

A PORTRAIT OF INCLUSIVE EDUCATION IN ENGLISH LANGUAGE TEACHING: A CASE STUDY AT UNG LABORATORY ELEMENTARY SCHOOL

Fahria Malabar

Universitas Negeri Gorontalo
fahria@ung.ac.id

Helena Badu

Universitas Negeri Gorontalo
helenabadu@ung.ac.id

Sri Rumiyaningsih Luwiti

Universitas Negeri Gorontalo

Rasuna Rasid Talib

Universitas Negeri Gorontalo
rasunatalib@ung.ac.id

Moon Hidayati Otoluwa

Universitas Negeri Gorontalo
moonhidayati@ung.ac.id

Sartin T. Miolo

Universitas Negeri Gorontalo
sartin@ung.ac.id

Abstract

This study aims to describe the implementation of inclusive education at the elementary school level from a teacher's perspective, especially English language instruction. The analysis focus on four key indicators: the availability of instructional materials, the preparedness of human resources, institutional support, and parental involvement. A descriptive qualitative approach was employed, using semi-structured interviews with a second-grade English language teacher at SD Laboratorium, Universitas Negeri Gorontalo, an inclusive elementary school located in Gorontalo, Indonesia. Findings reveal that while learning materials for students with special educational needs are available, they still require further adaptation and creativity on the part of the teacher. Regarding human resources, the teacher has received basic training in inclusive education but continues to face challenges, including the limited availability of special education support staff. Institutional support is evident through training programs and inclusive policies, although budget constraints remain a significant obstacle. Parental involvement is very active, contributing positively to the continuity of learning at home. This study emphasizes the importance of collaborative efforts among teachers, schools, government, and parents in constructing an effective inclusive education environment, particularly in the context of English language learning for students with special needs.