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Teaching and Learning Method in Inclusive Classroom: A Case Study in EAP Class at Sampoerna University

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Abstract

A new challenge has appeared for Indonesian higher education to accommodate inclusive education. This study explored and compared the existing theories related with the teaching and learning for inclusive education and teacher strategies applied in teaching hard of hearing students. From an observation in English for academic purposes classroom (EAP) course at Sampoerna University, this study evaluated the teaching and learning methods applied in the inclusive classroom and the students' perspective upon the lesson. Through interviews conducted with the EAP lecturer, hard of hearing students, and a lecturer who is an expert in inclusive education, it can be seen that the usage of first language, written instructions, different types of instruction, and visualization through pictures, were able to facilitate the teaching and learning process for the hard of hearing students.

Keywords: *Inclusive education, hard of hearing students, teaching and learning, inclusive classroom*

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Introduction

Creating an equal chance for every student is the educators' today challenges and goals in educational field. The concept of inclusive education is the way to give students equal chance in getting their education. In Indonesia education system, according to National Education System year 2010 (Akter & Kuntoro, 2013), especially in part IV about pathway, the levels and types of education in Indonesia are clearly defined, which include special education. It is stated that Indonesia has special education for students with special needs, which means that it is necessary to apply special education for particular level of education and condition. However, specific special education indicates that there is a separation between students with special needs from their normal social-education environment. This condition gave social breach for students with special needs to communicate with their environment. Therefore, the concept of inclusive education is deemed necessary to be applied and can be defined as an integration of diverse students' needs to provide social harmony into classroom environment (Acedo, Amadio, & Opertti, 2008). The concept of inclusive education discussed here, wants to cover varied needs of human being to reduce the potential of discrimination in school environment through the involvement of high-quality education in and/or out the school environment system (Acedo, Amadio, & Opertti, 2008). In inclusive education, students with special needs are given the chance to learn with other students in regular classroom environment.

The current situation in Indonesia education system (UNESCO, 2009), Indonesia has implemented inclusive education system in some of the education level, such as primary and secondary education. However, students with disabilities need to continue their education until higher level, but special needs students could not continue their education until higher education level. The World Declaration on Higher Education elaborates on the alarmingly low percentage of students with disabilities in universities, independent of the country's level of development (Gabel & Danforth, 2008). Sampoerna University, one of the universities in Indonesia has been started to implement inclusive education for hard of hearing and ADHD students. This study wants to examine teaching and learning methodology in inclusive classroom of Sampoerna University, especially in English for Academic Purposes (EAP) class.

Inclusive Learning in Indonesia Education

The concept of inclusive education in Indonesia started in 1960; it was indicated by the acceptance of graduated students from special school in Bandung to enter public school. In 1970, our government invited Helen Keller Inc. to help Indonesia in developing the school integration (Sunaryo, 2009), and the program was supported by The Decree of the Ministry of Education number 002/U/1986 about Integrated Education for Disable Children. After the project of integrated education ends, our government concern decrease, especially for elementary level. Nevertheless, around the end of 1990 Ministry of National Education and Norwegian government under the management of Braillo Norway and the Directorate of Special Education made a cooperation project as the new movement to reestablish inclusive education at national level.

The transition from integrated education to the concept of inclusive education in Indonesia is officially recognized in Law number 20 Year 2003 on National Education System. It was mentioned in the Article 15 of the Act: "Special Education is provision of education program for the disabled and/or the gifted learners, organized inclusively or exclusively at basic and secondary level of schooling" (Akter & Kuntoro, 2013). Starting from this transition program, Indonesia Ministry of Education set a goal to increase the number of inclusive school in Indonesia and since that over 1500 children with special needs have been placed in regular schools (Special, 2005). The concept of inclusive education, has fundamental contain elements, they are:

1. Incessant process and endeavor to find and cover various of individual needs
2. Giving concern on the methods to solve the barrier on children progress in learning
3. Children participating actively in learning and obtaining knowledge that is essential for his/her future life
4. Designing and directing education programs for children who are marginalized, excluded, and need special education (Hadis, 2005).

According to National Report on the provision of inclusive quality primary and secondary education (UNESCO, 2009) explained that Indonesia policy direction and focus of national education development, based on three pillars: (1) Expansion of access and equality of education; (2) Improved on quality, relevance and competitiveness; and (3) Strengthening for management, accountability, and public image. The first pillar concerns to the equality of education for children that have to be done in nine years compulsory education level. Through the implementation of special education and inclusive

education in primary to secondary education level, the equality of education happens. These schools, special education and inclusive education accommodate students from kindergarten to senior secondary level around 85,645 children or equal with 25.9% from the total (UNESCO, 2009). However, there are still 245,119 children or equal with 74.1 % who have not been accommodate yet.

The Need of Inclusive Education

Regardless to the child's condition, physical, emotional, social, intellectual, and other condition, school has to accommodate all children. Yet the concept of special need education comes along to serve exclusive treat for children with special needs. However, this segregation of education between special needs children with non-special-need children has been through though debate to see what education serves better for children (Parekh, 2009). The clear idea shown on the Sustainable Development Goals (SDGs) point number four, said that this world have to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Nations, 2015).

In Indonesia, one of the reasons of the need of inclusive education is based on the condition that the total of handicapped person in Indonesia was 1,544,184 (UNESCO, 2009). According to the prediction of National Census 2003, the number of school-age-children with special needs is 330,764 or equal with 21.425% from the total of handicapped person in Indonesia (UNESCO, 2009).

Inclusive Education in Higher Education

Discussing about inclusion in higher education and student participation, Hadjidakou and Hartas (2007) explained that participation of students with special needs in higher education level is placed at three levels; individual, institutional, and ideological. At individual level, it concerns about students' personal experience toward their inclusive university environment. The level of institutional related to all aspect from students' university or education institution toward their service for the students. Last level, ideological is about policy, equality and rights in supporting access for students (Hadjidakou & Hartas, 2007).

First, in the level of individual, education institution needs to consider some aspects toward students' diversity dimension; educational, dispositional, circumstantial and cultural. Those aspects are one of the ways to make higher education accessible, relevant and engaging for all students (Liz & May, 2010). A proverb from Professor Christine Hocking represented the condition that "students don't want to stand out as different yet want to be recognized as individuals" (Liz & May, 2010).

Second is institutional level that is related with the service of education institution to students. Considering the elements of institutional approach to improving inclusive learning and teaching, such as; define inclusive learning and teaching, review the current situation, develop the strategic framework, secure senior management engagement, engage and develop staff, use data-evaluation-and research (Liz & May, 2010). Those aspects will help education institution in developing their inclusive education environment for students. In defining inclusive learning and teaching, there are some elements of definition, such as institutional vision, conception of inclusive learning and teaching (ILT), beneficiaries or target group, outcomes for students, process and principle of ILT.

In the term of reviewing the current situation, education institution may start by auditing their policies to explore the concept and practice of inclusion environment within their institution. Another way is by reviewing the curriculum and program to developing more inclusive curriculum. After developing the curriculum, other important element is to develop inclusive environment and developing the institutional strategic framework. In developing institutional strategic, school or higher education, the stakeholders or senior staffs have to reviewing and revising institution policy as the result of institution reflection in evaluating institution's commitment in inclusive learning and teaching as a whole.

In Indonesia, according to the observable result from the program made through the cooperation between Ministry of National Education and Norwegian government, mentioned that some of the universities have been started to concern about inclusive education as their subject matter for their students. Even though, Indonesia education system has set out the focus of inclusive education start from elementary to senior high school level, but it is not equal as in higher education level. In Indonesia education system, there is no requirement for students with disabilities within higher education system and still rare of data available toward the matter of inclusive higher education issue in Indonesia (Steff, Mudzakir, & Andayani, 2010). The World Declaration on Higher Education

emphasizes on the least of participation students with special needs in higher education level its influence by the level of country's development (Gabel & Danforth, 2008).

Teaching and Learning in an Inclusive Class: Hard of hearing Students

According to National Report on The Provision of Inclusive Quality Primary and Secondary Education (UNESCO, 2009) the number of hard of hearing children was 5,610 from the total number of 85,645 of Children with Special Needs (CSN). In classroom context, in explaining learning issue for hard hearing student there are some aspects will be considered such as; hard hearing students' first language, communication issue, language learning and classroom setting (Downs, Owen & Vammen, 2000; Morávková, 2011).

Hard hearing students in the same country or region in Indonesia have not automatically have the same first language as other students or children in their country or region. Sign language might be their first language because they use it as medium of communication in their daily life and their first language might be as their second language. In using sign language as their first language will be differ from their country or region language in aspect of grammatical rules (Morávková, 2011). Therefore, students with hard hearing need to acquire sign language and their country or region first language, in aspect of grammatical rules for written languages. This matter of language used for hard hearing students be the first aspect to be consider before discussing more deeper about learning environment for them.

After knowing students' language used, the next aspect knows the strategies of communication. According to psychological perspective, there are two types of communicational mode; verbal and non-verbal. In verbal, there is spoken communication with others and in non-verbal; there are body language, sign language and written language (Morávková, 2011). However, if we break down into some strategies to bring those communicational mode above, there are some communicational strategies for hard hearing students, such as; spoken mother tongue, written mother tongue, lip reading, finger spelling, sign language and drawing. Those methods will help hard hearing students' peer and teachers to communicate with hard hearing students.

The next issue is about the classroom setting that will be affected students learning process. Consider to the condition of hard hearing students that they need to pay attention to the interpreter and stay focus to teacher or lecturer explanation on visual aid and/or spoken language (read the lips), some of physical condition of classroom have to be considered. The physical environment for students with hard hearing with small class will be better to arrange the desk in semicircle, that could make students easier to see the lecturer and interpreter (Downs, Owen, & Vammen, 2000). Except paying more attention to teacher or lecturer explanation through lips reading, using visual aids in a classroom (Australia, 2012)

Teaching methods for hard of hearing students

Research on teaching strategies for students of hard of hearing has been widely discussed, and according to DeafHear.ie there are some aspects that must be considered in teaching hard of hearing students which are: personal delivery, classroom setting, helps of interpreter, timetabling, and the used visual aid (DeafHear, 2012). First aspect to be considered is personal delivery from teacher or lecturer to students. The teachers or lecturers have to keep their voice rhythm need to be consistent, stable, and not too slow. The rate of speech will help students in reading the teachers' or lecturers' lips. The second aspect is about classroom setting which covers: the lighting of room to make students easier to see their teacher or lecturer face; background noise of classroom, teacher or lecturer need to avoid least of background noise; quite room that will help students of hard hearing focus on what they hear from teacher or lecturer explanation. The third aspect is by involving an interpreter who will provide communication access for students by conveying all auditory and signed information so that both hearing and deaf students may fully interact with each other (Wit, 2011). The fourth aspect that teachers needs to be concern with is timetabling. Timetabling means lecturer need to schedule a tutorial for hard of hearing students outside the classroom schedule, to enable in depth discussion of the lesson learned in class. The last aspect is the used of visual aids that contain additional information that can be in form of poster, slide show presentation, flipchart and handout (DeafHear, 2012).

Methods

A descriptive-qualitative method approach was adopted in this study. Through the analysis of response from, English for Academic Purposes (EAP) lectures, expert lectures of inclusive education, students with hard of hearing, hearing student and note-taker, toward the teaching method in EAP classroom. The subject of this study was were two students with hard hearing, one lecturer in EAP class, sixteen other students in that class and one note-taker. Purposive sampling technique was used in this study. The procedure of data collection of this study was begun by designing semi-structured questions for the interview, deciding participants to be interviewed and conducting the interview itself. The interview result is observed by using theory-based analysis which use the theory of inclusive learning and teaching handbook (Rodriguez, Evans, Allam, Barrett, & Forrest, 2010), a booklet of students who are deaf and hard of hearing (Turi, 2015) and other related theories in teaching hard of hearing students in inclusive classroom.

Findings and Discussion

Teaching Methods and Strategies Used in Inclusive Classroom

Based on the semi-structured interview result with a lecturer of English for Academic Purposes (EAP) class, an expert lecturer for the issue of differentiated instruction, hearing students in that class, hard of hearing students, and their note-taker, there are several beneficial methods used by the lecturer during teaching and learning process in inclusive classroom.

The use of first language and bilingual method

Based on the interview response from the EAP lecturer, the lecturer explained: *"I could not use full English in my class, I prefer to use bilingual method. For the instruction, I used two languages; English and Bahasa Indonesia. When special needs students pay attention to me I will switch my language into Bahasa Indonesia and make the pronunciation clearer, so they can receive the information that I sent through lips-reading"*. The used of bilingual method has been chosen by lecturer to help students in learning process. At the same time, low rate speech and clear pronunciation have a purpose to help students understand the information. This teaching method in line with the theory from Turi (2015) explained that some students with hard of hearing are able to read the lips (speech reading). They are able to recognize people's lip patterns such as the production of syllables and sentences and also people's facial expression. Therefore, it is needed for lecturer to focus on students by standing in front of them while explaining the material. In that journal emphasize that even though students with hard of hearing are good in lips-reading, they are only able to receive the information around 30-50%.

Another strategy used by the lecturer was simple sign languages in delivering the instruction. The lecturer said that *"... I learned a little bit about sign language in term of group work and time sign, because in our class we have many group work activities and they have to know the time duration for each activity"*. This method is believed as one of the methods that a lecturer can use in fostering the students who are hard of hearing.

The use of picture and visualization

Besides the use of bilingual method and sign language, the lecturer also considered other strategies which also support teaching and learning process which is the use of picture and visualization in classroom. The lecturer stated that, *"I prefer to use visualization and written instruction on the white board, and because sometimes they could not read my lips when I used English. Therefore, I draw what I want to explain, then they have to guess, so it will make them understand the lesson more"*. This method gained positive response from the hard of hearing students in the class who stated that *"the lecturer used Power Point, multimedia, visual, if only lecturing I do not understand"*. It is believed that by using visual media, such as power point can help students to understand the learning materials. Other student added some points related to this method, he said *"usually besides power point presentation, there is another learning activities, such as writing on the flipchart and doing gallery walk"*. Based on the interview result above, the teaching method by using visual aids has been implemented in class. In support of such method, researchers believe that it is necessary that lecturer can highlight times, statistical information, and difficult words to lip-read (DeafHear, 2012).

The use of written instruction and different instruction

The third method that can be used in teaching students with special needs is by using different instructions in class. Based on the interview result with an expert lecturer in Differentiated Instruction for inclusive classroom, she said that *“For instructions, I combined two instructions, for students with special needs I will write down the instruction, either in form of slides or handout”*, this is in line with Rodriguez et.al (2010) idea that in inclusive classroom a lecturer have to accommodate students’ various needs by applying different instructions which accommodate students’ different ability and learning styles. The lecturer also support the application of this method, he stated that *“When they have presentation assignment in front of class, students with special needs have difficulty in pronouncing the word and statement, as a result it made other students did not pay attention to them. Considering the condition above, on the next presentation session, I asked them to have presentation in sign language and then other student in the class will translate the presentation. This condition made the presentation session more engaging and arouse students’ enthusiasm”*. The way the lecturer differentiated the instruction in presentation task, provided the students with the flexibility in completing their task based on their ability. By using sign language the students with hard of hearing can be more comfortable and confident in sharing their ideas in front of their friends.

Conclusion

As the result of comparison between lecturer’s teaching methods in EAP classroom and the previous theory related to the teaching methods in inclusive classroom, it can be concluded that the use of first language and bilingual languages method, pictures and visualization, and written and differentiated instruction methods are important in helping students with hard of hearing to achieve the successful learning. However, the used of those strategies above have to be chosen through a process of observation and also need to consider the request from the hard of hearing students. Furthermore, it is crucial that teacher or lecturers are able to develop and create new method to cater the needs of hard of hearing students in other subject of learning.

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