

# Teaching Methods for Reading Skill in Inclusive Class

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## Abstract

This study is aimed to investigate the teaching method used for reading skill in inclusive class. The type of study is categorized into a qualitative research designed in a case study. It is placed in an inclusive class at MAN 2 Klaten which consists of a mix among twenty eight normal learners and three special need learners on second semester in 2019/2020 academic year. The technique of collecting data is applied through observation, interview, and documentation. Then, the analyzing data is done by data reduction, data display, and verification based on the theory of Miles and Hubberman. The results shows that the teacher applies the traditional teaching methods namely Grammar Translation Method, Direct Method, and Cognitive Code Learning which reflect the humanistic way in teaching without exception among normal and special need learners in class. Those methods are very effective in developing the reading skill in inclusive class which focused to vocabulary mastery, active orally communication in a discussion, and grammar comprehension.

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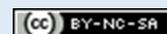
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# Teaching Method for Reading Skill in Inclusive Class

## Introduction

Mastering English has been a need for learners to adapt the work competition in the current era. English consists of four skills which should be acquired by them. Reading is one of most complicated skill that needs understanding meaning based on certain context. Related to the term of reading, Clark in Simanjuntak (1998) explains that its skill refers to an interaction process which involving cognitive ability to strengthen comprehension for establishing a meaning. Therefore, it can be assumed that reading skill encourage the learners to think deeper based on context in consequence they can find the correct meaning on fit. In addition, Harmer in Fauziati (2015) emphasizes that the reading text always contains various vocabulary, pronunciation, grammar to construct good models for English writing in form of sentence and paragraph. Regarding to the reading complexity in every learning session, the teachers should select the best teaching implementation which can encourage the learners in developing the reading skill although this work is not easy to do. While, Richards & Lockhart (2006) describe that teaching refers to the act and behaviours which carry out in a classroom and having significant effect on the learners. Based on the assumption, teaching reading can be meant as the activity which conducted by teacher in giving instruction and information for learners in order to improve their ability in understanding reading text appropriately.

Teaching reading is not easy to do by most of teacher. Sometimes, they face much problem which being an obstacle in transferring knowledge for learners. Based on its reason, teacher needs to apply the teaching method that suitable against the learners' character, as consequence she is able to transfer the knowledge for them. Regarding to teaching method, Anthony in Fauziati (2015) defines it as a set of plan that functions to present the language material in a learning session. Therefore, the teaching method can reflect the teaching form to lead the language learning for learners. Method contains the roles of teacher, learners, and instructional material which specified.

Reading skill is considered as most complicated skill which it needs deeper thinking to understand a text based on its certain context. When the teacher is teaching reading in general class that consists of normal learners, sometimes it can be easier to transfer knowledge for learner. Otherwise, it can be very complicated if teaching reading is proposed to inclusive children. The teacher absolutely faces big problem and gets difficulties in applying teaching which is not similar with a normal habit. Furthermore, inclusive children should get the same portion as normal learners for education as written in *Peraturan Menteri Pendidikan Nasional number 70/ 2009* which mentions that an implementation of education which gives an opportunity for all learners including those who are disabled and those who are gifted and talented to have regular class together with their peers. In this issue, they have the equal right to join in class activities and compete with others to reach the best achievement.

In the daily fact, there is a problem that appears in classroom when teacher mixes both of normal learners and special need learners on it. Its problem is that the different characteristics which make complicated on communication and social interaction among them. The special need learners usually get stuck on accepting English reading material. The study conducted by Chan & Yuen (2015) indicated that the teachers could not apply teaching well in inclusive class. The difficulties in catching instruction and learning activities were not able to be adapted by them. On the other hand, the special need learners can understand what the lesson given if the teacher presents the appropriate way in teaching based on their characteristics. In habit, the special need learners usually imitate or do something as they can do. Thus, they need an interesting topic and a supported environment in an inclusive class during teaching reading. The study conducted by Mypta (2007) presented that the teaching method which overcame the barriers of learning. The use of appropriate teaching reading method leads them to facilitate their ability as the normal learners. The focus of the study is to investigate how the teaching methods applied for reading skill for inclusive class in a senior high school that consists of the normal learners and special need learners.

## Method

The type of study is categorized into a qualitative research designed in a case study. This research is placed in an inclusive class at MAN 2 Klaten namely XI IPS class which consists of a mix among twenty eight normal learners and three special need learners. Then, it is held on second semester in 2019/2020 academic year. The subject of the research is the English teacher and the XI IPS learners at MAN 2 Klaten. The object of

research is the teaching method used by teacher in teaching reading skill in inclusive class. The informants are English teacher, the principal of MAN 2 Klaten, and learners who joined in inclusive class. The technique of collecting data is applied through observation, interview, and documentation. Then, the analyzing data is done by data reduction, data display, and verification based on the theory of Miles and Hubberman.

## Results

In revealing these issues of teaching method applied in teaching reading skill for inclusive class, the researcher interviewed the English teacher. She stated that:

*"metode yang saya gunakan adalah klasikal dimana saya menerangkan bab reading dengan menerangkan satu paragraph perparagraph dan menunjuk siswa untuk membaca dan apabila terdapat kata yg salah saya mengoreksi dengan memberikan kata yang benar dan kemudian menunjuk siswa tersebut untuk menerjemahkannya dan kemudian menyimpulkan apa yang dibahas di setiap paragraph nya sehingga siswa siswa tahu apa yang dibaca dengan mengetahui isi dari bacaan tersebut, hal ini berlangsung sampai text selesai beserta jawabanya."*

(Interview on May, 28<sup>th</sup>, 2019)

From the interview above, it can be seen that the teacher keeps applying the traditional method which illustrates a teacher becomes the center of learning and she just keep on applying translation as the main activity in each activity of developing reading skill. Besides, the reason why it goes on teaching system is the existence of inclusive learners. The teacher stated that:

*"perlu method di kelas inklusi, berbeda dengan kelas-kelas yang lain yang mana terdapat anak tuna netra yang memerlukan perhatian khusus."*

(Interview on May, 28<sup>th</sup>, 2019)

Based on the interview above, the learners in special need should give more attention. In this case, they are mixed with normal learners. In addition, actually, there are still several normal learners who are less in acquiring the English vocabulary. To adjust this condition, the teacher applies the traditional method which still considered as solution of its problem.

Then, the researcher observed the XI IPS 2 class which had the learner in special need and normal learners which held on four meetings during teaching reading skill with explanation text's material on March, 20<sup>th</sup>, 2019 then March, 27<sup>th</sup>, 2019, next, April, 3<sup>th</sup>, 2019 and April, 10<sup>th</sup>, 2019. From those observations, the researcher indicates that there are three teaching methods applied by the English teacher in inclusive class:

### *Grammar Translation Method*

Based on the analysis of observation conducted on March, 20<sup>th</sup>, 2019, it shows that translation and grammar understanding are main learning activity in inclusive class (see on while-reading phase). Here was the activity in its phase:

### While-Reading

The teacher explained the notion, the generic structure and grammatical rule of the explanation text clearly. To make the learners more understood with her explanation, she provided the text slide which consisted of generic structure.

After explaining the generic structure of explanation text, the teacher confirmed whether the learners had understood about that or not.

Teacher: *Bagaimana? Kalian sudah paham belum mengenai structure dari teks explanation ini?Bagian mana yang belum paham? Tanyakan ke ibu!*

Learners: *Paham bu..*

(Observation, March, 20<sup>th</sup>, 2019)

Then the teacher continued the lesson on comprehending the structure of grammar of the explanation text. But before stepping it up, the teacher asked the learners to read the text for a while. She tried to attract the learners for understanding the grammatical rule applied on explanation text.

Teacher: *Ayo baca teksnya!* (waiting for 5 minutes)..  
*Itu tenses yang dipakai apa? Buktinya mana?*

Learner A: *pakai simple present tense bu..trus buktinya itu ada kata comes, is, are, moves, bring, radiates bu..*

Teacher: *pinter sekali. Jangan lupa juga di situ juga ada passive voice nya atau kalimat pasifnya. Kalian harus ngerti itu.. Ayo passive voice itu seperti apa? Kayak file yang saya kasih kemarin gimana?*

Learners: *Subject + tobe + verb 3 bu...* (all learners sounded it together)

Teacher: *Hebat...lalu apa yang mana yang merupakan passive voicenya??*

Learner B: *the sea is rapidly displaced di paragraf 1. Trus A tsunami can be generated di paragraf 2. Trus Most of the damage is caused by the huge mass of water di paragraf terakhir. Kayaknya udah itu aja bu..*

Teacher: *Wah pinter kamu mbak.. Yang lain ada yang belum bisa??*

Learners: *bisa bu.*

(Observation, March, 20<sup>th</sup>, 2019)

After the teacher felt sure that the learners had understood about the grammatical rule, then she still commanded them to read that text and finding the difficult vocabularies. About five minutes, the teacher let the learners to analyze these vocabularies. Then she asked them which the words that considered as difficult to be translated.

Teacher : *Ada kata-kata yang sulit ngga dari text itu?*

Learner A: *Ada bu..generated, massive, abruptly, boundaries, equilibrium, denser..*

Teacher: *Baiklah, Ibu tulis di papan yaa..*  
*Ayo kita cari sama-sama..buka kamusnya kalau ngga bisa, nanti saya bantu kalau masih kurang pas artinya*

(Observation, March, 20<sup>th</sup>, 2019)

After discussing the difficult vocabularies, the teacher asked the learners to translate the text in Indonesian. The teacher walked around the learners to see their works. She also corrected the learner's translate if there was incorrect. They were facilitated with BRAILLE text.



Picture 1. Teacher Facilitates learners in special need

The teacher gave the time to translate the text during 15 minutes. Then, she pointed some learners to read their translation. Each learner just read one sentence on taking turn. While, the teacher corrected them by reading the translation of the text in front of the class and the learners listened. The activity was running until the end of text.

After that, the teacher gave the feedback for the learners about the material given. It was purposed to check whether they had understood or not.

Teacher: *Bagaimana? Ada yang belum jelas?*

Learners: *Sudah Bu...*

Teacher: *Baiklah..Silahkan buat resume atau rangkuman tentang teks explanation ini ya. Pahami struktur teksnya, pahami model grammarnya juga..*

Learners: *Baik Bu..*

(Observation, March, 20<sup>th</sup>, 2019)

The teacher also commanded the learners to create the summary of the material that used to be learnt again for comprehension. After that, she asked some learners about the generic structure of explanation text to make sure that they were truly understood toward the material given. This activity was very helpful for learners indirectly in learning in order to memorize the material strongly in their brain.

Based on the explanation above, the teacher explains about explanation text clearly, it purposes to make the learners know about what the descriptive text and how the use of the grammar applied. In addition, the teacher also helps the learners to seek the difficult vocabularies in the material. She allows the learners to

use the dictionary as the learning media to help them for searching the meaning of the vocabulary. Indirectly, the learners are expected to memorize the words which cannot be understand. Then she asks them to translate the text as the main activity in this meeting. Translation activity can practice the learners to understand the material deeply. Besides, the teacher always commands them to make a summary of the material and it will be tested by asking one by one to check their understanding. Here, the teacher speaks more in mother tongue than foreign language in her teaching. She considers that reading is more emphasizing on understanding meaning or idea in a text, it is different with speaking which is purposed to communicate actively. In line, she is also realized that there are several learners have less ability in English use. It looks very tactful for them.

In applying this method, teacher instructs the learners to analyze the grammar rule applied in explanation text entitled Tsunami such as present tense and passive voice (always indicating explanation text), then, they translate the text with the assistance of their teacher. Even, in closing activity, the teacher gives the translation task for learners to translate the text "Making Paper Woodchips" which will be discussed for next meeting.

#### *Direct Method*

Based on the analysis of observation conducted on March, 27<sup>th</sup>, 2019, it shows that translation and grammar understanding are main learning and closing activity in inclusive class (see on whilst-reading and post-reading phases). On main activity, the teacher always asks the translation of Making Paper Woodchips text by learners. Many feedbacks are happened at this situation. Here was the activity in its phase:

#### While-Reading

The teacher presented the text entitled 'Making Paper Woodchips' that could be seen on appendix at second meeting material. That text was taken from textbook Pathway pages 146. After showing the text on the board, the teacher instructed the learners to concentrate on their text translation. Then the teacher discussed all of that by asking one by one for reading their works. When the work was less accurate, the teacher corrected it until the discussion of text translation ended. After few minutes waiting, the teacher showed some questions related the text suddenly. She commanded the learners to answer these questions which could be seen on the appendix at second meeting material.

The teacher just gave the time about 20 minutes for learners to finish this task. All learners were silent and looked so serious in doing that job. The teacher also walked around to check them and monitored the learners' mistakes. But she just sounded no words. Here is the picture of teacher observation towards the learner's activity:



Picture 2. Teacher's observation towards learner's activity

Then, time had been up, it could be seen that the learners should have finished their job. The teacher instructed them to keep focused on their work and commanded them to correct if the answer was wrong. All of them discussed about it. Teacher asked one by one to answer the question orally started to the learner in the corner until the whole of questions were answered correctly by the learners. By this activity the learners would practice their reading skill in oral to express their idea.

After that, the teacher taught about the generic structure of explanation text again. She showed her analysis on the text which had been discussed recently. The screen's board presented the view of the completely generic structure explanation of the text 'Making Paper from Woodchips' which could be seen on appendix at second meeting material.

The analysis of generic structure was shown in the screen. Then the teacher explained that clearly to the learners. She had the reason why conducted the repetition in same material. It caused by the teacher was expected that learners must master it. It was being a teacher's responsibility. Besides, she also would like to practice learners to create the explanation text after they had been truly understood about that. The teacher explains all about the detail material and helps the learners if they get difficulties to comprehend the material given.

Then, on post reading phase, the teachers asked the learners who performing in front of class. It means overall activity produces a communicative teaching learning atmosphere among learners and the teacher. In fact, both of them are very active in oral in discussing the material..

### *Cognitive Code Learning*

Based on the analysis of observation conducted on March, 27<sup>th</sup>, 2019, it shows that most activity are focused on grammar understanding (passive voice and present tense) by analyzing the grammar rule of each sentence of the text entitled "Sense or Taste" from textbook Pathway.



Picture 3. Textbook Pathway

Its practice above is that answering the questions of its text which consist of most grammar analysis and understanding the idea of text (see on post-reading phase). It can be seen that most of activity emphasizes on the grammar comprehension where the learners are focused to practice in analysis.

## Discussion

For developing the language skill, a teacher needs to select the best method in her teaching implementation. Fauziati (2014) describes that method is used to develop the teaching activities to be more interesting so the learners are not bored. The finding of data analysis shows that the teaching method used by English teacher for teaching reading skill is grammar translation method, direct method, and cognitive code learning. These methods are very traditional to teaching English today. But the English teacher is still using them for teaching regularly in class. Grammar Translation Method is focused in translation activity which is very useful to develop the vocabularies of learners as said by Richard & Roger (2001) that translation is as main classroom activity. Besides, this method also emphasizes on the mastering grammar. In GTM, class is taught in the learners' mother tongue, with little active in use of the target language.

Then, Direct Method, this is a teaching method which produces the communicative teaching learning atmosphere among learners and their teacher. It is employed on the theory of Richard & Roger (2001) who describe that the principle of Direct Method is to communicate with learners in target language. In fact, both of them are very active in oral in discussing the material. One way conducted by teacher is always asking the learners after they have performed.

The last teaching method used is Cognitive Code Learning. This method emphasizes on the grammar comprehension through the practice of grammar analysis. In line, Fauziati (2014) says that "Cognitive Code Learning gives emphasis on studying a foreign language as a system of rules (grammar) and knowledge, rather than learning it as a set of skills". Then the activities of this method are appropriate with the theory of Celce-Murcia in Fauziati (2014). After viewing the teaching activity conducted in inclusive class, it can be seen that the teacher tries to develop the ability of understanding text (idea, structure, and language feature) and grammar in teaching reading skill for inclusive class.

Thus, it can be assumed that Grammar Translation, Direct Method, and Cognitive Code Learning are the method which is appropriate to teaching explanation text of inclusive class. Although these methods are considered as traditional method, instead, they can be applied effectively for teaching reading skill in inclusive class which consists of normal learners and learner in special need.

In line, the previous study that conducted by Mypta (2007) and Kempf (2018) and showed that the teacher also conducted the strategies in teaching learning process in inclusive classroom such as group method based on the theory of Gordon which tried to make learners more active in class with dividing them in small group, cooperative learning based on the theory of Mundau which tried to influence the learners to build their capability in learning (learners were given the tasks, and the teacher was just being a facilitator not director), individual method based on the theory of Wolpret which described that the learners were maximized to work individually, so the teacher knew the different capability of each learners. Based on this explanation, it

can be assumed that the treatment for inclusive class conducted by the teachers in South Africa is through teacher's training and applying the certain strategy or teaching method for the inclusive learners. Then, Chisamba (2007) applied the theory of Pressly which described the flash card was appropriate for learners in poor reading, while the activity of answering more comprehension questions adopted the theory of Mc Intyre which described the scaffolding for developing the learners interest in reading question task. Thus, it can be seen that Chisamba and Kempf views the flash cards and the activity of answering more comprehension question applied by scaffolding which can tackle the limitations faced by inclusive learners.

This case is similar with what the English teacher of MAN 2 Klaten do. She also always get the training and also able to apply the appropriate teaching method for inclusive class. The different point is on the characteristic of learners where the learners in inclusive class of the school consist of the normal learners and learners in special need. They are mixed in a same class. Therefore, the teachers adapt the condition by applying the teaching methods which considered by them are appropriate for their learners. In applying the theory, it is different with this research because in the teaching methods, the researcher applies the Celce-Murcia's theory for Cognitive Code Learning and Richards & Rogers' theory about Grammar Translation Method and Direct Method.

## Conclusion

The teaching concept applied for inclusive class is required to adapt the learners' characteristics in consequence to create the balance in an equality of the right between normal and special need learners. In this study, the teacher applies the traditional teaching methods namely Grammar Translation Method, Direct Method, and Cognitive Code Learning which reflect the humanistic way in teaching without exception. Those methods can be applied effectively in developing the reading skill in inclusive class which focused to vocabulary mastery, active orally communication in a discussion, and grammar comprehension.

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