

TEACHERS' ATTITUDES TO SPECIAL NEEDS STUDENTS IN ENGLISH LANGUAGE TEACHING

Firman F¹, Friscilla Wulan Tersta², Cicyn Riantoni^{3*}, Fellicia Ayu Sekonda⁴

¹Department of Education Administration, Faculty of Education, Universitas Jambi, Indonesia, ²Department of Arabic Language, Faculty of Humanities, Universitas Jambi, Indonesia, ³Department of Physics Education, Faculty of Education, Universitas Jambi, Indonesia, ⁴Department of Guidance and Counseling, Faculty of Education, Universitas Jambi, Indonesia.

Email: *cicynriantoni12@gmail.com

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Abstract

The purpose of the study: This study aimed to investigate the teachers' attitudes to special needs students and also the contribution that will be useful in inclusive education.

Methodology: This study used qualitative methods. The research subjects were five general teachers who teach students with special needs in inclusive education in Jambi, Indonesia. The sampling procedure was used for purposive sampling. The data were collected by a semi-structured interview with five teachers from different backgrounds of teaching. The recorded interview data were transcribed. The documents were then studied, labelled, and elucidated comprehensively.

Main Findings: The result of the research revealed that teachers' attitude to special need students is good. In addition, the contribution of the teachers' attitudes is formed from this research, such as the transformation of the value of each student, the strategies of the teachers like seating arrangement, the using of the different curriculum, teaching aids and rapport.

Applications of this study: To achieve education for all and education equality, the government in Indonesia increases the number of inclusive education. The findings of this research are expected to add new knowledge to the scope of inclusive education especially in EFL contexts. Theoretically, the results of this study are expected to provide some references and contributions for the study on special needs students in inclusive education.

Novelty/Originality of this study: This issue becomes a new atmosphere for teachers, especially for EFL teachers in teaching the various students. It is essential to know teachers' attitudes to special needs students in the context of inclusive education because that aspect will be piloting to the contribution of the teaching and learning process.

Keywords: *Inclusive Education, Special Needs' Students, EFL Teaching, Inclusion, Attitude.*

INTRODUCTION

National Indonesian regulation has resulted in students with special needs being placed in general education. The demand from the Indonesian government to establish inclusive schools in every county and city in Indonesia is influencing the growth of some schools to be an inclusive school. It is stated in Minister of National Education of the Republic of Indonesia No. 70 of 2009 Article 1, inclusive education is defined as a system of education that provides opportunities for all learners who have the disorder and have the intelligence and / or special abilities to take part in schooling or getting to know in an academic atmosphere together with the students in general. This regulation is to bring into the fact the 1945 Constitution of the Republic of Indonesia Article 3 which states that every citizen has the proper schooling. It is likewise supported in an Act of the Republic of Indonesia number 20, the year 2003 on national education system Article 5 (2) which states that residents with physical, emotional, mental, intellectual, and/or social deficiencies shall have the proper to receive special schooling.

But, the transformation of the general school of the inclusive school does not support the teachers' readiness and teachers' quality in teaching students with special needs. It is an enormous challenge for the teachers to teach the students with special needs because not all the entire teachers who teach the students in inclusive schools are getting some training. But the basis of inclusion is in the teachers because according to [Velasco \(2015\)](#) which communicates the view that teachers are the key to the success of inclusionary programs. It implies that teachers should create and be ready with the emergence of the new atmosphere in the educational world. What the teachers have done in the classroom will be reflected in the students' improvement.

It is essential to know the attitude of the teachers regarding the students with special needs in inclusive education because the attitude of teachers will be exposed to the ability of the students in the classroom. According to the theory of reasoned action or the theory of planned Behavior [Combs, et al. \(2010\)](#) states that teachers' conviction or reaction to something is expected to give an insight into real behaviors. This theory measures individuals' intentions to perform a behavior.

In this recent year, there have been some studies trying to investigate teacher's attitudes towards inclusion. For example, [Logam & Wimer \(2013\)](#) studied 203 southeast Georgia teachers who were responding to inclusion's beliefs, the advantages of inclusion, teaching training and the availability of supplies and assistants. The research comes up

because of the new implementation of the national common-core standard, which makes many school districts have moved towards the full inclusive classroom. The data showed that teachers are eager to express their values in inclusion and are committed and discreet incorporating methods that tap into the knowledge base and effective techniques for teaching the material needed to reach learning disabled students.

The focus of the previous study is on the experience and non-experience teachers and also the gender of the teachers related to their attitudes. There are various aspects related to inclusive education, but in this study, the attitudes of the students will be formed as the contribution to the general teacher especially in EFL: the context in terms of inclusive education. This study attempts to explore the contribution of teachers' attitudes toward special needs students in EFL teaching. This study will focus on two points, firstly it focuses on the background of the teachers, secondly, it concerns the contribution to EFL teaching and learning.

LITERATURE REVIEW

Inclusive Education

Since 2009, the roles of the Indonesian government in inclusive education have played significant progress. The campaigns have made notable strides in promoting children's rights to have their special needs recognized and addressed by education reform and the right to equal opportunities for people with disabilities. This interrelated with the 1945 Constitution of the Republic of Indonesia Article 3 which states that every citizen has the right to education. It is also supported in an [Act of the Republic of Indonesia number 20, the year 2003 on national education system Article 5 \(2\)](#) which states that citizens with physical, emotional, mental, intellectual, and/or social deficiencies shall have the right to receive special education.

Inclusive education is one of the solutions that the government has given to Indonesia in making the student being equal. It is stated in [Minister of National Education of the Republic of Indonesia No. 70 of 2009 Article 1](#), Inclusive education is a system of education that provides opportunities for all learners with disabilities and intellect and/or special skills to engage in education or study in an educational environment with the students in general. The Objective of this is also mentioned in the [Minister of National Education of the Republic of Indonesia No. 70 The year 2009](#) was a) provide the widest possible opportunity for all the students who have physical, emotional, mental, and social or have the intelligence and / or special talent to obtain quality education according to the needs and abilities, and b) realize that valuing diversity education, and non-discriminatory for all learners.

Teachers' attitudes toward Inclusive Education

The improvement of school education brings to the high exigency of inclusive education in Indonesia. The demand from the government to all county and city to build or to add an inclusive education is progressively more. On the other hand, the qualities of the educators who teach students with special needs are being questioned. Some of the teachers have not prepared yet in facing a new atmosphere. Meanwhile, the educator is one of the pivotal factors in determining successful students in the classroom. It is supported by [Velasco \(2015\)](#) say that those teachers are vital when it comes to satisfying the needs of students to encourage quality teaching for "all" students.

The attitude of the teachers will reflect on the ability of the students in the classroom. According to the theory of reasoned action or the theory of planned Behavior [Combs, Elliott, & Whippel \(2010\)](#) states that a teacher's belief or attitudes towards something are expected to provide insight about actual behaviors. This theory measures individuals' intentions to perform a behavior. Another opinion that comes from [Eiken, R. \(2014\)](#) confirms in his article, *attitudes toward teaching children with disabilities*, that even teacher attitudes difficult to measure and hard to change, but it will impact teachers' behavior toward students. According to [Combs, Elliott, & Whippel \(2010\)](#) say that the attitude of the teachers can have a direct influence on the successful inclusion of children with disabilities.

This assumption encourages the researcher to investigate the attitudes of the teachers in teaching the students in the classroom. [Velasco \(2015\)](#) acknowledges that inclusive education can only thrive if teachers are part of the team that drives the cycle. In addition, according to knowledge [Subban & Sharma \(2005\)](#) suggest that Behavioral behaviors may be affected by past experiences, prior knowledge and newly acquired. Attitudes play an important role in deciding behavior; thus, it is important to determine the factors that form the attitudes of traditional teachers when they seek to include disabled students.

[Fakolade, Adeniyi, & Tella \(2009\)](#) underlined that education activities must be child-centered for inclusion to achieve their objectives. This ensures that teachers need to know where each student is academically, socially and culturally in order to determine how best to promote learning. ([Gildner, 2001](#))

A logical consequence of this understanding is that these teachers will need to acquire skills in curriculum-based evaluation team instruction, master's learning, learning style assessment, cooperative learning techniques, peer tutoring facilitation, or social skills training. Because children have different learning styles or multiple intelligences ([Gardner, 1991](#)); teachers of both general and special education must prepare and organize classroom instruction in order to capitalize on the needs, desires, and aptitudes of each child.

The attitude has been defined as a key factor in determining the successful students in the classroom. A teacher with a positive attitude will make the students can acquire the lesson well, while the teacher with a negative attitude will negatively affect the dynamics of the classroom. This should be taken into account for all students and therefore all students should have the same learning opportunities in an atmosphere that encourages the most progress. Recognizing differences in each student is critical for teachers in all classes, and teaching students the best way they learn..

Previous Study

Associated with special needs students and inclusive school, there are many previous studies established. Some of them are: [Dewi \(2012\)](#) discussed the teaching and learning of dyslexia and the EFL: a case study of Bali children foundation, Singarajabali. The findings presented that some dyslexic students, which perceived some problems in learning English as Foreign Language can become successful learners because of the help and the support of the teachers in the classroom. Teachers' role is to make informed changes to promote learning and create a successful atmosphere for the class. Dyslexic students have made some progress using Innovative Teaching Methods with various accumulations of time depending on the complexity of their problems. The dyslexic students perform better in Speaking and Listening than in Writing and Reading but they can show improvement in Writing and Reading by the time and strategy.

Also, [Smith & Leonardo \(2005\)](#) found that many teachers felt under-prepared and lack confidence when ask to work with disabled learners. This is because of the lack of an explicit focus on disability issues, so the EFL teacher training does go some way towards fostering inclusive beliefs and practices.

Another research comes from [Logan and Wimer \(2013\)](#) which examine attitudes towards inclusion among teachers. The research was tested by three major survey points to assess statistical significance. They were; the length of experience, gender, and level of the school. A total of 203 teachers in southeast Georgia agreed to respond to an 8-item survey of beliefs about inclusion, the advantages of inclusion, teaching preparedness, and resources and assistance available. The result of this study found that the teachers' levels of experience did not play a more significant factor. Teaching is a female-dominated career, but with all the answers to teaching, the dominants have not moved forward.

METHODOLOGY

Research Design

In this study, a qualitative design was used to investigate five teachers' attitudes toward students with special needs in inclusive schools. This research was adopted by qualitative methods as it generated detailed data from a small group of participants ([Coll & Chapman, 2000](#)), thus discussing thought, perceptions and judgments ([Best & Kahn, 2006](#)). Moreover, the qualitative method is suitable to develop a hypothesis for further testing, understanding the feelings, values and perceptions that underlie and influence behavior. Qualitative is a multi-method in nature requiring an interpretative, naturalistic approach to its subject matter, meaning that the researcher sees things from different viewpoints from a different perspective ([Malik & Hamied, 2016](#)).

Research Sites and Acces

The site for this study was conducted with five general teachers who teach students with special needs in inclusive education. To get access to the research site among the people's networking sources; the researcher asked for permission from the teachers themselves.

Sampling Procedures

The main objective of sampling is to find people who can provide rich and varied perspectives under investigations in order to maximize what we can know. Conducting "purposeful" or "purposive" sampling ([Cresswell, 2012](#)) is the best way to achieve. In addition, [Malik & Hamied \(2016\)](#), determining the sample in a qualitative study is naturally purposive by the reason for "who they are and what they know". As a result, the researcher planned to interview five regular teachers. The reason chose five are based on [Polkinghorne \(1989\)](#) states that the purposeful sampling should provide a rich and varied insight into the phenomenon, and the sample quantity is between 5 and 25 individuals.

Data Collection

The data were collected by doing in-depth interviews. According to [Malik & Hamied \(2016\)](#) interview is a purposeful engagement in which a researcher attempts to obtain information from the subject who agrees to participate in the study. In the context of this analysis, semi-structured interviews were chosen, as they gave the researcher and the interviewee some versatility ([Freebody, 2003](#)). According to [Malik & Hamied \(2016\)](#) say that the interview is a discussion aimed at gaining insight into certain issues using a semi-structured interview guide. This style of interview is not a two-way conversation but rather asking questions firmly to obtain in-depth information and the interviewees' emic perspective. The researcher used an interview technique that was semi-structured and captured on the audiotape. Each individual is interviewed for approximately 15-30 minutes.

Data Analysis

The recorded interview data were transcribed. After it has been transcribed, the researcher brings the data in the form of a text into the researcher's machine and saves it to directories. Then, I went into the details; the researcher tried to get a feel for each interview before the researcher broke them into categories. It was done on the basis of what was proposed by [Creswell \(2012\)](#) to get a general sense of knowledge and to comment on its overall significance.

The next step is to divide the data to be associated with code, topic, or category. [Malik & Hamied \(2016\)](#) state that coding is the concrete making process that performs data analysis and continues throughout the analysis. Coding reflects the operations through which data is broken down, conceptualized, and reassembled in new ways.

Ultimately, the researcher analyzed and re-analyzed the individual interview data at the end of the process by using in-case and cross-case displays and analyzes ([Miles & Huberman, 1994](#)); (1) Spreading interviews data from the interview so that the researcher may identify a specific subject and understand the data (2) Generating clusters of meanings by sorting, grouping into themes or units of meaning and (3) Eliminating or minimizing overlapping and redundant data.

FINDINGS

Teacher's demographic profiles

The study was conducted from five English teachers who represent their background experience in terms of their attitudes to inclusive education.

- T1: T1 is a headmaster in one of the kindergarten. Her school is one of the school's models of inclusive education in West Java Province, regional 1. T1 has been there since 2007 as the founder of inclusive education. The demand for the environment lets her changed the statues of the school from regular school to an inclusive school. In addition, she also gets some support from the government, which makes her trained well. She explained that for the first time, most of the parents do not know that their children have some disabilities, and asked the school to teach them. About 125 students, there are 14 students with disabilities. She got some training from the government and made a book toward inclusive education.
- T2: T2 is the young teachers. He only taught for 3 months as a pre-service teacher in his Solo Province. He described that inclusive education is one of the visions of his province, which is "Solo is Inclusive city". He believes that inclusion means education for all.
- T3: T3 has been teaching for several years. His educational background was not about inclusive education. In fact, he only graduated from elementary school. At the first time, he taught in one of the inclusive school until he made his school which is specified in inclusive education for the families which have not supported with enough financial. This teacher comes from Jambi Province.
- T4: This teacher has taught in inclusive education only one year. He comes from Samarinda, Kalimantan Island. He describes that even his school is categorized as an inclusive school, but the students with disabilities and non-abilities students' classrooms are separated. The term 'inclusive education' still far different from inclusive education in Java Island, he explained.
- T5: T5 is a part of vice development in the school before she has been teaching for 15 years in Inclusive Education. She is also busy with some events toward inclusive education. She also gets some training and also as a trainer. In her school, there is a time where all the teachers sharing their problems, coaching clinics, and developing themselves in managing the students with disabilities. She comes from Jakarta.

Findings Regarding the Research Question

In this chapter, two categories that emerged from the analysis of the data are presented. The first category, *Teachers' Attitudes to Special Needs Students in Inclusive Education* explains why it is important to get to know teacher's attitudes regarding inclusive education and how the attitudes could have an impact rather positive or negative and it also discusses how teachers manage the inclusion. The second category, *The Contributions to EFL Teaching and Learning* refers to some techniques and strategies for the next EFL teachers in managing and preparing the students in inclusive education.

Findings of teachers' Attitudes Regarding Special Needs Students in Inclusive Education.

It is essential to know the teachers' attitudes to special needs students in inclusive education because the assumption of the teachers will be reflected in the activities that the teacher will do in the classroom. According to [Velasco \(2015\)](#), it is important to examine teachers' attitudes regarding the inclusion of students with disabilities in daily settings, because their experiences may influence their actions towards and acceptance of such students.

Teachers are a key element of inclusion. Perceptions and attitudes are two components of cognitive development. Attitudes are more connected to the affective component of such development and perceptions of the cognitive component. To achieve an effective and responsible inclusion not only good dispositions or attitudes required but also best practices; this means committing and teachers' competence.

The hallmark of inclusive education is the ability of the teachers to accept students with special needs within the daily classrooms. Their attitudes and knowledge regarding inclusive education are relevant because these are indicators of such willingness. The ability of teachers to accept students with special needs within standard classrooms. Our attitudes and awareness about inclusive education are significant because they are indicators of such will. Surprisingly, the data analyzed showed that teachers' attitudes toward inclusive education indicated positive attitudes. This can be noticed as the responses of the participants said:

- T3: *I call them children from heaven. They have all the complete senses, but they don't understand the use of their sense. They are free from the sin, for example, the children who have a visual impairment are the luckiest children because they never get a chance of seeing something weird and bad.*
- T1: *My purposes in developing this inclusive school are to share my willingness to other people, to lighten the burden of parents who already take care of their children, to show my empathy, to help each other and I believe this job is a part of t parents' mandate.*
- T5: *Being a teacher of students with special needs was a gift and an incredible opportunity for me, because not only them who learn something, but also me as their teachers who learn a lot from them, especially learning about life. They taught me a lot, particularly those associated with the character, how to be more patient, how to be firm, how to be a good lover and also discipline.*

Findings of The contributions to EFL Teaching and Learning

Five teachers in inclusive education who have a different background on teaching give many understandings and explanations about their experiences in teaching the students with special needs. All the teachers' responses show a positive attitude regarding inclusive education; even though at the first time, being a teacher in inclusive education is not their first choice, but as long as the time brings them in such kind of experiences in teaching in that school, the teachers are more comfortable with their surroundings. In answering the demand of the government, which provides some inclusive education nowadays, most of the teachers should be prepared with this new regulation, especially in EFL teaching which is claimed as one of the communicative subjects that should be learned. English teachers should be prepared to face the challenge in the education world. Based on the teachers' responses, some of the contributions toward inclusive education to EFL teaching are formed as follows:

Table 1: Themes based on the interview's results

No	Interview	Themes	Sub-Themes
1.	<p>T1: <i>In inclusive education, students learn how to show their tolerance to each other, not only the normal students with normal students but also regular students with disabilities students. For example, the normal students borrow a pencil to the disabilities' students; they let the students with special needs get the chance first rather than their normal friends. In addition, the environment also influences the special needs students, they can simply grow and easy to adapt to their surroundings which are around the normal students, so the tendency of the students with special needs to be normal has quite improved. If the school is on holiday time, the problem of the students with special needs is coming back.</i></p> <p>T2: <i>The concept of inclusive education is good because the students are taught how to be tolerant and how not to bully each other, especially students with special needs at an early age.</i></p>	The Importance of diversity in the regular classroom teaches some values to the students.	Values in Diversity
2	T1: <i>Usually, the students with special needs sit among the normal students. So the learning environment will support the students with special needs.</i>	Some strategies that the teachers can apply in inclusive education:	Seating arrangement
3.	T5: <i>Students with higher levels of difficulties cannot follow the general curriculum in the classroom; they have their own</i>	Educational Plan	Curriculum

	<i>curriculum, namely individual educational plan which is associated with the needs of the special needs students. They are taught in the same subject but in different focus, for example, when students learn math, the normal students will learn about algebra, but students with special needs will learn something very useful in their daily life like how to calculate the money. It is also happening in English subject where the students are taught about sound and phonic. The teachers asked them to read by the phonemic awareness method.</i>	
4.	T5: <i>There is the time where the teachers meet each other in order to discuss the problem that they face with students with special needs, besides that the teachers also ask to be active in searching the strategies related to the special needs students on the internet.</i>	Teachers Community
5.	T5 states that teachers should divide her/his instruction to students with special needs. If they give the long instruction to the normal students so, in the students with disabilities, they need to separate into some parts of the instruction. As a result, the students are easier to understand what the teachers ask for them. Mime and gesture also help the students in understanding the meaning of the sentence of the word. This strategy can be used by the teachers in the classroom.	The Teachers As Teaching Aid
6.	T3: <i>I call them children from heaven. They have all the complete senses, but they don't understand the use of their sense. They are free from the sin, for example, the children who have a visual impairment are the luckiest children because they never get a chance of seeing something weird and bad.</i>	Rapport

DISCUSSION

Discussion of Teachers' Attitudes Regarding the Special Needs Students in Inclusive Education.

When it comes to the subject of inclusion, teachers hold a wide range of views. Based on the teachers' responses, some of the attitudes revealed that the teachers are respectable and heartfelt, those responses are highly positive. Vice versa, in other research, teachers had a slightly different view on students with special needs, according to [Bigham \(2010\)](#) explains that several reports suggest that teachers, like the general public, have a negative perception of both disable students and student inclusion. It sets a negative tone for the classroom, making the learning environment more difficult for all students to learn.

According to [Bigham \(2010\)](#) states that teachers have a negative attitude because of The Miseducation of the teachers about special needs' students. Teachers need to be better educated about how to teach a diverse group of students, including those with special needs and how to address each child's needs. On one hand, according to [Bigham \(2010\)](#) expresses that teachers have a positive attitude to the concept of inclusion in the classroom started from the feeling of the teachers which may not feel they have all the knowledge to make it successful, for example, for one report, a professional intern was interviewed during her internship experience about her impression of special needs students. It was noticed when she started her internship, "she did not think it was her responsibility, as a general education teacher, to educate students with disabilities," it was also found that, "she viewed students who have disabilities "in need of 'fixing' so that they could academically perform at the same level as their peers".

Discussion of the contributions to EFL Teaching and Learning

a. The Importance of diversity in the regular classroom teaches some values to the students.

Diversity in the classroom is important as a reason that students learn to value and use diversity to the greater good. Having a diverse group of students indicates that in recognizing that all of the people are unique in their own way. Teachers can do to create an environment where each student feels valued and respected.

The responses of the teachers said that inclusive education is a good model of school because, from the beginning, students are taught some values like how to respect each other. This is also in line with Indonesian educational goals which have been mentioned in the 2013 curriculum which requires some values that Indonesian students should have. It is also supported by [Vakil et al. \(2008\)](#) states, "Inclusion provides a supportive environment in which young children can grow and learn side by side with their peers" (p. 322). It is not just students who learn from their teachers. Sometimes, they learn a lot from each other. Rice, as cited in [Bigham \(2010\)](#), says, "We all stand to learn from others who are different from ourselves, and peers are often among our best teachers". [Dixon \(2005\)](#) also states, "In an inclusive setting, participants are not only accepted as equals, but they also contribute as equals" (p. 35). She continues, "Inclusion has been always reciprocal. Everyone in an inclusive setting contributes for the good of the whole" (p.35) Inclusion is about students engaging students with all peers, not just those with no special needs, and working together to create a successful learning environment for everyone.

b. Some strategies that the teachers can apply in inclusive education:

Strategies are the real contribution that other teachers can apply in inclusive education, especially in English language teaching.

Seating arrangement

The diversity of the students in the classroom requires teachers to be more sensitive in managing the classroom. One of the solutions is by seating arrangement. According to [Brown \(2001\)](#), teachers should determine who sits next to whom if the students are varied. It is also suggested by one of the participants, who said that the students with special needs sit among the normal students. So the learning environment will support the students with special needs.

It can be concluded that the classroom management of the teachers is needed in this case. How the teachers can collaborate with all of the students in the classroom. According to [Brown \(2001\)](#), the succession of the practicalities for the language classroom is to grapple with what we call classroom management, which encompasses an abundance of factors ranging from how teachers physically arrange the classroom.

The use of an Individual Educational Plan Curriculum

Teachers entail being more creative in the classroom. The creative here means that the ability of the teachers in choosing the appropriate materials for the students with special needs based on their needs. Sometimes, the content of the material which is acquired by the normal students and special needs students is quite different, even though on the same topic. According to T5 said that children with higher difficulty levels are unable to follow the standard curriculum in the classroom; they have their own curriculum. They are taught on the same subject, but based differentiation.

An individual educational plan can help the teachers to figure out the ways how to help the students succeed in school. The Individual educational plan is meant to address each student's unique learning issues and include specific educational goals.

Teachers Community

It is suggested for the teachers to have the community in teaching the students with special needs so they can share each others'. Moreover, the teachers also should improve their quality of teaching such as browsing on the internet about how to teach the students with special needs besides the teachers are given some training by the government. According to the [Minister of National Education Number 16/2007](#) about the academic qualification standards and competence required, indicator number one which states that the teacher should understand the characteristics of the learners from the physical aspect, social, and moral. It depicts that the teachers need to advance their teaching, especially in order to support the teaching and learning in the EFL context to the students with special needs. According to T5, there was a moment where the teachers meet each other to discuss the issue they face and teachers also look into relevant solutions for some cases they had.

The Teachers As Teaching Aid

According to [Harmer \(2007\)](#) states that in language classrooms, there are specific ways in which the teachers can help the students both heard and understand language. It is also happening in inclusive education where the teachers' command is important for the students, for example, according to T5 states that teachers should divide her/his instruction to the students with special needs. If they give the long instruction to the normal students so, in the students with disabilities, they need to separate into some parts of the instruction. As a result, the students are easier to understand what the teachers ask for them. Mime and gesture also help the students in understanding the meaning of the sentence of the word. This strategy can be used by the teachers in the classroom. Furthermore, [Wilmschurst and Brue \(2010\)](#) highlighted that special needs students have difficulty in understanding and communicating their needs. Thus, teachers need to build good communication with their students with special needs

Rapport

According to [Harmer \(2007\)](#), rapport is defined as the relationship that the students built with the teachers and vice versa. One of the rapports that the teacher may have is respecting students. Respect is vital, especially when dealing with any kind of problem behavior. Teachers could respond to indiscipline or awkwardness by being sensitive in their criticism of the students who have done something they do not approve of. Teachers who love the students do everything they can to see them in a positive light, we are not negative about or in the way they deal with their learners in the class. If students do unplanned stuff they don't respond with rage or mockery, but instead, use a polite approach to solve the problems. Not only from teachers to students but teachers to parents also determine the successful learning environment. This is also in line with the findings from [Lindsay, Proulx, Scott, and Thomson \(2014\)](#) which said that building a rapport with parents and students makes the goal of the classroom became achievable.

CONCLUSION

The five general teachers' attitudes toward special needs students revealed positively. All of the teachers believe that all of the students are the same; the differences do not influence them on teaching the students separately. The attitudes of the teachers also produce some contribution to all educators and professionals in the field of inclusion. It can help those who deal with special needs students become more conscious of how they handle students who might be different from those who usually grow. May teachers should focus on his/her attitude towards inclusion and special needs students, and see if they need to change in this field. You can also see how their behaviors influence their students and how they really do.

The teachers' attitude may also contribute to the educational field in the form of strategies that the teachers can use in the classroom especially in EFL contexts. The real contributions are formed such as the moral value that the students can get into the teaching and learning process which is in accordance with educational purposes in Indonesia, and also some strategies like classroom management, the implementation of the different curriculum, the teachers' aid, and rapport.

LIMITATION AND STUDY FORWARD

This study is limited to only five English teachers who teach the students in inclusive schools. The focus of observation was only on the English subject in order to see how the students behave and interact with the teachers in a language class. In addition, what teachers have done in the classroom can be some suggestions, recommendations, and some references for all teachers who teach the students in inclusive schools. This research cannot be generalized but rather to provide a rich and contextual understanding of some aspect of education.

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AUTHORS CONTRIBUTION

Firman has given the main conceptual ideas. He contributed to the planning and carrying out the research and also in analyzing the result of the study, reviewing the findings and writing the manuscript. Friscilla Wulan Tersta developed the theory and analyzed the data. Cicyn Riantoni interviewed the subjects of the research and coded the data. Fellicia Ayu Sekonda wrote the manuscript with all authors' input. All authors provided critical feedback and helped in analyzing the manuscript.

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