

EFL Teacher's Classroom Management Practices at an Inclusive School

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Abstract This research aimed at finding out the classroom management practices by an EFL teacher at an inclusive school. There were four major aspects of classroom management as the focus of this research. Those are rules, physical environment, classroom climate, and teacher's role. The subject was an English teacher in class XI MM 2 at SMK Negeri 3 Singaraja. This study was a phenomenological research. The methods of data collection were observation and interview. The findings showed that the classroom management practices by the teacher were successful to be implemented for both the slow learner with physical disability and regular students. The rules created and communicated by the teacher were effective to develop the students' behaviour and attitude as well as support the learning process. For the physical environment, the teacher provided spacious space for the physical disability student to move freely. The teacher gave positive and negative reinforcements for the students' attitude and behaviour. Besides, the teacher modified the lesson plan, instruction, and assessment based on the student's special needs. However, the teacher did not interact directly with the slow learner with physical disability student's parents and it should be done to support the learning process. In addition, there was no special escort teacher and training for the teacher to support the learning process.

Keywords: classroom management, inclusive school

1. Research background

Every person has the right to have basic education (1945 Constitution of the Republic of Indonesia Article 31 (1)). No matter whether they are normal or have special needs, they still have their right to have an education. Thus, it can be said that both regular student and student with special needs have the same opportunity to have an equal education process. Because all people have the same right to have an equal education, the right of people with special needs should also be given attention. They need an education service that appropriates for their special needs. Previously, segregation education is seen as the appropriate education service for them. However, it seems that segregation education is no longer effective to develop their maximum potential because segregation education disabled students with

special needs to develop their skills by push them in a corner and make them isolated because of their special needs. It is also supported by Hassan, Hussain, Parveen, & Desouza (2015) who stated that students with special needs can be taught in segregation schools but it is also means cut them off from society. Moreover, segregation education is no longer effective for students with special needs in mild to moderate levels. It is because they are being isolated while their special needs are not too severe and they can still interact with the regular students.

However, the government already takes action for students with special needs through inclusion. According to Lapsky & Gardner (in Frederickson & Cline, 2002), inclusion is a service for students with special needs to learn in general education classes to help the students to succeed in academic, behavioral, and social participation. In this case, inclusion can be seen in the inclusive education. It is expected that inclusive education will help students with special needs to develop their potential despite

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they have special needs (Efendi, 2018). According to Singh (2016), inclusive education can be determined as the alternative of education service for students with special needs by reducing barriers to their social development and increasing the learning environment. It is also included in Salamanca Statement as cited in UNESCO (1994), in which inclusive school is the most effective to build solidarity between students with special needs and their peers. The implementation of inclusive education can be seen in the inclusive school. Stainback (as cited in Fajarwati, 2017) stated that inclusive school is a school that accommodates students with special needs and regular students in the same class by adapting the special needs to support the students in developing their skill.

Unfortunately, the preliminary observation and initial interview showed that the teachers from several inclusive schools in Buleleng do not know how to manage students with special needs alongside with the regular students in the class. It is because the limited knowledge and information about students with special needs and inclusive education. This limitation comes from the lack of training and experience in managing students with special needs. It also gives an impact toward the classroom management practices as one of the integral parts in the teaching process. Moreover, a previous study by Yekti, Ratminingsih, and Dewi (2019) discusses the implementation of inclusive education in SMK Negeri 3 Singaraja. Inclusive education in SMK Negeri 3 Singaraja has been implemented but has to be improved. However, there is no specific discussion about classroom management in this previous study even though classroom management is called as a set of techniques and skills for the teacher to control the students effectively to create a positive learning environment for the students (Stenberg & Williams, 2002). Based on the initial interview with the teacher who appointed as the inclusive teacher in SMK Negeri 3 Singaraja, SMK Negeri 3 Singaraja already appointed by the government as an inclusive school since 2011. But there had been no student with special needs until 2017. Since 2017 until 2019, there have been 3 registered students with special needs with the category is from low to

medium in terms of the special need and the types are physical disabilities and intelligence disorder. The student with special needs who registered in 2017 (12th grade) was a student with hearing impairment, the student with special needs who registered in 2018 (11th grade) was a student with physical disability (curved in his left hand and foot from birth) and being examined as a slow learner, and the student with special needs who registered in 2019 (10th grade) was also a student with physical disability (overweight since elementary school). Furthermore, there are two English teachers who have taught them since 2017 until 2020. Related to this situation, the classroom management will be different from other class that have not organized students with special needs in the class.

Based on the importance of the issue, the researcher decided to do a research about classroom management practices by an English teacher in an inclusive education setting. Moreover, this study is important because the result will show how the teacher manages the classroom with regular students and student with special needs in the same class. In this case, SMK Negeri 3 Singaraja have been chosen as the setting because SMK Negeri 3 Singaraja have appointed by the government as inclusive school and the only senior high school which organizes inclusive education for 3 years while the other schools have not organized the inclusive student yet. It is based on the interview with headmasters from several schools in Singaraja. Furthermore, only the 11th grade student with special needs who became the focus of this research. The other students were not the focus because the 12th grade student have national examination and the 10th grade student only have problem in sport course. Thus, the subject teacher of this research is only the English teacher who teach the 11th grade student with special needs. Besides, there are none of the previous studies which discuss the practices of classroom management in an inclusive education setting, especially in Buleleng. In conclusion, SMK Negeri 3 Singaraja has been seen as a suitable research setting of classroom management practices by an English teacher in an inclusive education setting.

2. Research Method

This study was a phenomenological research. According to Lester (1999), phenomenological research concerned with a deep experience from the subject research. In this case, the researcher concerned with the experiences from an English teacher especially the classroom management practices conducted by the teacher in SMK Negeri 3 Singaraja as an inclusive education setting. Observation and interview methods were used to collect the data. For the observations, the researcher acts as an observer only and the observations were done in six times by used observation checklist and field note. Meanwhile, the interviews were done in two times of open-ended interviews by used interview guide to support the data analysis.

3. Results and Discussion

There are four major aspects of classroom management as the focus of this research (US NCTQ in Nagler & Tirol, 2016; NSW Education Department Centre for Education, Statistics, and Evaluation in Nagler & Tirol, 2016; Nagler & Tirol, 2016; and Vogler et al, 2000). Those aspects are (1) rules, (2) physical environment, (3) classroom climate, and (4) teacher's role.

Rules

In conducting effective classroom management and positive teaching, rules are important because it will help the students to behave as what the teacher will accept (McLeod et al, 2003). In other words, students will know where the teacher draws the lines about the acceptable behaviour. Moreover, Alter & Haydon (2017) stated that classroom rules are identified as an integral part of effective classroom management because it is relatively simple to implement and help the teacher to avoid challenging behaviour from the students. In addition, NCTQ in Nagler & Tirol (2016) and Nagler & Tirol (2016) stated that one of the strategies for effective classroom management is giving effective and clear rules. Clear rules are important for the students' academic and social behaviour. It is because the students' work is much better when there are clear terms of what they can do and cannot do in the class.

Based on the result of the observations, it showed that the teacher has rules in the classroom to support the learning process in each meeting. The subject communicated the rules clearly to the students. The examples of spoken rules found were "Always pay attention", "Respect each other" and "Do not play your smartphone without instruction". Those rules were implemented to all students, including the slow learner with physical disability student. Furthermore, the observations showed that the students in SMK Negeri 3 Singaraja especially in XI MM 2 were vocational high school students and they tend to joke in English class. They tend to joke because English was not the major course and it is considered as a hard course. In this case, rules helped the teacher to conduct an effective classroom management. It was because they know the consequences if they do not follow the rules from the teacher.

It is also important for the teacher to communicate the rules to the students positively. Without communication, the students do not know the rules and may not follow the rules. According to Alter & Haydon (2017), rules should be stated positively to get the appropriate and desired behaviours from the students. Moreover, it is important to apply the rules for both the students with special needs and regular students in the inclusive school. Based on the result of the observations, the teacher communicated the rules positively and applied the rules for all students including the slow learner with physical disability student. Furthermore, the rules from the teacher gave a change in students' academic and social behaviour. The learning process became more effective and conducive because the students followed the rules. It also gave an impact to the regular students' attitude toward the slow learner with physical disability student. The regular students helped him in the learning process. It is in line with Oliver, Wehby, and Reschly (2011) who stated that rules can help the teacher to monitor the students' behaviour and prevent misbehaviour from increasing. Thus, it can be seen that rules help the teacher in the learning process to create effective and conducive classroom management.

However, the researcher cannot find out the special rules for the slow learner with

physical disability student. The result of the interviews showed that actually there are special rules for the students with special needs. However, the special rules were not applied because there is only one student with special needs in the subject's class which make the subject tend to give attention to the regular student and occasionally gives special attention to the slow learner with physical disability student. For example, the school has not provided special escort teacher for slow learner with physical disability student in the class as it is suggested by Ediyanto et al (2017). It caused the teacher to rarely give special attention to him in terms of rule. In addition, a study from Flem, Moen, and Gudmundsdottir (2004) discusses the teacher's rules toward the regular and students with special needs. In that case, the student has learning difficulties. The teacher has clear rules of behaviour that the students have to follow, for example the students have to raise their hands when they wanted to speak. She gave the same rules for all students because the students with special needs are also the part of the class. But she gave the adoption of limit and clear rules for the student with special needs. It can be assumed that no special rule is not a problem if the teacher can manage the rules.

Although there was no special rule applied, it does not affect the classroom management practices from the English teacher. The teaching and learning process in XI MM 2 class was effective and conducive. It was because the teacher gave clear rules. The basic indicator and the objective of the learning process were reached. It means the teacher has success for created effective classroom management toward the slow learner with physical disability and regular students by creating and implementing the rules. Besides, the study from Flem et al (2004) shows that applying the same rules also helps the student with special needs to learn and develop his social interaction. Moreover, this generalization still gave positive impacts on the students' attitudes. It can be seen in the result of the interviews which confirmed by the teacher that there were changes in attitudes and behaviour from the regular students toward the slow learner with physical disability student. Indirectly, it gave the student knowledge about

the rights and the wrongs. The regular students were not acting indifferent and able to help him in his academics. It is also supported by McLeod et al (2003) who stated clarity is everything when it comes to rules. It should be clear what the teacher wants the students to do. For example, the English teacher stated that "Do not play your smartphone without instruction!". It was clear enough for the students. Thus, it can be said that the amount or the type of the rules is not the point, but how the teacher manages the rules and communicate the rules. The teacher should communicate the rules clearly by explain what are the rules, why the teacher created such rules, and its effect if the students do not follow the rules. In conclusion, the rules helped in create effective classroom management in the class.

Physical Environment

According to NSW Education Department Centre for Education, Statistics, and Evaluation in Nagler & Tirol (2016), one of the strategies for creating effective classroom management is managing the physical environment. Moreover, Nagler & Tirol (2016) supported that some aspects of classroom management have implications for the learning process. Two of those aspects are decorating the room and arranging the chairs. In addition, classroom as the main environment for the students to learn needs to be comfortable to support the learning process. According to Bucholz & Sheffler (2009), a warm classroom environment can increase the students' academic achievement as well as the sense of pride and belonging in the school. The sense of pride and belonging in the school is important for the students because it reflects that the students are comfortable with the learning environment, especially the students with special needs. Besides, Efendi (2018) stated that the facilities in an inclusive education setting should consider the special needs of the students. The school should provide appropriate facilities based on their needs. In addition, the school has to consider the students' needs to create a comfortable environment for the students. In SMK Negeri 3 Singaraja, especially in XI MM 2 class, there was one student with special needs. He was a physical disability student and being examined as a slow learner. In this case, physical disability student needed a spacious room to

move freely. Spacious room for physical disability student can support them in the learning process. In addition, SMK Negeri 3 Singaraja as an inclusive school is a vocational school which used mobile system. Thus, there is no permanent seat for the students. There were only three rows of seats in a class. It is quite different from other senior or vocational high schools in which there were four rows of seats in a class. Those three rows consist of the right, middle, and left row. For the right and left rows, there were two students for each couple of desks. Meanwhile, for the middle row, there were three students in each couple of desks.

From the result of the observation, it can be seen that the teacher created a comfortable environment in general for the students to learn. Moreover, the teacher created a conducive classroom for all students to learn. However, the teacher did not decorate the classroom as it is suggested by Nagler & Tirol (2016). It was because SMK Negeri 3 Singaraja used a mobile system for the classroom. In this case, the mobile system means the students may have a different classroom for each subject in one day because the students may have a workshop or theory. To make it effective, the mobile system was used. In other words, there was no regular classroom for the students. Even, there was no administration board about the students in a class because of the mobile system itself. But it did not give a negative impact on the learning process. Although it did not give a negative impact on the learning process, decorating the classroom by considering the students' needs is still important. It is in line with Bucholz and Sheffler (2009) who stated that decorating a classroom with some kind of warmth can build a sense of comfort and security.

Besides the decoration, the school should also provide the appropriate facilities based on the students' special needs. In SMK Negeri 3 Singaraja, the student with special needs was a physical disability student. The physical disability student needs a spacious room to make them move freely. It is in line with Bucholz and Sheffler (2009) who stated that there should be enough space for the students to move easily. Moreover, the teacher should expand safety procedures to all students, including students with disabilities. Thus, the teacher needs to provide a spacious room for

him. According to Jannah (2018), it is important to consider the sitting arrangement for the students especially the students with special needs. The teacher needs to consider the biological aspects such as body posture and students' academic ability. For example, the slow learner students may sit with the students above the average to support them in the learning process. From the observation, the teacher provided a spacious room for the slow learner with physical disability student. In this case, he needs a spacious room because his left hand and foot were curved from birth. In addition, the result of the interviews showed that the subject let him sit with the regular students who have English achievement above the average to encourage him to learn English like the other regular students. However, in Meeting 2, the teacher let the slow learner with physical disability student sit with the other 3 regular students in one line. There was no spacious room to move freely. Although the teacher did not provide spacious room in Meeting 2, the learning process has been going well. Furthermore, most of the observation times showed that the teacher provided the slow learner with physical disability student spacious room in every meeting except Meeting 2 only. Thus, the teacher should pay attention to the sitting arrangement of the physical disability students. It is supported by Ferguson, Kozleski, and Smith (2001), in which students with physical disabilities need their chairs and desks to be thoughtfully selected and placed in the room.

Classroom Climate

According to US NCTQ in Nagler & Tirol (2016), routines, praise, misbehaviour, and engagement are also strategies for effective classroom management. The teacher can build a structure and establish routines to guide students in every situation. Besides establishing routines, it is also important to foster and maintain the students' participation by teaching interesting lessons and including the students' active participation. Moreover, reinforce positive behaviour by using praise and other means can also maintain a good classroom climate. However, if there is misbehaviour with the students, the teacher can give consequences for the students' misbehaviour such as warning and negative reinforcement. In addition, NSW

Education Department Centre for Education, Statistics, and Evaluation in Nagler & Tirol (2016) also mention additional strategies such as motivating students, using least intrusive means, involving parents and community, attending to social factors that affect the classroom's social climate, and also building a positive relationship with the students. Furthermore, Nagler & Tirol (2016) stated that a positive classroom climate is important for students. Positive classroom climate feels safe, respectful, welcoming and supportive toward the students learning process. Besides, the teacher should consider the classroom climate because classroom climate can help the students to achieve better in their academic achievements. It is supported by Schmidt and Cagran (2006) who stated that the result of the learners' academic achievements is better when they are in the classroom environments that they like. In other words, there is connection between the classroom climate and the learners' academic achievements. Thus, it is really important to build a positive and conducive classroom climate which can be done by maximizing the internal and external factors.

The internal factor comes from the teacher itself. The teacher needs to build a positive relationship with the students (Egeberg et al, 2016). This kind of positive relationship can be done through applying social model in inclusive education. According to Rudnick (2017) and AFDO (2018), social model focuses on people's attitudes towards disability. In social model, students with special needs are educated in accessible mainstream schools alongside with the non-disabled students. It is supported by a research from Elliott (2008) in which the teachers with positive attitude toward inclusion were more effective than teachers with a negative attitude. Based on the result of the observation and interview, it showed that the teacher has a positive relationship with the students because the positive attitude from the teacher itself. It can be seen from how the students respect the teacher and still have a joke with her. Moreover, it was because the teacher assumes all students were the same, no matter they have special needs or not. The teacher did not give special attention to avoid social jealousy. The teacher gave the students attention and treatment based on their ability.

For example, to overcome the student's special needs, the teacher gave repetition for the instruction or limit the task for him. Meanwhile, the teacher gave the same task for the regular students to avoid inequality between the regular students. Besides, a positive classroom climate can be done through a positive approach. Nagler & Tirol (2016) stated that a positive approach can be meeting mutual friends and change negative emotions into positive ones. In line with that statement, the observation showed that the slow learner with physical disability student learned with mutual friends which are the regular students who have the same age as the slow learner with physical disability student. It helps him to overcome his problem in social and academic aspects. The regular students helped him in the academic and never bullied him because of his special needs. It also became one of the factors in creating a positive classroom climate. Besides that, the existence of slow learner with physical disability student in the class give an impact toward the regular students. They can develop their social skill such as empathic ability. It is in line with a research from Allodi (2002) which conclude that regular students in inclusive school have greater opportunities to develop their social cognition, ethical values, and empathic ability.

The teacher also gave positive reinforcement (praise and motivation) and negative reinforcement (warning) toward the students' behaviour and activity in the class. Kinds of praise from the teacher were "Very good!" for the students' good attitude and active participation, "Although both of them are in a relationship, they can keep their good achievement especially in English." for a couple in the class, and gave applause for the students' active participation. Meanwhile, kinds of warning given from the teacher were "Are you sleepy?", "Listen, please!", "Go sit down in front, now!", "Stop playing your smartphone!" and "Pay attention!". The teacher also gave motivation for the students in the learning process such as "Hopefully what have you read before can be meaningful in your life." and "Respect each other.". The teacher gave all of those praises, warnings, and motivations in every meeting and it built a good classroom climate. It was because the students show

responses to the teacher's praise, warning, and motivations. The students laugh or smile when the teacher give praise and compliment. The students fixed their behaviour and attitude after the teacher gave the students a warning. In other words, it also creates a good classroom climate. Although there was no bullying, the students especially the regular students kept made misbehaviour sometimes. For example, they were too loud and joke too much. To overcome this, the teacher gave a warning to the students' misbehaviour. This warning gave the students a change in their behaviour. It was because they respect their teacher as stated before. Thus, it was easy for the teacher to discipline the students. For the positive reinforcement, the teacher gave the students praise, motivation, and other means to push the students' spirit in the class. It is in line with Hassan et al (2015) who stated that it is the teacher's major responsibility to motivate that all students are equal and there is no difference among them.

The teacher also created routines in the class to support the learning process to become more effective and conducive. According to Bucholz and Sheffler (2009), classroom procedures such as traditions or routines can help the teacher to create positive feelings and bond the students to their class. For example, begin the class by reading a quote and have the students to share their thoughts and feelings about the quote. In this case, the teacher asked the students to read a book before beginning the class, discuss a little bit about the book that they have read, and share motivation. Moreover, a positive classroom climate also can be seen in the active participation from the students. The teacher can foster and maintain the students' participation by teaching interesting lessons. Active participation means the students understood the material explained by the teacher. The subject used a variety of teaching styles to attract the students' attention. For example, the teacher asked the students to work in pairs, work in a group, or even had a game as the brainstorming. The students also have the same opportunity to be active in the class. Even for the slow learner with physical disability student, the teacher allowed him to answer the question or join the game in the brainstorming.

Besides the internal factor, it is also important to consider the external factor such as

the social factor from the parents and other teachers. The teacher can involve the parents and the other teachers' role to support the positive classroom climate. The teacher communicated with other teachers such as sharing the solution to overcome a problem from the students and sharing the tips to deal with the inclusive student. Moreover, the result of the interview showed that it was not hard to deal with the slow learner with physical disability student because he was calm in the class. Unfortunately, the subject did not interact directly with his parents. It was because the regulation from the school. In which, it was the homeroom teacher and counselling staffs' task to communicate directly to the parents. However, it is better to communicate directly with the inclusive student's parents. It is in line with Lika (2016) and Hassan et al (2015) explanation who stated that parents' interaction is very necessary. The parents must meet the teachers and discuss the problems of their children because it gives many benefits. Besides, children spend most of their time in their house, so parents know everything about them. Discussion between the teacher and parents will improve the students' academic and social development. Although the teacher answered in the interview that it was not hard to deal with the slow learner with physical disability student because he was calm in the class, it is better to discuss directly with the parents to support the learning process as it is suggested by Lika (2016) and Hassan et al (2015).

Teacher's Role

According to Nagler & Tirol (2016), it is important for managing classroom behaviour. The teacher needs to observe the behaviour and learn the students' behaviour to give the appropriate classroom behaviour management for the students. Moreover, a teacher can be a model and a motivator in the class. A good role model means the teacher has a passion for teaching their subject. It is also strongly affecting the learning motivation of the students. Furthermore, become a motivator is needed in an inclusive education setting. Besides, a teacher has to know how to handle responses, troubles, and mistakes from the students. The teacher should not shame or blame the students when they make errors. It is

because handling responses, troubles, and mistakes will give impact the students' psychology. Thus, it is important to give the best responses toward the students' behaviour. From the result of the observation, it showed that the teacher can be a good role model, motivator, and facilitator. The subject could explain the material to all students. If the students have questions, she answered and provided other information related to the questions. The teacher also gave motivation in the literacy program and during the learning process to all students especially the slow learner with physical disability student. The teacher also observed the students' behaviour and gave warning for inappropriate activity from the students. But the teacher did not shame or blame the students when they make errors, especially the slow learner with physical disability student. The teacher did not shame or blame him when he did not know the English term. It was done to support the student. Besides observing the slow learner with physical disability student, the teacher also observed the regular students. The teacher often walked around to see the students' progress. If the students were not doing the given assignment, the teacher asked the reason first and gave a soft warning. But, if the students' attitude was over, the teacher gave a warning directly. However, there was no bullying in that class based on the result of the observations and interviews. Thus, the researcher cannot find the teacher's solution toward bullying. In addition, Lika (2016) suggested that the teacher should be trained to know the ways of managing bullying as well as introduce not to be ridicule or discriminating the inclusive students.

Besides bullying, it is also important for the teacher to deal with the administrative such as curriculum, lesson plan, and assessment. According to Vogler, Koranda, and Romance (2000), there are three major categories related to classroom management which specially designed for inclusive education. Those are curricular adaptations, instructional modifications, and human or people resources. In inclusive school, it is the teacher's responsibility to change the curriculum and lesson plan based on special needs (Salamanca Statement as cited in UNESCO, 1994). The teacher may change what will be taught, modify

the curriculum and lesson plan, and modify who teaches. Moreover, the teacher might use Universal Design Learning (UDL) to help the teacher customize the curriculum based on the learners' diverse needs in the learning process (TEAL, 2010). It is also supported by NEA Education Policy & Practice Department (2008), in which UDL can be used in inclusive education to support the learning process. SMK Negeri 3 Singaraja as an inclusive school uses the general curriculum, Curriculum 2013, and allow the course teacher to modify it based on the needs. It was because not all classes have student with special needs in the class. In addition, the teacher modifies the lesson plan and instruction given in the class. It is in line with Hassan et al (2015) who stated that curriculum for inclusive school should be flexible and comprehensive with all students' needs. For example, the teacher asked the regular students to finish ten questions in the given task. Meanwhile, the slow learner with physical disability student only answered five questions. It was because of his ability and limitation of time in the class to conduct the learning process. For the assessment, the teacher gave the standard score (*KKM* score) for the slow learner with physical disability student. It was because he also gave progress in the learning process. It became the teacher's consideration to give the standard score. It is also supported by Hassan et al (2015) that stated there should be flexibility in assessment criteria regarding the inclusive students' needs.

Furthermore, Ediyanto et al (2017) stated that ideally there are four major teachers in inclusive education. It consisting of one class teacher, two special escort teachers, and one ortho-pedagogic teacher. The class teacher can explain the material and the special escort teacher will help the student with special needs to understand the class teacher's explanation. Meanwhile, the ortho-pedagogic teacher may help the physical disabilities students in the learning process. However, there were no special escort teacher and ortho-pedagogic teacher in the class as suggested before. There was only one class teacher. It was because there was no policy yet from the school to provide escort teacher and ortho-pedagogic teacher in the class. Besides, it is because the limited human resources and experience in handling

inclusive school especially in SMK Negeri 3 Singaraja. According to Block and Obrusnikova (2007), teacher assistants or paraprofessionals may be necessary for the slow learner with physical disability student. In addition, Murata and Jansma (1997) found that a combination of trained teacher assistants and trained peer tutors improved the participation of 3 inclusive students (intellectual disability and severe behaviour disorder). It is in line with Hassan et al (2015) who stated that teacher assistants should be provided to help the inclusive students in the learning process as well as help the course teacher in the teaching process. Thus, it is necessary for the school to consider the existence of teacher assistants or paraprofessionals in the class to support students with special needs to maximize their potential. But the school has its psychologist to deal with the inclusive students. Moreover, the school has an inclusive teacher who has training in Denpasar and Jakarta. The course teacher may also join the training to support the learning process. It is also supported by Dimitrios, Pinelopi, and Harilaos (2018), which found that training on special education such as attending seminars on special education affect the teacher's attitudes toward inclusion. It makes the teacher more willing to accept inclusive students.

4. Conclusion

The result of this research could be concluded as follows: 1) For the aspect of rules, the teacher successfully in created and communicated the rules for all students. Moreover, the rules were helped the teacher to develop the students' behaviour and attitude as well as support the learning process. 2) For the aspect of physical environment, the teacher considered the special needs as well as take care of the students. In this case, the teacher provided a spacious room for the physical disability student as what he needed in the learning process. 3) For the aspect of classroom climate, the teacher created a good and conducive classroom climate to support the learning process. The teacher gave positive reinforcement (praise, award, and motivation) and negative reinforcement (warning) toward the students' behaviour and attitude. Furthermore, the teacher created a positive

relationship with the students and other teachers to support the learning process. 4) For the aspect of teacher's role, the teacher modified the curriculum, lesson plan, instruction, and assessment based on the condition in the class. In other words, flexibility is needed in the inclusive school as long as it follows the standard. Thus, it can be concluded that the result of the research showed that the English teacher's classroom management practices successfully to be implemented for all students. It can be seen in the effective teaching and learning process that happened in the class. However, it is possible that the result of the implementation of classroom management by the teacher is effective although there is no training for her because of coincidence. It can be seen in Meeting 2, in which there is inconsistency in term of physical environment. Thus, there must be a consistency.

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