CHAPTER I
INTRODUCTION

Several aspects are covered in this chapter. The first section discusses the research's background. The second part is to formulate research questions. The third is for research purposes. The fourth factor to consider is the significance of research. The fifth aspect is the scope of the research. The sixth is a conceptual framework. Furthermore, the last in earlier research.

A. Research Background

Teaching strategies are essential frameworks that guide educators in delivering lessons effectively to diverse learners (Killen & O'Toole, 2023). They encompass various methodologies, approaches, and techniques that facilitate learning and improve student engagement. The importance of teaching strategies lies in their ability to cater to different learning styles, ensuring that all students, including those with special needs, receive quality education (Alabi, 2024). Therefore, understanding and implementing effective teaching strategies is fundamental to achieving educational equity in diverse classrooms.

In the context of teaching English, several strategies are commonly used to enhance language acquisition and comprehension. These include direct instruction, communicative language teaching (CLT), task-based learning (TBL), differentiated instruction, scaffolding, and collaborative learning (Richards & Rodgers, 2014). For Teaching English to Young Learners (TEYL), strategies such as the use of songs, storytelling, Total Physical Response (TPR), and visual aids prove particularly effective in maintaining attention and fostering engagement. Among these, collaborative learning stands out as a highly suitable approach in inclusive classrooms, as it encourages peer interaction, enhances engagement, and fosters a supportive learning environment (Fayzullayev et al., 2024). Collaborative learning allows students to work together, share knowledge, and develop social as well as linguistic skills, making it particularly beneficial in inclusive education (Khanna &

Bhola, 2023). Consequently, it becomes an ideal strategy for meeting the diverse needs of learners in inclusive settings.

Moreover, collaboration in education involves teachers, special education counselors, and parents working together to design and implement effective learning programs (Friend & Bursuck, 2019). Collaborative teaching, also known as co-teaching, is an instructional model where multiple educators share responsibility for planning, delivering, and assessing instruction to accommodate diverse learners in a single classroom (Jortveit & Kovač, 2022). This collaborative effort enhances the overall learning experience by bringing together different expertise to support all learners.

In line with this, this study analyzes the collaborative approach, particularly in inclusive education, as it ensures that students with special needs receive additional support without being segregated from their peers. Inclusive primary schools are educational institutions that implement inclusive education policies, allowing students with special needs to learn alongside their peers in mainstream classrooms (UNESCO, 2020). In Indonesia, inclusive primary schools operate under the framework of Permendiknas No. 70 (2009), which mandates equal educational opportunities for all children (Ministry of Education and Culture of Indonesia, 2009). While the law supports inclusive education, the implementation varies significantly across schools, with some institutions lacking the necessary resources, specialized teachers, or assistive learning tools to support students with special needs effectively (Erfinana & Wijayanto, 2023). Hence, while the policy exists, its practical implementation often presents major challenges at the school level.

Nevertheless, despite the legal framework, there is still a lack of collaborative teaching in inclusive primary schools in Indonesia. In inclusive education settings, effective teaching strategies help bridge the gap between students with varying abilities and ensure that no one is left behind (Ainscow, 2020). In the context of teaching English, inclusive primary schools face unique challenges, such as adapting lesson plans to accommodate students with different levels of proficiency, utilizing assistive technologies, and ensuring an inclusive

classroom environment that promotes language acquisition for all students (Ofem et al., 2024). Thus, collaborative teaching is considered essential for inclusive primary classrooms since it fosters an inclusive learning environment by integrating specialized instructional strategies and differentiated learning plans tailored to each student's needs (Sharma, 2024). Therefore, collaboration is not only recommended but necessary to ensure quality education for all learners in such settings.

Furthermore, teaching English in inclusive primary schools requires a combination of effective teaching strategies, collaborative teaching models, and adaptive instructional methods (Westwood, 2018). Teachers should employ differentiated instruction, scaffolding techniques, and multimodal approaches to address the diverse needs of students. Moreover, the integration of collaborative learning enhances peer interaction and creates an inclusive atmosphere where students can develop both linguistic and social skills. Nevertheless, many EFL teachers in inclusive schools face significant challenges in implementing collaborative teaching due to a lack of trained professionals, insufficient resources, and diverse student needs (Lu et al., 2022). These include the difficulty of coordinating between classroom teachers and special educators, time constraints in lesson planning, and limited access to inclusive teaching materials. The three teachers involved in this study report difficulties in balancing curriculum goals with individualized support. Addressing student needs, effectively communicating across roles, and ensuring engagement from all students are essential components. As a result, these challenges can hinder the full potential of collaborative teaching practices.

However, previous studies do not adequately explore how collaborative teaching is applied in real classroom settings in Indonesia, particularly within inclusive environments. The current study is important because it addresses significant gaps found in earlier research about teaching strategies in inclusive and online learning environments. Indrajid (2022) points out that many students struggle to engage during online classes during the pandemic. Rohmatullaili (2023) and Puspitasari (2019) highlight the need for better cooperative learning methods and assistive technologies for students with special needs. Additionally, Pramesti

et al. (2023) and Tiraeni et al. (2024) stress the importance of support from schools and practical tools for teachers in inclusive classrooms. Razalli et al. (2020) and Kurniawati (2021) find that improving collaboration and teacher training is essential for effective inclusive education, yet few investigate how collaboration works on a practical level in TEYL settings or how it affects teacher confidence and instructional planning. This gap underlines the urgency and relevance of the current research.

For this reason, this study takes place at an inclusive private primary school in Bandung, Indonesia, and it focuses on elementary school students, who have not studied much English. This location is ideal due to its implementation of inclusive policies and active collaboration between general and special education staff. This study examines how supporting teachers, classroom teachers, and English teachers work together, which is a new area of research. By examining this collaborative teaching model in an inclusive setting, the study aims to provide useful insights that can improve teaching strategies and student learning. Ultimately, the goal is to develop a framework that supports inclusive English education in practice, not just theory.

The current study aims to identify the strategies used by the teacher and their challenges in collaborative teaching within inclusive classrooms. By exploring these aspects, this research expects to provide insights into how collaboration between teachers and special education experts can be optimized to enhance English learning in inclusive classroom settings. Such findings are expected to contribute to the development of more inclusive and effective English language teaching practices.

B. Research Questions

1. What strategies do teachers employ when teaching English collaboratively in inclusive EFL classrooms?
2. What are the challenges faced by teachers in collaboratively teaching English in inclusive EFL classrooms?

C. Research Purposes/Objectives

1. To investigate the strategies used by teachers in collaborative English teaching in inclusive EFL classrooms.
2. To identify the challenges faced by teachers in collaboratively teaching English in inclusive EFL classrooms.

D. Research Significance

This study's significance is to be attained based on how the problem was formulated above.

1. EFL Teachers

    The results of this study are beneficial for teachers and co-teachers working in inclusive schools as they develop strategies for collaborative teaching, particularly in English.

2. EFL Students

    This research is expected to make students understand English more easily and increase their interest in learning it. Furthermore, fostering a sense of belonging, and ensuring equal participation in English language activities

E. Research Scope

Within this study, one of the main goals is to look into the collaborative method of teaching English in an open-access classroom. The researcher conducted the research and wrote notes at Private primary school in Bandung, a primary school in Bandung that is known for being an inclusive school. Using a qualitative approach, the goal of this study is to find out all the different ways that English is taught collaboratively in a classroom.
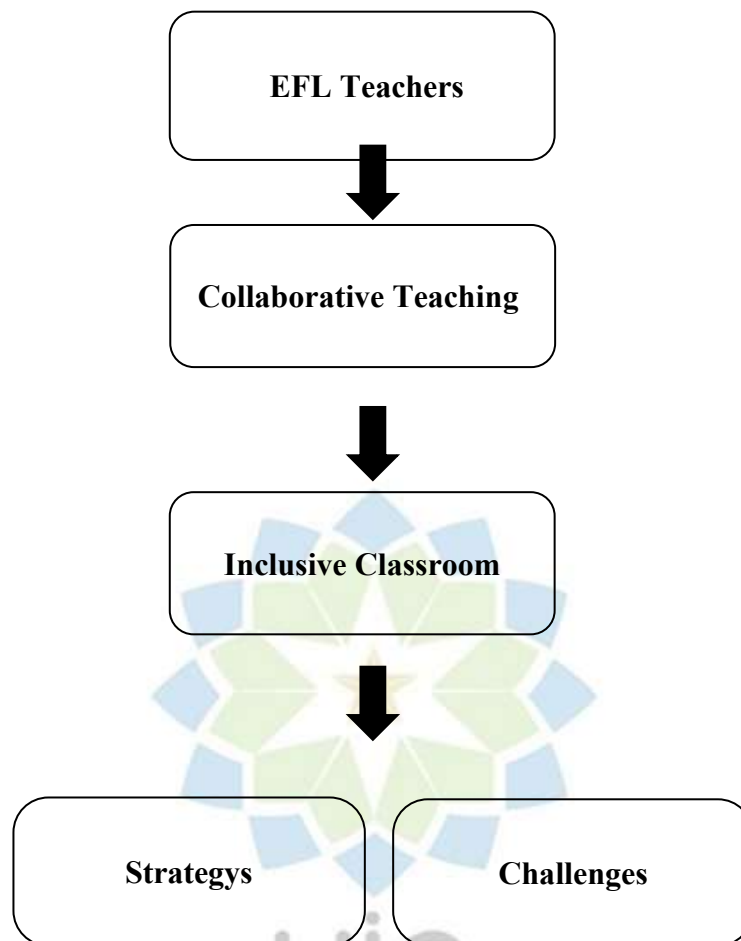
F. Research Framework

Inclusive education is an educational approach that ensures students of all abilities and backgrounds learn together in the same classroom while receiving fair and equitable treatment (Rogahang et al., 2024). It is particularly recognized for

integrating students with disabilities alongside their peers in mainstream education settings, fostering an inclusive learning environment (Rogahang et al., 2024). The concept of inclusive education extends beyond classroom learning, aiming to create high-quality educational experiences both inside and outside the school environment. By promoting inclusive education, it is expected that students will be better prepared for future challenges as they transition into adulthood (Kefallinou et al., 2020).

However, the successful implementation of inclusive education requires comprehensive preparation, adequate human resources, and strong collaboration to address its complexities. One of the key aspects of this implementation is teacher adaptation, as inclusive education demands educators with specialized skills to effectively support diverse learners. In this context, the role of supporting teachers, also known as shadow teachers, is crucial. These educators work closely with subject teachers to assist students with special needs in inclusive classrooms, ensuring that learning activities are accessible and effective (Aristya et al., 2024). While some inclusive schools have designated shadow teachers for each class, many still lack sufficient support systems.

In the context of English language teaching, collaboration between English teachers and special education experts is essential. Regular consultations with experts allow teachers to develop effective strategies for managing both students with special needs and regular students within the same classroom. English teachers in inclusive classrooms must implement well-structured strategies to ensure that all students can engage with the material effectively. Given these challenges, the current study aims to explore the collaborative teaching strategies employed in teaching English at an inclusive private primary school in Bandung, Indonesia. This research seeks to identify existing collaboration practices and examine how teachers navigate the complexities of inclusive English language instruction.

Figure 1. 1 Conceptual Framework

G. Previous Studies/Researches

Rohmatullaili (2023) examined "Teaching Strategies in Teaching English at Inclusive Classroom of Al Firdaus Junior High School Sukoharjo," focusing on teaching strategies in an inclusive classroom setting. The qualitative study utilized observations, interviews with an English teacher, and documentation. Findings revealed that the teacher primarily implemented cooperative learning strategies to support both students with special needs and regular students. The study concluded that cooperative learning fosters inclusivity and engagement. Nevertheless, a research gap exists in assessing the effectiveness of specific cooperative learning techniques for different types of special educational needs.

Puspitasari (2019), in her research "An Analysis of Teachers Strategies in Teaching English at Inclusive Classroom Of MA Muhammadiyah 1 Ponorogo," investigated how teachers adapted their strategies for visually impaired students. This qualitative study collected data through observations, interviews with teachers, and an analysis of program documents. The results showed that placing visually impaired students in front of the class and employing strategies such as reading aloud helped in ensuring accessibility. The study concluded that targeted instructional adaptations can facilitate English learning for visually impaired students, but further research is needed on integrating assistive technologies for enhanced learning experiences.

Pramesti et al. (2023) published a journal article titled "Exploring the Teaching of English in an Inclusive Classroom: A Case Study" in Linguista: Jurnal Ilmiah Bahasa, Sastra dan Pembelajarannya. This study focused on inclusive classroom support programs and English teaching strategies at SMP Laboratorium UM. The findings highlighted that the school provided facilities for Special Educational Needs (SEN) students, including self-development programs. The study concluded that institutional support plays a crucial role in inclusive education; however, there is a gap in evaluating the long-term impact of these programs on students' academic achievements.

Tiraeni, Irawan, and Rahman (2024) explored pedagogical strategies used by teachers in inclusive classrooms through a descriptive qualitative study at SMP IT Al Qimah. Data collection included observations, interviews, and note-taking. The study identified active learning and cooperative learning as primary teaching strategies but also highlighted difficulties in selecting appropriate learning materials and managing student moods. The research concluded that teachers benefit from collaboration with after-school instructors and extensive reference materials to improve their strategies. The gap in this study lies in the need for practical frameworks to support teachers in material selection and classroom management.

Razalli et al. (2020) did research under the title "Collaborative Teaching between Special Education Teachers and Mainstream Teachers in Inclusive Education Programs" through a quantitative survey of 70 teachers in Malaysia. The study measured collaboration needs in knowledge, attitudes, and willingness, finding high levels of knowledge and willingness but moderate attitudes towards collaboration. The study concluded that enhancing collaboration is essential for effective inclusive education, but it lacked an in-depth qualitative exploration of how these collaborations manifest in classroom practices.

A research by Kurniawati (2021) with title "Teachers' Inclusive Education Strategies in Rural Indonesian Primary Schools" using qualitative methods with 40 classroom teachers from 10 public schools. The study focused on differentiation, collaborative learning, and classroom management strategies. Findings indicated that most teachers lacked confidence in implementing inclusive strategies due to limited training and large class sizes. The study concluded that teacher education and professional development are critical for improving inclusive teaching, with a research gap in studying how targeted training programs could enhance teachers' confidence and instructional effectiveness.

Magidu (2022) explored "Effect of Collaborative Teaching on Inclusive Education Policy Implementation in Primary Schools in Namutumba District" using a mixed-methods approach with surveys of 473 respondents. The study found that collaborative teaching significantly influenced inclusive education policy implementation, alongside cultural and social factors. The study concluded that fostering face-to-face interaction and group accountability improved policy execution. However, the study lacked qualitative insights into the challenges teachers face in implementing collaborative teaching strategies.

The current study differs from these previous studies by focusing on the elementary school level, particularly at an inclusive private primary school in Bandung , an underexplored research setting. Moreover, while previous studies primarily analyzed teaching strategies in inclusive education, this research uniquely emphasizes collaboration between supporting teachers, classroom teachers, and English teachers in English language learning. Most inclusive schools provide only

one teacher per class, whereas Private primary school in Bandung implements a collaborative teaching model, which presents a novel area of investigation.

Researchers	Year	Purposes	Methods	Results	Research Gaps
Rohmatullaili, S.	2023	To analyze the strategies teachers use in inclusive classrooms	Qualitative research with observations, interviews (one English teacher), and documentationon	The teacher employed cooperative learning strategies to accommodate both regular students and students with special needs	Lack of discussion on teachers' professional development for inclusive education
Puspitasari, R. D.	2019	To understand how teachers adapt strategies for students with visual impairment	Qualitative research with observations, interviews, and program analysis	Teachers used strategies such as placing visually impaired students in the front and using reading aloud techniques	Need for research on technological aids for visually impaired students
Shabina Auzi Pramesti et al.	2023	To explore teacher strategies and support programs in inclusive education	Qualitative case study	SMP Laboratorium UM provided facilities and self-development programs for students with Special Educational Needs (SEN)	Most studies focus only on strategies, but this study includes institutional support; however, more studies are needed on student outcomes
Neliyam Tiraeni, Lalu Ari Irawan, Arif Rahman	2024	To explore teaching strategies and the challenges teachers face	Descriptive qualitative research (observations, interviews, and note-taking)	Teachers used active learning and cooperative learning but faced difficulties in material selection and	More research is needed on effective professional development for inclusive teachers

				student engagement	
Razalli, Hashim, Mamat, Ariffin	2020	To examine collaboration between special education teachers (SET) and mainstream teachers (MT)	Quantitative survey of 70 teachers in Malaysia	Collaboration needs were high in knowledge and willingness but moderate in attitudes	Further research is needed on long-term collaboration outcomes
Kurniawati, F.	2021	To investigate the strategies and teachers' perspectives on inclusive education	Qualitative research with 40 teachers (observations and interviews)	Few teachers used effective strategies such as differentiation and collaborative learning	Need for professional development programs for rural teachers
Mutakubwa Magidu	2022	To examine the influence of collaborative teaching, cultural, and social factors on policy implementation	Quantitative research (survey of 473 teachers, head teachers, and school committees)	Collaborative teaching positively influenced policy implementation; cultural and social factors were also significant	Need for further exploration of the role of cultural adaptation in policy implementation