by teachers during these sessions is the active learning strategy. This method, as described by Aini (2020), is characterized by its participatory nature, demanding a high level of engagement from learners and positioning them as active contributors to the educational process.

Unlike traditional, lecture-based approaches, active learning emphasizes the importance of student involvement in their own learning journey, fostering a more dynamic and interactive classroom environment. Teachers adapt these strategies to fit the specific content of each lesson, ensuring that the teaching methods align with the learning objectives and the material at hand (Hayati et al., 2021; Barlenti et al., 2017). This adaptability allows for the implementation of various pedagogical techniques that cater to the diverse needs and learning styles present in an inclusive classroom. For instance, students are often engaged in discussions that are thoughtfully designed to match their level of understanding and linguistic proficiency (Kapil & Malini, 2016). Such discussions not only enhance comprehension but also provide a platform for practicing language skills in a supportive setting. In practice, this translates to providing students with ample opportunities to actively use and refine their language abilities. Teachers meticulously plan activities and exercises that encourage learners to apply their knowledge in practical contexts, thereby facilitating the consolidation of language skills. This hands-on approach not only aids in the acquisition of linguistic competencies but also builds confidence among students, particularly those with special needs, by giving them a sense of achievement and progress. Through these carefully considered strategies, teachers in inclusive classrooms strive to create an environment where every student, regardless of their specific needs, can engage with the material and develop their English language skills effectively.

In addition to harnessing active learning strategies, EFL teachers incorporate cooperative learning into their inclusive classroom practices. As outlined by Slavin in 2017, cooperative learning is a pedagogical approach that emphasizes small-group collaboration as a conduit for academic learning. Within this framework, students are organized into small, diverse groups where they are tasked with working together towards common academic goals. This method leverages the collective knowledge and skills of the group, encouraging students to engage in mutual teaching and learning, thereby enhancing their understanding of the material. A key component of implementing cooperative learning in inclusive classrooms involves the deliberate formation of groups that include both regular students and those with special needs (Arra & Antonio, 2017). This strategic composition is designed to foster an environment of inclusivity and mutual respect. By facilitating direct interaction and collaboration between students of varying abilities, teachers aim to dismantle barriers and reduce the potential for discrimination.

The underlying goal of such an approach is to cultivate positive relationships among students, promoting a classroom culture where diversity is not only accepted but valued. This model of cooperative learning serves several important functions in an inclusive setting. Firstly, it provides students with special needs the opportunity to participate fully in the learning process, contributing their unique perspectives and strengths. Secondly, it allows regular students to develop empathy and understanding towards their peers with special needs, fostering a sense of community and teamwork. Lastly, it equips all students with essential social and collaborative skills that extend beyond the classroom. By integrating cooperative learning strategies, EFL teachers in inclusive classrooms are not just teaching language; they are also modeling and reinforcing values of empathy, respect, and collective responsibility. This approach not only enhances academic outcomes but

also prepares students to navigate diverse social environments, making it a powerful tool for both educational and personal development. Through such pedagogical practices, teachers are able to create a learning environment where every student, irrespective of their needs, can thrive and achieve their full potential.

The problems and solutions faced by teachers in teaching English for inclusive classrooms

The findings from the study illuminate two primary challenges encountered by teachers when instructing English in an inclusive classroom setting. These challenges encompass the difficulty in selecting suitable learning materials that cater to both regular and special needs students and the complexities associated with managing the varied emotional states of students, particularly those with special needs who may experience unexpected tantrums. These issues are elaborated upon as follows: deciding on learning materials and difficulty in controlling students' moods. Teaching within the inclusive classroom framework demands a nuanced approach to curriculum design, one that accommodates the diverse learning needs and capabilities of all students (Damayanti et al., 2022). This challenge necessitates the development of strategies that are universally accessible yet sufficiently flexible to provide individualized support where needed. Through observations and interviews conducted as part of the study, it was revealed that effective communication between the main teacher and the shadow (support) teacher is vital. Sharing detailed information about the abilities and interests of students with special needs is crucial for tailoring the educational content (Azzalini, 2023). This collaboration aims to gauge the comprehension levels of special needs students regarding the material presented. By understanding their unique learning profiles, teachers can adapt their instructional methods and materials to ensure inclusivity and engagement for all learners.

The second major challenge identified relates to managing the emotional dynamics within the classroom. Students with special needs, in particular, may exhibit strong emotional responses or tantrums, which can disrupt the learning environment. This issue underscores the importance of emotional intelligence and adaptive classroom management skills on the part of the teacher. Addressing this challenge requires a deep understanding of each student's emotional triggers and the development of strategies to maintain a calm and supportive classroom atmosphere (Slatinska, 2020; Azzalini, 2023). Teachers must be equipped to navigate these emotional landscapes, employing techniques that can preemptively mitigate stressors and employ de-escalation tactics when necessary. This aspect of teaching in an inclusive classroom emphasizes the need for patience, empathy, and a proactive approach to fostering a positive learning environment for all students.

The findings highlight the complexities of teaching English in an inclusive classroom, where educators must balance the academic curriculum with the emotional and social dynamics of a diverse student body. The challenges of selecting appropriate learning materials and managing students' moods are indicative of the broader demands placed on teachers in these settings. To surmount these obstacles, teachers must engage in continuous learning and collaboration, employing innovative strategies and fostering open lines of communication among all stakeholders involved in the educational process (Samokhin et al., 2017; Sandra & Kurniawati, 2021). By addressing these challenges head-on, teachers can create a more inclusive, supportive, and effective learning environment for all students, regardless of their individual needs or challenges.

The dynamic nature of students' learning moods, which can be significantly influenced by environmental factors, presents a unique challenge within the educational landscape, especially in an inclusive classroom setting. Teachers are often on the frontline, tasked with recognizing and mitigating the impact of such external stressors on their

students' ability to learn and maintain focus. The fluctuating emotional states of students, particularly those with special needs, necessitate a nuanced approach to classroom management and instructional delivery. In response to these challenges, teachers have developed and implemented several key strategies aimed at enhancing the effectiveness of English teaching in inclusive classrooms. A foundational solution involves the establishment of robust communication channels between the teacher, the shadow (support) teacher, and the students themselves (Damayanti et al, 2022; Sandra & Kurniawan, 2021). By fostering open and effective communication, teachers are better positioned to understand and accommodate the individual needs of students with special needs, thereby facilitating a more supportive and inclusive learning environment. This direct line of communication enables teachers to anticipate and address potential disruptions, align instructional strategies with students' learning preferences, and work collaboratively towards achieving educational objectives in English language learning.

Moreover, the significance of building strong, positive relationships with students, particularly those with special needs, cannot be overstated. Such relationships are key to managing the classroom's emotional climate. When teachers cultivate a sense of trust and respect with their students, they lay the groundwork for a classroom atmosphere conducive to learning and emotional stability. Students who feel understood and supported by their teachers are more likely to exhibit positive behaviors and remain engaged in the learning process (Damayanti et al, 2022; Sandra & Kurniawan, 2021). This mutual respect and understanding facilitate easier management of students' moods and behaviors, contributing to a more harmonious classroom environment. Another critical solution is the continuous professional development of teachers, specifically in the areas of inclusive education and classroom management. Teachers need to actively seek out and engage with a wide range of educational resources, including scholarly articles, professional development workshops, and peer networks focused on inclusive teaching practices. By enriching their knowledge base and staying abreast of the latest pedagogical strategies, teachers can infuse their instructional practices with fresh insights and creative approaches. This ongoing learning process not only equips teachers with the tools needed to navigate the complexities of teaching in an inclusive classroom but also ensures that students receive a high-quality education tailored to their diverse needs.

CONCLUSION

Based on the research findings and discussion in this study, the researcher draws two main conclusions dealing with the teaching strategies used by teachers in teaching English, and the teacher's problems in teaching English in the inclusive classroom of SMPIT AL Qimah East Lombok. These are two main strategies used by teachers: active learning strategies and cooperative learning strategies in teaching English in inclusive classrooms, which is: The first strategy is the active learning strategy, this strategy takes students as the center of learning, the teacher only gives some explanations, and the students must be proactive in the teaching and learning process by asking questions. Ask or answer questions. Questions may come from his teacher or friends. While the second is a cooperative learning strategy, in which the teacher will ask students to form groups and discuss the material together. This can have a positive impact because students can explore the material through discussions with friends.

Based on the result of the study, there are two problems faced by teachers namely: 1) Difficulty in deciding on Learning Materials, lack of teacher comprehension about students with special needs so the teacher needs a shadow teacher to discuss the material that is suitable for teaching students with special needs. 2) Difficulty in controlling students' Moods, because students with special needs sometimes have tantrums

unexpectedly, which can have an impact on the learning process. Besides the problems that teachers face in teaching English here are the solutions that can be used for teachers to face the problems such as; a) Sharing with shadow teacher, which can help to decide what material to apply in teaching students with special needs and also to know students with special needs ability. b) Read a lot of relevant references to improve knowledge and teaching skills.

RECOMMENDATION

This Based on the result of the research and the conclusion of the study, it is recommended for the teacher to use appropriate and specific strategies like active learning strategy, and cooperative learning. Active learning strategy can make students active in class because sometimes teachers teach the subject through a game, furthermore, cooperative learning will help develop positive relationships between regular students and students with special needs. Furthermore, the teacher might use various strategies in teaching English in an inclusive classroom to encourage student learning needs. It is important because strategies in the teaching and learning process may influence the result of students' learning comprehension. The teacher has to be active, creative, helpful, patient, and welcoming in the teaching-learning process so that the teacher can handle the students in inclusive classroom well. In addition, it suggested that the teacher provide smart solutions besides, only sharing with shadow teachers and finding out a lot of references dealing with teaching strategies for inclusive students. Those solutions will give teachers a lot of new insight and creativity to overlook the problems.

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