#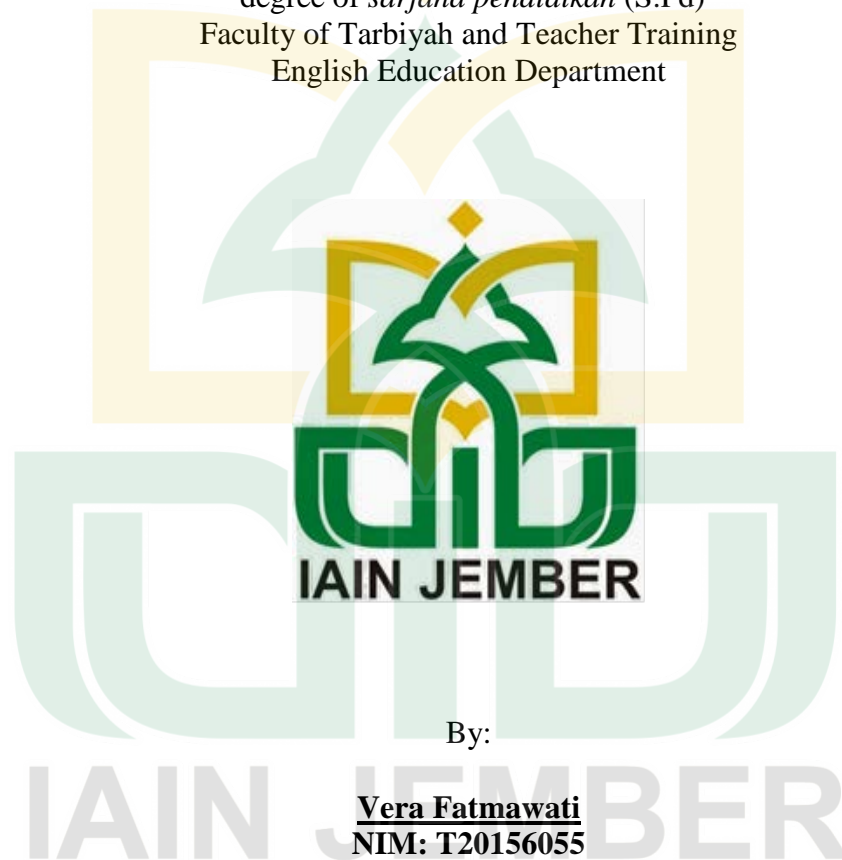 LANGUAGE DISORDER OF EMOTIONAL AND BEHAVIORAL, SOCIAL AND THINKING DISORDER (EBSTD) IN INCLUSIVE EDUCATION AT SDN ARJASA 03 JEMBER

THESIS

Submited to State Institute of Islamic Studies of Jember
As partial fulfillment of the requirements to obtain a bachelor's
degree of *sarjana pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

Vera Fatmawati
NIM: T20156055

STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
JANUARY 2020

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Day: Friday

Date: 24th January 2020

Chairman   Secretary

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Has been approved by
The Dean of Faculty of Tarbiyah and Teacher Training

Dr. Hj. Mukni'ah, M.Pd.I
NIP. 19640511 199903 2 00 1

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MOTTO

لَقَدۡ خَلَقۡنَا ٱلۡإِنسَٰنَ فِىٓ أَحۡسَنِ تَقۡوِيمٖ ﴿٤﴾

Meaning: "Verily, We created man in the best stature (mould)[*]

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[*] Muhammad Taqi-ud-Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an* (Madinah: King Fahd Complex For The Printing Of The Holy Qur'an), 842

DEDICATION

I proudly dedicate this thesis to:

1) My Beloved Father and Mother

   (A big thanks to AHMAD as my beloved father and SULASTRI as my beloved mother for their support, love and every prayer for me to finish my thesis, especially my beloved mother who is never tired of supporting me).

2) My Younger Brother

   (Thanks to MUHAMMAD AKIB as my beloved brother that very care, love and he always accompanies me to do my thesis).

3) My Beloved Friends

   Thanks to BCS Members are Kholifatun Nisa', Nafisatul Faizah, Yusratul Roshidah, Wulan,Yuni, Yuli, Reni, Riris, Yuli, Ifa, Lutfi, susi and my beloved sister is Robi'atul Adawiyah.

   Thanks to My classmates PBI 2 Members

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I really realize that this thesis could not be completed without getting assistence, guidance, understanding and encouragement from many people. therefore, in opportunity I would like to thank people who have given their ideas, times, and every thing to me during writing this thesis. they are:

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    I really realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic.

ABSTRACT

Vera Fatmawati, 2019: *Language Disorder of Emotional and Behavioral, Social and Thinking Disorder (EBSTD) in Inclusive Education at SDN Arjasa 03 Jember.*

SDN Arjasa 03 was an educational institution that implemented inclusive education system. There were many students with different psychological conditions given the same opportunities in learning. Different psychological differences in one class, giving teachers a new challenge to understand each condition because many of the children with emotional and behavioral disorders, social and thought disorders were in class so it was referred to as an inclusion classroom where one of the classes used for teaching learning process for all types of children either with special needs.

Based on the background, the research questions were 1) What are the causes of language disorder of emotional and behavior, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember?, 2) What are the characteristics of language disorder of emotional and behavior, social, and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember?, 3) What kinds of approach used to recover the students at inclusive education at SDN Arjasa 03 Jember?. furthurmore, the research objectives were 1) To describe the causes of languge disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember, 2) To describe the characteristics of languge disorder of emotional and behavior, social, and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember, 3) To describe the kinds of approach used to recover the students in inclusive education at SDN Arjasa 03 Jember.

This research used descriptive qualitative research with field research. The subject of the research used Purposive. Data collections used observation, interview and documentation. Data analysis used data condensation, data display, and conclusion drawing/verification. Data validity used source triangulation and technique triangulation.
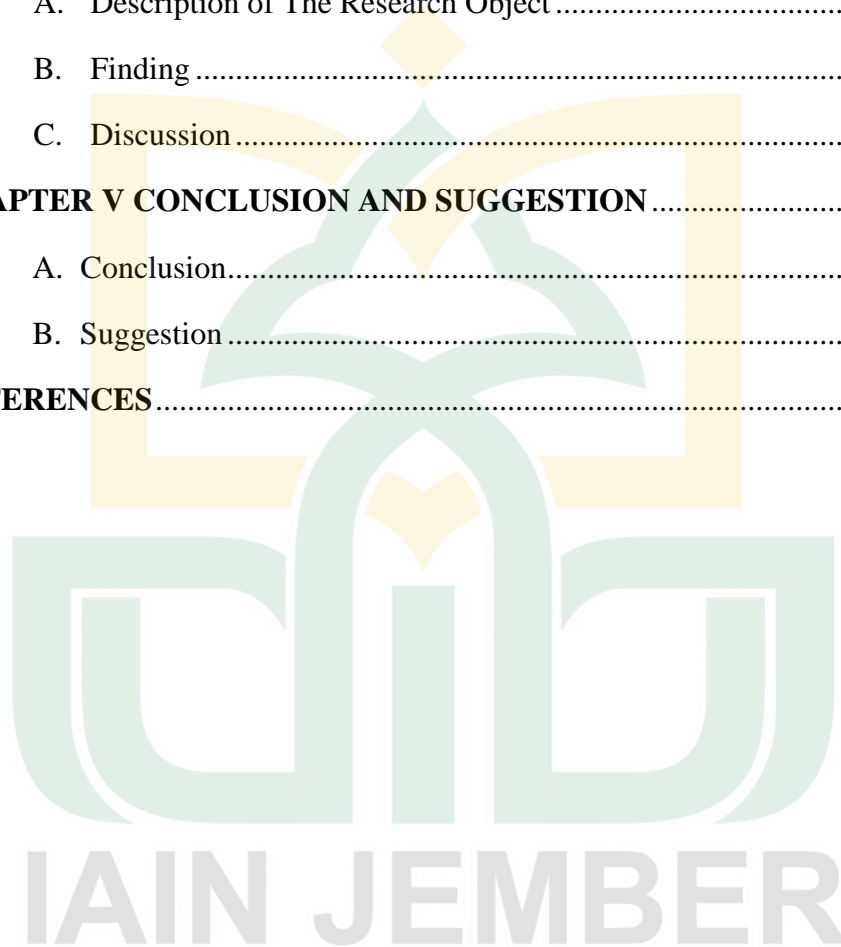
The results of this research were 1) The causes of language disorder of emotional and behavior disorder were biological factors, family factors and school factors. and the causes of social anxiety disorder were hereditary and trauma with a negative experience in the past and lack of confidence. and the causes of thinking disorder or cognitive disorder are lack of guidance or attention from parents in learning a second language (Bahasa Indonesia) and there was a disease in themselves. 2) The characteristics of emotional and behavioral disorder were changes in attitudes that were not accordance with his age in general like to hold his friend, tended to require more attention than others, the expressions shown were usually like people who were sad or unhappy, physical attacks on other people and these children seemed to be in constant conflict with the environment. The characteristics of social anxiety disorder were shyness and afraid. The characteristics of thinking disorder were difficult to understand they spoke digressly and depression. 3) The approach that used to recover the students at inclusive education at SDN Arjasa 03 Jember were sosio-emotional approach, psycholinguistic approach, and communicative approach.

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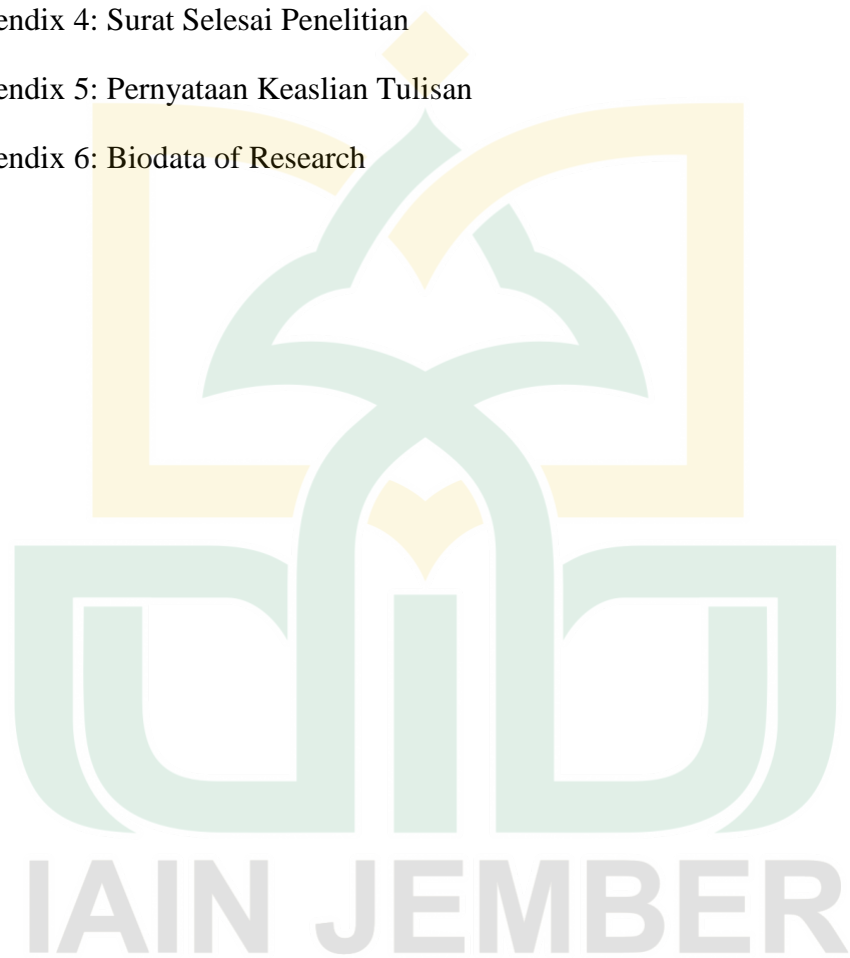
CHAPTER 1

INTRODUCTION

A. Background of The Study

Education is a very important requirement for humans to gain broader insights and can be useful for every human being. The existence of human knowledge in general showed the existence of communication with reality in terms of ideas and awareness.[1] Therefore, the State has an obligation to provide opportunities for citizens to obtain rights each other's education without exception including those who have difference in ability. Education is not only prioritize children who have the above average abilities and those of the nobility class but also must also pay attention children who are considered different and retarded from normal children.

The importance of education for everyone and also children who are included in the group with disabilities, then they appear the concept of an inclusive education. The inclusive education paradigm seems to be able a solution for those who continue their education without having to feel discouraged when they have to gather with those who have normal physical or those with special needs. One of the Act of the Republic Indonesia Number. 20 Year 2003 About Special Education and Education with Special Services; Article (32) Act of the Republic of Indonesia that:

> "Special education is provided for learners who have difficulties in following the learning process because of physical, emotional, mental and social deficiencies, and also for those with proven intelligence and especially gifted".[2]
> Inclusive education is a general education in which there are children with

special needs and other normal children together to do learning. In the UK the

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[1]Jasa Ungguh Muliawan, *Epistemologi Pendidikan* (Yogyakarta: Gajahmada University Press, 2008), Page 21
[2]State Secretary of The Republic of Indonesia, Act of The Republic of Indonesia Number 20 Year 2003 About Special Education and Education with Special Services

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Office for Standards in Education's Guidance Educational Inclusion states that "An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs. They identify any pupils who may be missing out, difficult to engage, or feeling in some way to be apart from what the school seeks to provide.[3] Inclusive education provides educational services to all children, including children with special needs who are educated along with other normal children to optimize their full potential and skills with seriousness and so that they can better adapt to the surrounding social environment.

Children with special needs are children who have their own distinctive characteristics and types, which distinguish them from normal children in general. Children with special needs often look different both physically, mentally, socially, and emotionally like disabilities, phobia. But in terms of their skill are the same even they are superior to normal children. They only need special treatment or special guidance to themselves. These differences occur because of language disorder in children.

Language disorder is a form of abnormality or disturbance in communication with indications that the child has difficulty of lost in the symbolization process. The difficulty of this symbolizing results in a person not being able to change the concept of his understanding into symbols that can be understood by others in his environment. According to Barbara Ann Johnson said that language disorder is used to describe heterogeneous groups of children whose language behaviour is different from others and not superior to the linguistic

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[3]Ann Cheryl Armstrong, Derrick Armstrong & Ilektra Spandagou, *Inclusive Education* (UK: SAGE Publications, 2010), 24

behavior of their peers. [4] Language disorders have several factors that affect the occurrence of disorders in children.

One of the factors causing language disorder is technology. One of the current technologies used by humans is gadgets. Gadgets are the role of communication technology that is very important because it makes the attitude of human life easier, comfortable and change the mindset of thinking one even change human and characteristic. Gadgets have negative impact on children, including lack of interaction between parents and child because they play too often with gadgets and can also make children addicted to gadgets that will cause children to not care about the the environment. According to Sundus that negative effects of gadgets used are speech or language delay, attention deficits, learning problems, anxiety, childhood depression. [5] One of the negative effects of gadget for children is learning promblem that children learn lot of things before the age of five even toddlers learning perspective is much faster than children. If they are using gadgets, their time to communicate with their parents and learning is bounded. They need proper time talking with their parents so they can learn new words and how to communicate they need their parents not gadgets.

Lack of communication between parents and children is because some parents tend to shift their responsibilities to the gadget so that the attention of parents to the child is reduced due to the various busyness of parents who take up too much time such as working in the office, social activities so that the work at home and at finally without realizing that it will have an affect the relationship between parents and children becomes stretched, so that communication between parents and children only happens a few hours. As in the opinion of Thoman Gordon in his book "Parents Effectiveness Training" quoted by Alex Sobur, that

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[4] Barbara Ann Johnson, *Language Disorder in children* (Texas: Delmar Publishers, 1996), 70
[5] Sundus, *The Impact of using Gadgets on Children*, Journal of Depression and Anxiety 2018, Volume 6 Issue 4

if someone wants to hear the opinions of others, then their opinions will be easier to hear or in other words children will be more open to accept the opinions of parents, if parents themselves want to hear their opinions first. [6] Such conditions are if not realized in the long time will be a barrier to the closeness of the relationship between parents and children, which means disturbing the relationship between parent and children. While we know that the harmonious relationship between parents and children in the family will greatly affect the child's development both physically and psychologically.

The many influences on children development both physically and psychologically are dysleksia, emotional and behavioral disorder, social, aphasia, thinking disorder etc. However, the researcher only took three examples, namely emotional disorders and behaviours, social disorders, and thinking disorder. These three disorders are very rarely noticed by parents, the environment and the teachers. They only consider this as a trivial problem even though if this continues to happen will result in the development of a slow child than his age until his adult.

Emotional and behavioral disorders are children who have difficulty in adjusting and behaving not in accordance with the norms prevailing in the age groups and society in general, so that it harm themselves or others. This was reinforced by Kauffman that children with emotional and behavioral disorders are students who need special educational treatment due to their persistently troublesome behaviour.[7] Children with this disorder, show immature and withdraw. They experienced social alienation, had only a few friends, rarely played with their age, and lacked the social skills needed to have fun.

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[6]Alex Sobur, *Pembinaan Anak Dalam Keluarga*, (Jakarta: BPK Gunung Mulia, 1988), cet. 2, h. 59
[7]Kauffman, *Characteristics of Emotional and Behavioral Disorders of Children and Youth* (Upper Saddle River: Prentice-Hall, 1997), 2

Social anxiety disorder is sense of fear in social situations or that involves a certain performance especially situations that are completely foreign or where you feel you will be watched or evaluated by others. According to Borwin Bandelow and J. Stein stated that social anxiety disorder is a common disorder, characterized by excessive fear and avoidance of embarrassment in social and performance situations.[8] Anxiety is a natural reaction that anyone can experience. But if the anxiety is excessive and and does not match the proportion of the threat, it can lead to disturbances that will hamper one's function of a person in his or her life.

Thinking disorder or cognitive disorder is a condition that affects a person's thinking ability. Individuals with this disorder will have difficulties with memory, perception, and learning. Thinking disorder is an illogical conversation where the words spoken cannot be understood. The mind is so fast that the words spoken have no connection or without grammar that causes disorganization. communication is limited, most often said occasionally so that it can continue communication can not be understood because of the mismatch between words in the communication flow.[9] In this case patience is need in dealing with children with this disorder and provide repetition of materials that have been delivered previously.

From the explanation of the descriptions above the researcher concluded that disorders are some of the disruptions that are very rarely noticed by parents and teachers so they consider it something normal. Even if it is done continuously can lead to the development of psychology of children become slower than their peers. Indeed, they only need the guidance and attention of the surrounding people. These disorders are common to many in elementary school.

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[8]Borwin and J. Stein, *Social Anxiety Disorder* (New York: Marcel Dekker, 2005), 13
[9] Abdul Chaer, *Psikolinguistik: Kajian Teoretik*. (Jakarta: Rineka Cipta, 2015), 158

SDN Arjasa 03 is one of the primary schools located in the north of Jember city precisely on Jalan Rengganis No. 2, Calok Hamlet, subdistrict of Arjasa Jember. SDN Arjasa 03 is different from elementary school in general, there are many students with different psychological conditions given the same opportunities in learning. Different psychological differences in one class, giving teachers a new challenge to understand each condition because many types of children are in class so it is referred to as an inclusion class where one of the classes used for teaching learning process for all types of children either with special needs or not.

The researcher is very interested in conducting research in title *"Language disorder of emotional and behavioral disorders, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember"* because all children have the same potential and opportunities in learning. They just need more attention and different strategies to improve their mindset and behavior. SDN Arjasa 03 is one of the schools that implemented an inclusive education system in which education for all students with different psychological conditions given the same opportunities in learning.

B. Research Questions

The problem formulation in qualitative research is called research focus. This section lists all the focus of the problem the answers sought through the research process.[10] Based on the background, the focuses of the research in this study were:

1. What are the causes of language disorder of emotional and behavior, social,and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember?

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[10] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah,* (Jember: IAIN Jember Press, 2018), 44

2. What are the characteristics of language disorder of emotional and behavior, social, and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember?

3. What kinds of approach used to recover the students at inclusive education at SDN Arjasa 03 Jember?

C. Research Objectives

The purpose of education is a description of the direction that will be addressed in conducting research. The purpose of the study must refer to the problems that have been formulated previously.[11] Based on the focuses of the research, the research objectives were:

1. To describe the causes of languge disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember

2. To describe the characteristics of language disorder of emotional and behavior, social, and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember

3. To describe the kinds of approach used to recover the Students in inclusive education at SDN Arjasa 03 Jember

D. Significant of The Research

Based on the research objectives, this research was expected to have benefits in education both directly and indirectly. The benefits of this study were as follows:

1. Theoretical Benefit

The results of this research were expected to be able to add scientific insight to the teacher's strategies in dealing with emotional and behavioral disorders, social and thinking disorders as well as knowing the teacher's

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[11] Ibid., 45

strategies in dealing with emotional and behavioral, social and thinking disorders in the inclusive education at SDN Arjasa Jember.

2. Practical Benefit

a. As one of the basic considerations in taking preventive steps in giving judge to children who experience emotional and behavioral disorders, social and thinking disorders.

b. Providing new knowledge to the teachers and parents that children who experience special disorders can develop positively as any other children.

E. Scope of Research

The scope of the study focuses on the language disorder of emotional and behavior, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember.

F. Definition of Key Terms

1. Language Disorder

Language is a system of symbols of language or words that are organized or used by humans to communicate. While language disorder is a disorder in understanding and using symbols or symbolic language, both verbally and writings inhibit their ability to communicate with their surroundings or their environment.

2. Emotional and Behavioral Disorder

Children with Emotional and behavioral disorders are minors who have difficulties in self-adjustment and behave in a manner not in accordance with the norms applicable in the environment of age groups or communities in general, so that adverse himself or other. Children with emotional and behavioral disorders usually have several characteristics such as a lot of moving, annoying friends of his or her peers, fight behaviour and others.

3. Social Anxiety Disorder

Social disorder is a constant and anxious sense of fear arising from the feeling of others noticing and you also feel afraid to do something public for worrying others will make fun of you for everything you do. People with social disorders often feel nervous when they are in their social environment. They have a fear of being misspoken, anxious, unadaptable, confused about building a flowing conversation, thus ultimately making them confined in their own minds.

4. Thinking Disorder/ Cognitive Disorder

Thinking disorder is a condition that affects a person's thinking skills, memory, perception and learning difficulties. Cognitive disorders are usually characterized by impaired recall, difficult to think logical and others. The result of thinking disorder is decreased concentration ability, unorganized thinking process, declining level of consciousness and others.

5. Inclusion Education

Inclusion education is an educational system that provides opportunities for all students with abnormalities and potential intelligence or talent to follow education or learning in one classroom together with learners in general. Inclusion education aims to provide widest opportunities to all learners who have physical, emotional, mental and social disorders or have the potential and talent to obtain a quality education according to their needs and capabilities.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Study

There were several previous researches that have conducted and related to this research, such as:

1. Suherman's thesis with the title "Language disorder of main character in the movie "My name is Khan". The results of the research showed that language disorder of main character in the movie "my name is Khan".[12] The similarities between Suherman's research with this research were both researches discussed about language disorder and also both of the researches used the descriptive qualitative research method.

   The difference between Suherman's research with this research was Suherman focused on language disorder of the main character in the movie "My name is Khan", but this research focused on language disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember.

2. Gillian Barbara Golder's thesis with the title *"An exploration of the interrelationships between inclusive education, school structure and flexibility, collaboration and school value"*. The result of the research showed that an exploration of the interrelationships between inclusive education, school structure and flexibility, collaboration and school value.[13] The similarities between Gillian Barbara Golder's research with this research were both researches discussed about inclusive education.

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[12]Suherman, *Language disorder of main character in the movie "My name is khan"*. (Thesis, UIN Alauddin Makassar, Makassar, 2015).

[13] Gillian Barbara Golder, *An exploration of the interrelationships between inclusive education, school structure and flexibility, collaboration and school value.* (Thesis, University of Exeter, 2012)

The difference between Gillian Barbara Golder's research with this research was Gillian Barbara Golder focused on an exploration of the interrelationships between inclusive education, school structure and flexibility, collaboration and school value, but this research focused on language disorder of emotional and behavioral, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember.

3. Diego Ortegas' thesis enttled *"Reducing Disruptive Behaviors in Students With Emotional and Behavior Disorders"*. The result of the research showed that reducing disruptive behaviors in students with emotional and behavior disorder.[14] The similarity between Diego Ortega's research with this research was both researches discussed about emotional and behavior disorder.

The difference between Diego Ortega's research with this research was Diego Ortega focused on reducing disruptive behaviors in student with emotional and behavior disorder, but this research focused on a language disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember.

4. Oriana Vaccarino's thesis entitled "*Social Anxiety Disorder Behavioural Characteristics Associated with the Cortisol Stress Response*". The result of the research showed the social anxiety disorder: behavioural characteristics associated with the cortisol stress response.[15] The similarity between Oriana Vaccarino's research with this research was both researches discussed about Social Anxiety Disorder.

The difference between Oriana Vaccarino's research with this research is Oriana Vaccarino focused on social anxiety disorder: behavioural characteristics associated with the cortisol stress response, but this research

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[14] Diego Ortega, *Reducing Disruptive Behaviors in Students with Emotional and Behavior Disorder,* (Thesis, California State University, Monterey Bay, 2018)
[15] Oriana Vaccarino, Social Anxiety Disorder: Behavioural Characteristics Associated with the Cortisol Stress Response. (Thesis, University of Toronto, Toronto, 2013).

focused on language disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember.

5. Alfin Fikrotuz Zakiyah SP's thesis with title *"The Expressive Language Disorder of The Celebral Palsy in Skallagrigg Movie"*. The result of the research showed the expressive language disorder of the celebral palsy in skallagrigg movie. The similarities between Alfin Fikrotuz Zakiyah SP's research with this research were both researches discussed about language disorder and also both of the researches used the descriptive qualitative research method.

The difference between Alfin Fikrotuz Zakiyah SP's research with this research was Alfin Fikrotuz Zakiyah SP focused on the expressive language disorder of the celebral palsy in skallagrigg movie, but this research focused on language disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember.

Table 1.1

The Similarities and Differences between Previous Research and This Research

No	Name/title of Research	Similarities	Differences
1	2	3	4
1.	Suherman, Languagu disorder of main character in the movie "My name is Khan"	• This research discussed about language disorder • The method of the researcher used descriptive qualitative research method.	• Suhermans research focused on language disorder of main character in the movie "My name is Khan". • This research focused on language disorder of emotional and behavior, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember
2.	Gillian Barbara Golder, An exploration of the interrelationships between inclusive education, school	• This research discussed about An exploration of the interrelationship	• Gillian Barbara Golder focused on An exploration of the interrelationships between inclusive

	structure and flexibility, collaboration and school value.	s between inclusive education, school structure and flexibility, collaboration and school value.	education, school structure and flexibility, collaboration and school value. • This research focused on language disorder of emotional and behavioral, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember.
3.	Diego Ortega, Reducing Disruptive Behaviors in Students With Emotional and Behavior Disorders	• This research discussed about emotional and behavior disorder	• Diego Ortegas research focused on reducing disruptive behaviors in student with emotional and behavior disorder. • This research focused on language disorder of emotional and behavior, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember.
4.	Oriana Vaccarino, Social Anxiety Disorder: Behavioural Characteristics Associated with the Cortisol Stress Response	• This research discussed about Social Anxiety Disorder.	• Oriana Vaccarinos research focused on Social Anxiety Disorder: Behavioural Characteristics Associated with the Cortisol Stress Response. • This research focused on language disorder of emotional and behavior, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember
5.	Alfin Fikrotuz Zakiyah SP, The Expressive Language Disorder of The Celebral Palsy in Skallagrigg Movie	• This research discussed about Language Disorder • The method of the research researches used the descriptive qualitative research	• Alfin Fikrotuz Zakiyah SPs research focused on the expressive language disorder of the celebral palsy in skallagrigg movie. • This research focused on language disorder of emotional and

		method.	behavior, social and thinking disorder in inclusive education at SDN Arjasa 03 Jember

Based on the previous studies above, it could be seen there were similarities and differences, but this research had a special characteristic. This research emphasized that the emotional and behavioral, social and thinking disorders that existed in students of SDN Arjasa 03 Jember was one of the formal education that applied inclusive education where not all schools applied the inclusive education while some of the researches above only focused on language disorders.

B. **Theoritical Framework**

1. Language Disorder

Language is a means of communications. Through language, people can express their ideas, thought, and feelings. Hornby states that language is a human and non-intensive method of communicating ideas, feelings, and desires by means of a system of sounds and sound symbols.[16] Language is a verbal tool used to communicate or an arbitrary sound symbol system, which is then commonly added to "which is used by a group of community members to interact and identify themselves.[17] In every language analysis there are two concepts that need to be understood, namely structure and system. Structure involves the problem of the relationship between elements in units of speech. Where as the system deals with the relationship between the elements of language in other units of speech.

According to Indah and Abdurrahman, the function of brain and good speech organ will make easy to communicate well. But, they who have the

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[16] Hornby, *Oxford Advanced Learners Dictionary* (Oxford: Oxford University Press, 1987), 45
[17] Abdul Chaer, *Psikolinguistik,* 31

impairment of brain function and speech; definitely it has been difficulty to produce the language, either receptive or productive. it is known as language disorder.[18] Linguistically, language disorder is "inability of acquiring and processing the information". They point to two failures both acquiring and processing the information which can affect his basic language skills while communing with others.[19]

Furthermore Van Dulm states that language disorders are disorders that involve the processing of linguistic information. problem that may be experienced can involve grammar (syntax and/or morphology), semantics (meaning), or other aspects of language. these problems may be receptive (involving impaired language comprehension), expressive (involving language production), or a combination of both.[20] Language disorders can affect both spoken and written language, and can also affect sign language; typically, all forms of language will be impaired.

2. Emotional and Behavior, Social, and Thinking Disorder

    a. Definitions

        The definition of EBD in the Government Circular writes of 'children who set up barriers between themselves and their learning environment through inappropriate, anggressive, bizzare or withdrawn behaviour' and who 'have developed a range of strategies for dealing with day-to-day experiences which are inappropriate and impede normal personal and social development, and make it difficult for them to learn'.[21]

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[18] Rohmani Nur Indah & Abdurrahman, *Psikolinguistik*, 128
[19] Ibid,129
[20] Van Dulm and Ondene, *A Psycholinguistic Approach to the Classification, Evaluation and Remediation of LanguageDisorder,* Stellenbosch Papers in Linguistics34, page 111
[21] John Visser, Harry Daniels, and Ted Cole, *Emotional and Behavioral Difficulties in Mainstream School* (UK: Elsevier Science, 2001) 44

Children with emotional and behavioral disorders (EBD) are well-documented to have impairments in their peer relationships. Emotional or behavioral disorders refer to a condition where the behavior or emotional response of an individual in school is very different from the norms of men / women that are generally accepted, according to age, ethnicity, or culture that affect differently the performance of education in areas such as self-care, social relations, personal adjustments, academic progress, classroom behavior or adjustments to work.[22]

Thinking disorder is an illogical conversation where the words spoken cannot be understood. The mind is so fast that the words spoken have no connection or without grammar that causes disorganization. communication is limited, most often said occasionally so that it can continue communication can not be understood because of the mismatch between words in the communication flow.[23]

Social anxiety is a common mental health problem that resides on a continuum of distress and disability. In its mildest form, it may present as transient social apprehension, occurring in response to common social-evaluative situations, while its more severe form is characterised by disabling, pervasive fear and avoidance.[24] Social anxiety is relatively common with typical lifetime prevalence rates of 7—13% for adults and young people (Furmark, 2002). Moreover, first onset occurs during mid-to-late adolescence when many young people are engaged in full or part-time time education. Recent research has revealed similar prevalencerates in higher education with Russell and Shaw (2009) and

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[22] Council for Exceptional Children (CEC); http://www.cec.sped.org/. 24 august 2019, 11.49 WIB
[23] Abdul Chaer, *Psikolinguistik*, 158
[24] Graham Russell and Phil Topham, *The Impact of Social Anxiety on Student Learning and Well-being in Higher Education*, Journal of Mental Health, August 2012.

Tillfors and Furmark (2007) documenting clinically significant levels of social anxiety in 10—16% in the UK and Sweden, respectively.[25]

3. The Causes of Language Disorder of Emotional and Behavior, Social, and Thinking Disorder

   a. Emotional and Behavior Disorder

     1) Biological Factor

Chemical imbalances in the brain and body of your teen can make managing emotions a challenge. Below are some biological factors that can contribute to emotional disturbance:

      a) Prenatal exposure to drugs or alcohol

      b) A physical illness or disability

      c) An undernourished or malnourished lifestyle

      d) Brain damage

      e) Hereditary factors.

     2) Home Life Factor

Home life issues that have been correlated to emotional disturbance include:

      a) Family income below the poverty level

      b) Stress in the family unit because of divorce or some other emotional upset

      c) Inconsistent rules or expectations as well as inconsistent and unhealty discipline

      d) Parents have a lack of interest or concern for the teen, which leads to a lack of supervision or neglect

      e) Family members are poor role models, perhaps getting in trouble with the law

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[25] Ibid., 2

f) There is an overall low rate of positive interactions and high rate of negative interactions in the family

g) The family has a poor attitude toward school or education.[26]

3) School Factor

a) Teachers arent capable of managing the teens classroom, creating a negative environment

b) The school is insensitive to student differences or cultural issues

c) Rules are inconsistent.

4) Culture Factors

Different cultures have different expectation from children who are growing up. Whenever cultures expect too much from children and exert too much pressure on them, they may develop emotional and behavioral disorders. Another instance where culture may lead to emotional and behavioral disorders is in the case of culture shock. When children are exposed to a culture which is significantly different from their own, and they do not receive assistence when adjusting, they may develop behavioural and emotional disorders. This may occur due to the perception that they are different from the people in the culture which they are not accustomed to.

b. Social Anxiety Disorder

Scientists believe that many factors combine to cause anxienty disorder:

1) Genetics

Some children are just born with a tendency or temperament to be more shy and anxious. A child has a greater chance of having

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https://www.academia.edu/37822510/Emotional_and_Behavioural_disorder_students_in_classroom_CAUSE_and_SOLUTION, 02 December 2019 at 15.45

anxiety (including social anxiety) if family members have had troubles with anxiety.

2) Live events:

Children or youth may be more shy or fearful in social situations if they:

a) Dont get the chance to learn how to handle social situations (for example, if parents protect them too much from facing these situations).

b) Have bad negative experiences in the past, like being bullied, teased, embarrassed or rejected.

c) Have conflicts or stresses with friends or classmates.

d) Are not doing well in school or feeling too much pressure to do well in school.[27]

c. Thinking Disorder/ Cognitive Disorder

1) Cognitive impairment can result from conditions that occur during fetal development, at birth, shortly after birth, or at any point in life.

2) Sometimes, the causes of cognitive impairment cannot be determined, especially in a new-born.

3) Some medical conditions could lead to cognitive impairment in children such as epilepsy, celebral palsy, ADHDc, Diabetes melitus, Hepatitis etc.[28]

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[27] Helping Children and Youth with Social Anxiety Information for parents and Caregivers, https://www.cheo.on.ca, 04 December 2019 at 19.10

[28] Ghaydaa Ahmed Shehata, Childhood Cognitive Impairment, *iMedPud Journals Acta Psychopathologica* Vol. 2 No. 5:37

4. The Characteristics of Language Disorder of Emotional and Behavior, Social, and Thinking Disorder

    a. Emotional and Behavior Disorders are characterized by:

        1) An anability to learn which cannot be explained by intellectual, sensory or healty factors

        2) An anability to build satisfactory relationship with peers and teachers

        3) Inappropriate types of behavior or feeling under normal circumstances

        4) A general pervasive mood or unhappiness or depression, or

        5) A tendency to develop physical symptoms or fear associated with personal or school problems.[29]

    b. Social Anxiety

        1) Persisten and excessive shrinking from contact with strangers.

        2) Desire for affection and acceptance, and generally warm and satisfying relations with family members and other familiar figures.

        3) Avoidant behavior sufficiently severe to interfere with social functioning in peer relationships.

        4) Age at least 21/2. if 18 or older, does not meet the criteria for avoidant personality disorder.

        5) Duration of the disturbance of at least six months.[30]

    c. Thinking Disorder

        1) Senile

            According to Dr. Martina Wiwie S. Nasrun senile is a decline in the function of memory or memory and other thoughts that are getting worse from day to day. The cause of senile dementia is due to disruption of brain function in large numbers, including decreasing

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[29] Rutherford, dkk, *Handbook of Research in Emotional and Behavioral Disorders*, (New York: The Guilford Press. 44

[30] Christopher A. Kearney, *Social Anxiety and Social Phobia in Youth*, (Nevada: Business Media, 2015), 23

the amount of chemicals in the brain. Usually the brain volume will shrink or shrink, so the cavities in the brain widen.[31]

2) Sisophrenic

Sisophrenic is a language disorder caused by thinking disorder. In the past, chronic cystophrenic sufferers were also known by the word schizophrenic word salad. These sufferers can pronounce this word-salad smoothly with sufficient volume or very weak. Verbal precipitation is full of neologism words. The rhythm and intonation produce melodic verbal output.[32]

3) Depressive

Depressive is a person whose soul is stressed projecting his suffering on language style and the meanings of his verbal verbosity. Verbal bulk volume is gentle and its intermittent fluency is quite long at intervals but the direction of the flow of thought content is not interrupted.[33]

d. Kinds of Approach

1) Formal Approach

Formal approach is a classic and traditional approach in language learning. This approach considers language learning as a conventional routine activity by following the usual methods based on experience. The learning procedure is only based on the teacher's experience and what is considered good by the public.[34]

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[31] Abdul Chaer, *Psikolinguistik*, 159
[32] Ibid., 160
[33] Ibid., 161
[34] Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT. Remaja Rosdakarya, 2009), 42

2) Functional Approach

Functional approach is an emphasis which suggests that when learning a language it is best to make direct contact with the community or people who use the language. Thus students directly face a living language and try to use it according to communication needs. They naturally feel the function of the language in direct communication. This approach gave rise to various methods of teaching languages, including direct methods, restrictive methods, intensive methods, audio-visual methods and linguistic methods.

3) Integral Approach

The integral approach embraces the understanding that language teaching must be multidimensional that is many factors must be considered in teaching. Therefore teaching must be flexible and with an open methodology. Other scientific assistance for the smooth teaching of language needs to get a place so that language teaching must support one another. For example, learning mental science, science, and anthropology.

4) Sosiolinguistic Approach

Sociolinguistic approach is the study of the relationship between community symptoms and language symptoms. In the course of its history sociolinguistics has provided or formulated certain concepts that are valuable for the development of language teaching.

5) Psychology Approach

According to Semi stated that the approach of language psychology is related to the science that examines how students learn,

and how students as complex individuals. The results of psychological studies are absolute for masters of language teachers.[35]

6) Psycholinguistic Approach

Psycholinguistic Approach is an approach that relies on thinking about how the processes that occur in the minds of children when starting to learn languages as well as how their development. This issue is a field in psycholinguistic studies, namely the study of the psychological background of human language skills.[36]

7) Behavioristic Approach

Pringgawidagma pointed out that the behavioristic approach can be controlled from the outside, namely by stimulus responses. the environment provides a stimulus or stimulus, while the learner responds. the development of language maturity depends on the frequency or duration of practice. Learning languages by imitation or tubian is the main technique of behavioristic approach.[37]

8) Classroom Management Approach

a) Authoritarian Approach

An authoritarian approach is a learning process for creating and maintaining orderly class atmosphere; commotion caused by students, indiscipline, and other learning disorders. This approach requires firmness in learning.

b) Permissive Approach

A permissive approach is a set of instructor activities that optimizes the learner's freedom to do something. freedom

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[35] Ibid., 46
[36] Ibid., 48
[37] Ibid., 50

referred to is academic freedom, including freedom of expression.

c) Behavior Change Approach

This approach is based on the theory that all learners' behaviors, both likes and dislikes are learning outcomes. Learning outcomes that belong to students and teachers.

d) Socio-Emotional Climate Approach

This approach holds that effective classroom management is a function of a good relationship between teachers and students, between students and other students.

e) Group Process Approach

This group process approach is based on social principles in group psychology and dynamics. The use of the group process approach emphasizes the importance of the characteristics of healthy groups found in the classroom, which is supported by the mutual relations between students in the group in that class.

The role of the instructor is prioritized in the effort to develop and maintain close relationships between students through a spirit of productivity. The orientation of group goals is not on personal goals, but on togetherness. Students are trained to not only think about themselves, but also think about how to make the group succeed in achieving something.

9) Communicative Approach

The communicative approach was born as a result of the dissatisfaction of practitioners or language instructors on the results achieved by the grammar-translation method, which prioritizes the

mastery of grammar rules, leaving aside the ability to communicate as the final form expected of language learning.[38]

e. Inclusive Education

The Roaher Institute, a Research Institution in Canada Focussed on this ability and policy, has developed a working defination of Inclusive education that coheres with definations taking root internationally. However, the Institute has resently focussed on its definationt on the teacher. The logic is the teachers' "buy-in' is krucial to at advancing inclusive practices and that teachers are more likely to adopt positive attitudes towards inclusion if they can see how farios stakeholders are lined up to work colaborativly and supportivly with teachers in furthering that aim.

From this perspective, inclusive education can be defined as educational arrangements in which teachers have the intrucional and other supports to "

1) Welcome and include allerness, in all of there differcity and acceptionalities, in the regular classroom, in the neighbourhood school with their ege peers.

2) Foster participation and follest possible development of all learnes' human potential and

3) Foster the participation of all learnes in socialy valuing relatipnships with diversepeers and addluts.[39]

It is understood that any child, regal dless of weather he or she has a disability, may need individualized attention and support from his or her teacher to address dificulties with the curriculum on any given

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[38] Ibid., 55
[39] Mithu Alur and Vianne Timmons, *Inclusive Education Across Culture* (New Delhi: SAGE Publications, 2009), 53

day. However, where such support in needed outside the reguler classroom, it should be for as brive a perriod of time as possible with an active plane to the student back into the regular classroom as sun as possible with appropriate supports for the teacher and the student.

CHAPTER III

METHODOLOGY OF THE RESEACH

A. Research Design and Kind of Research

This research used descriptive qualitative research. According to Donal Ary, "Qualitative research is a research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data".[40]

The kind of research used in the study was field research. Field research can also be considered as extensive research in qualitative research or qualitative data collection methods. An important idea is a study that goes to the field to conduct research on a phenomenon in a natural situation.[41] This research was closely related to observation and participation. Field researches usually make extension field notes which are then coded and analyzed in various ways.

B. Location of The Research

The location of this research was in SDN Arjasa 03 Jember, located on Rengganis street No. 2 Dusun Calok, Arjasa. This research carried out in the state elementary school Arjasa 03 Jember because this school was one of the schools that implemented inclusive education. Inclusive education was one of formal educations used for teaching and learning process for all types of children either with special needs such as emotional and behavioral disorders, social, and thinking disorder or cognitive disorder.

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[40]Donal Ary, Lucy Cheser Jacobs, Chris Sorensen and Asghar Razavich, *Introduction to Research in Education* (Belmont USE: Wadsworth, 2010), 29
[41] Lexy Moleong, *Metodelogi Penelitian Kualitatif Edisi Revisi* (Bandung: Remaja Rosdakarya. 2016), 26

C. Subject of the Research

The subjects of the research or respondents are the people who are sampled in a research.[42] For the subjects of this study, the researcher paid attention to certain considerations in accordance with the focuses and purposes of the study, because the researcher wanted to analyze the language disorder of emotional and behavior, social, and thinking disorder.

The subject of the research used was purposive. purposive is the subject chosen with certain considerations and objectives.[43] The subject chosen must be a subject that must be related to the object in the research. In this study, the subjects of the research or informants involved in overcoming the problems to be studied included:

1. The headmaster of SDN Arjasa 03 Jember

2. The teacher of SDN Arjasa 03 Jember in Inclusion Classroom

3. The students of SDN Arjasa 03 Jember in Inclusion Classroom

D. Data Collection

The most common data collection methods used in qualitative research are observation, interview, and document review.[44] In this research, the researcher used observation, interview and document review as the methods of collecting data.

1. Observation

According to Creswell, "Observation is a technique of collecting data, which is the researcher doing observation direct or indirect about object or subject that was observed in the location of research.[45] This study used a passive participation observation method where researches came to the place

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[42] http://id.m.wikipedia.org/wiki/subyekpenelitian. Accessed on 28 july 2019 at 12.15 WIB
[43] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2016), 216
[44] Donal Ary,dkk., *Introduction*, 431
[45] John, Creswell, *Research Design* (Yogyakarta: Pustaka belajar, 2016), 254.

of activity of the person being observed, but were not involved in the activity. The researcher wanted to get some information from this observation such as:

a. Location of the research

b. Situation and condition of the objective research

c. Language disorder of emotional and behavior, social, and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember.

d. The characteristics of language disorder of emotional and behavior, social, and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember.

e. The kind of approach used to recover the student in inclusive education at SDN Arjasa 03 Jember.

2. Interview

Interview is one of the most widely used and basic methods for obtaining qualitative data. Interviews are used to gather data from people about opinions, beliefs, and feeling about situations in their own words.[46] According to Creswell, " in the interview, the researcher can do the *face to face* to interview with the participants, interviews them by telephone, or involve in focus group interview that consist six until eight participants in every group".[47]

According to Esterberg there are three kind of interviews that can be applied in qualitative research. There are structured interview, semistructured interview, and unstructured interview.[48]

a. Structured Interview

Structured interviews are used in data collection techniques, if researcher has known for certain about the information to be obtained.

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[46] Donal Ary, dkk., *Introduction,* 438
[47] John Creswell, *Research*, 254
[48] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, and R&D*, (Bandung: Alfabeta, 2016), 233

b. Semistructured Interview

Semistructured interviews are used to find problems more openly, where the parties invited to interview are asked for their opinions and ideas. In conducting interviews, researches need to listen carefully and record what was conveyed by the informant.

c. Unstructured Interview

Unstructured interviews are free interviews where researches do not use interview guidelines that have been systematically and completely arranged to collect the data. The interview guide used is only a few outlines of the problems that will be asked.

This research used semistructure interview on the grounds that wanted to get complete and in-depth information. The information that researcher wanted to get from this interview were:

1) The characteristics of language disorder of emotional and behavior, social, and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember

2) The kinds of approach used to recover the students at inclusive education at SDN Arjasa 03 Jember

3. Document Review

Document review is a record of past events. Documents can be in the form of writing, images, or monumental works from someone. The data to be obtained in this study are as follows:

a. Geographical location of SDN Arjasa 03 Jember

b. Pictures when learning activities in the classroom occurred

E. Data analysis

Data analysis is the process of systematically searching for and compiling data obtained from interviews, field notes, and documentation by organizing data

into categories, describing them into units, choosing which ones are important and will be studied, and making conclusions so that they are easily understood by yourself and others.[49]

In this research, the researcher used Miles and Huberman model in data analysis technique. Miles and Huberman stated that the activity is in qualitative data analysis do interactively and continuously to be complete. The activities in data analysis divided become three parts namely *data condensation, data display, and conclusion drawing/verification.*[50]

1. Data Condensation

    Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview trasnscripts, documents, and other empirical materials. By condensing, we were making data *stronger*.

    Data condensation is not something separated from analysis. It is a *part* of analysis. The researches decisions—which data chunks to code and which to pull out, which category labels best summarize a number of chunks, which evolving story to tell—*are all* analytic *choices*. Data condensation is a form of analysis that sharpens, sorts, focuses, discards, and organizes data in such a way that "final" conclusions can be drawn and verified.[51]

    a. Data Display

        The second major flow of analysis activity is data display. Generically, a *display* is an organized, compressed assembly of information that allows conclusion drawing and action. In daily life, displays vary from gasoline gauges to newspapers to Facebook status updates. Looking at displays helps us understand what is happening and

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[49] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, and R&D,* (Bandung: Alfabeta, 2016), 244
[50] Matthew B. Miles, A. Michel Huberman, *Qualitative Data Analysis A Methods Sourcebook Edition 3* (USA: Sage Publications, 2014), 11
[51] Ibid., 12

to do something—either analyze further or take action—based on that understanding.[52]

b. Conclusion drawing/verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst interprets what things mean by noting patterns, explanations, causal flows, and propositions. The competent researcher holds these conclusions lightly, maintaining openness and skepticism, but the conclusions are still there, vague at first, then increasingly explicit and grounded. "Final" conclusions may not appear until data collection is over, depending on the size of the corpus of field notes; the coding, storage, and retrieval methods used; the sophistication of the researcher; and any necessary deadlines to be met..

Conclusion drawing, in our view, is only half of a Gemini configuration. Conclusions are also *verified* as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analysts mind during writing, with a short excursion back to the field notes; or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop "intersubjective consensus" or with extensive efforts to replicate a finding in another data set. The meanings emerging from the data have to be tested for their plausibility, their sturdiness, their confirmability—that is, their validity. Otherwise, we are left with interesting stories about what happened but of unknown truth and utility.[53]

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[52] Ibid, 12
[53] Ibid., 13

F. Data Validity

Data validity is a concept that indicates the validity of the data in the research.[54] To measure the validity of the data, the researcher used triangulation. Triangulation can be defined as a kind of the data collection technique which is combines the various technique and the data sources that had been exist.[55] In the triangulation technique, the researcher used *source triangulation and technique triangulation*. Both of them were explained as follows:

1. Source Triangulation

The source triangulation is testing the credibility of the data by checking the data that has been obtained through several sources.[56] This can be achieved by comparing observational data with data from interviews and comparing what people say in public with what is said personally.

2. Technique Triangulation

Triangulation technique or method is to test data creativity by checking data to the same source with different techniques or methods. For example data obtained by interviews, then checked by observation, documentation, questionnaires, if the three techniques of testing the credibility of the data produces different data. So, the researcher conducted further discussions with the relevant data sources or others to ensure the data was considered correct.

G. The Stages of The Research

This section described the plan for conducting research to be carried out by researcher, starting from preliminary research, design development, actual research and arriving at report writing.[57] The stages of the research that used by

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[54] Lexy Moleong, *Metodologi Penelitian Kualitatif Edisi Revisi* (Bandung: RemajaKarya, 2016), 321
[55] Sugiyono, Metode penelitian, 241
[56] Ibid, 274
[57] Tim Penyusun, *Pedoman Penulisan Karya Ilmiah IAIN Jember,* (Jember: IAIN Jember Press, 2018), 48

the researcher in discussions of the object matter that aimed to acquire research data sistematically were in the following:

1. Pre Field Research Stage

   The pre-field research stage had six stages, the stages were also passed by the researches themselves, while the six stages were as follows:

   a. Arrange plan of the research

      In this stage, the researcher prepared a research plan first, starting from the submission of the thesis title to the Chairperson of the English Language Study Program, Mr. As'ari M.Pd. compiled a research matrix which was then consulted by the supervisor lecturer Dra. Khairiyah, M. Pd and continued with the preparation of research proposals until the thesis seminar.

   b. Select the research field

      This stage was conducting the research. The researcher must first choose a research field. The research field chosen by the researcher was SDN Arjasa 03 Jember. The reason why the researcher chose this place was because the school applied inclusive education.

   c. Manage the license

      Before conducting the research, the researcher had to manage the license in advance, namely requesting a letter of research request to the campus, after which it was submitted to the principal of SDN Arjasa 03 Jember. The next process was to wait for an answer to the letter whether it was permitted or not to do research in that place.

   d. Explore and Assess the state of the research

      After being granted permission, the researcher began to explore and assessed the field to find out more about the background,

environment in the SDN Arjasa School 03 Jember. This was done to make it easier to explore the data needed.

e. Select the participants or the Informants

In this stage, the researcher selected the participants or the informants to get information. The informants selected in this research were the head of SDN Arjasa School 03 Jember, teachers in inclusion classroom and the students of SDN Arjasa 03 Jember.

f. Prepare the instrumen of the research

In this final stage, the researcher prepared the instruments of the research before coming to the field of research. The instruments used by the researcher were notebook, camera, pen, and question note.

2. Stage of Fieldwork

The researcher conducted field research with several stages as follow:

a. Understanding the background

b. Entering the field of the research

c. Collecting the data

d. Improving incomplete data

e. Consulting with the authorities

3. Completion stage

a. Analyzing the data obtained

b. Managing the license for completing the research

c. Presenting data in the form of reports

d. Revising the report that has been refined in accordance with the rules for writing scientific papers that applied at the Jember Islamic Institute (IAIN).

H. Systematic of thesis

The systematic of thesis is contents about description of thesis discussions that begins from the introduction to the closing chapter. The writing format of the thesis systematic is in a narrative descriptive form to make it easier to understand the content of the thesis systematic, so the systematic of this thesis were created as follows:

The first chapter, it included the introduction such as background of the study, research questions, research objectives, research significances, research limitation, and definition of key terms.

The second chapter, it included the review of related literatures such as previous studies and the theoretical framework.

The third chapter, it included the research method such as research design, location of the research, subject of the research, data collection, data analysis, data validity, and stages of the research.

The fourth chapter; research findings and discussions, it included description of research object, data presentation, data analysis and discussion of the findings of the field..

The fifth chapter; conclusion, this chapter contained the conclusion of the whole discussion related to the formulation of problems and the purposes of the research then followed by suggestions that were contractual and beneficial.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of Research Object

The location of this research was SDN Arjasa Jember, which was located at Rengganis street No. 2 Calok Hamlet, Arjasa Jember. In order to understand the situation of the research location and get a complete picture of the research object, a systematic description of the research object were stated as follows:

1. History of Inclusion Education at SDN Arjasa 03 Jember

SDN Arjasa 03 Jember was established in 1975 Year. The location of SDN Arjasa 03 Jember was on Rengganis Street No. 2 Arjasa, Jember. On 15th March 1975, SDN 03 Jember was officially opened. As for the names of those who had served as principals at SDN Arjasa 03 Jember from the first established until now were:

a. 1975-1980 : Niman Hadi

b. 1980-1984 : Mudarin

c. 1984-1991 : Abdul Aziz

d. 1991-1995 : H. Tholib, S.Pd

e. 1995-2003 : H. Wiyani, S.Pd

f. 2003-2010 : Drs. Ari Budian Togo

g. 2010-2016 : Drs. Mahfud

h. 2016- present : Drs. Urfiah Ruwaidah

SDN Arjasa 03 Jember has been established for approximately 44 years until now. SDN Arjasa 03 Jember was known as an inclusive school because there were many students with special needs such as disabilities, physical disabilities, the blind, deaf and others. According to Mrs. Urfiah Ruwaidah as the school principle at SDN Arjasa 03 Jember, she explained about the establishment of Inclusion Education at SDN Arjasa 03 Jember that

began in 1995 which was 24 years ago where in the Arjasa Jember Elementary School there were more students with special needs such as disabilities, physical disabilities, deaf, blind people and so on than other elementary schools. In 1996, pak wiyani, the headmaster of the school that time, held a training on "Teaching for Students With Special Needs" for several teachers at SDN Arjasa 03 Jember to make it easier for teachers to deliver lesson/ material to students.[58]

The special training participated by several teachers of SDN Arjasa 03 Jember. It aimed to make it easier for teachers to provide lessons or materials for students with special needs and this training is usually held once a month by the school principal to make it easier to teach these students. Therefore, students with special needs can receive lessons or materials from their teachers easily. It can be understood in improving the intelligence of the students with special needs.

2. **Profile of SDN Arjasa 03 Jember**

   Identity of school

   a. NPSN: 20525116

   b. Status of School: State

   c. Status of Ownership: Local Government

   d. Time of Study: Morning

   e. Name of School: SDN Arjasa 03

   f. Certificate of Operational Permit: -

   g. Date of Certificate: 1975-03-15

   h. Special Need Services: A,K

   i. Certificate of Incorporation: null

   j. Date of Certificate: 1995-05-12

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[58] Ruwaidah, *Interview,* Jember, September 23 2019

k. BOS Account: 0031015600

l. Name of Bank: Bank Jatim

m. Name of KCP/Unit: Jember

n. On behalf of: SDN Arjasa 03 — 3509220210580001

o. MBS: Ya

p. Real estate: 1242m

q. Land doesnt belong: 0m

r. Telephone: 081249547199

s. Email: Shinjo_Nakano@yahoo.com

t. Website: null

Location of School

a. Street: Jl. Rengganis No 2

b. Regency: East Java

c. Sub-district: Jember

d. Village: Arjasa

e. RT/RW: 1/1

f. Postal Code: 68191

g. Latitude: -8.104800000000

h. Longitude: 113.741200000000

3. **Vision And Mission of SDN Arjasa 03 Jember**

   a. Vision

   "Based on faith and devotion, students become individuals who are independent, educated, skilled, and noble Ethics".

   b. Mision

   1) Istighosah every Friday, midday prayers in congregation.

   2) Cultivating greetings if you meet school residents.

   3) Carrying out maximum effective and efficient learning.

4) Improving and developing learning media.

5) Developing the quality of performance of education personal.

6) Cultivating 18 character values efficiently.

7) Carrying out authentic assessments and conduct evaluations and remedial.

8) Implementing students activities in the academic and non-academic fields (sports. arts and religion to the maximum) to develop students abilities and interests.

4. **Data of Teacher State and Students of SDN Arjasa 03 Jember**

a. **Data of Teacher State**

Table 1.2

Data of Teachers at SDN Arjasa 03 Jember

No	Name	L/P	NUPTK	Date of birth	Position
1.	Luh Titisuri	P	6348764666300063	Jember, 1986-10-16	Teacher
2.	Siti Halimatun Mahmuda	P	0842764666300092	Jember, 1986-05-10	Teacher
3.	Siti Jamilatur Romlah	P	7850747648300022	Jember, 1969-05-18	Teacher
4.	Sri Watiningsih	P	4342738640300143	Banyuwangi, 1960-10-10	Teacher
5.	Suparmi	P	5139737639300063	Jember, 1959-08-07	Teacher
6.	Umi Laila	P	8443742644300022	Jember, 1964 -08-11	Teacher
7.	Urfiah Ruwaidah	P	2856740641300042	Jember, 1962-05-24	Teacher
8.	Wildan Husen Hadi Irawan	L	-	Jember, 1991-01-17	Teacher
9.	Yunni Ari Margi Santi	P	9433767668300062	Jember, 1989-01-01	Teacher
11.	Hj. Sunarsih	P	-	Jember, 1960-01-15	Teacher
12.	H. Wiyani	L	-	Jember, 1957-05-12	Teacher
13.	Yanuar Prayudi	L	-	Jember, 1988-05-11	Teacher

b. **Data of Students State**

Table 1.3

Data of Students at SDN Arjasa 03

No	Class	Male	Female	Total	Ket
1.	First Class	10	15	25	
2.	Second Class	8	12	20	
3.	Third Class	7	14	21	
4.	Four Class	15	12	27	
5.	Five Class	6	15	21	
6.	Six Class	12	18	30	
	Total	58	86	144	

5. **Organizational Structure of SDN Arjasa 03 Jember**

Table 2.1

Organizational Structure of SDN Arjasa 03 Jember

No	Name	Position	Information
1.	Abd. Rosid	Committee Chairman	
2.	Dra. Urfiah Ruwaidah	Headmaster	
3.	Hj. Suparmi, S.Pd	Secretary	
4.	Hj. Sunarsih, S.Pd	Treasurer	
5.	Sri Watiningsih, S.Pd	Teacher	
6.	Siti Jamilatur Romlah, S.Pd	Teacher	
7.	H. Wiyani, S.Pd	Teacher	
8.	Yanuar Prayudi, S.Pd	Teacher	
9.	Umi Laila, S.Pd	Teacher	
10.	Yunni Ari Margin Santi, S.Pd	Teacher	
11.	Luh Titisuri, S.Pd	Teacher	
12.	Siti Halimatun Mahmuda, S.Pd	Teacher	

B. **Findings**

In this chapter, the researcher described the result of research data that appropriate with the research focuses that was about language disorder of emotional and behavioral disorders, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember. The result of research data obtained from observation, interview, and document review technique that conducted by the researcher at SDN Arjasa 03 Jember. The researcher used qualitative research method to see a natural condition of the phenomenon.

This research attempted to describe the description of language disorder of emotional and behavior, social, and thinking disorder in inclusion classroom at

SDN Arjasa 03 Jember. The following were the data presentation and analysis of data from each focus of research.

1. **The causes of languge disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember**

   Based on the results of interviews conducted at SDN Arjasa 03 Jember, researches could describe some data from informants relating to the focuses of research. The interview conducted by the researcher was to ask Ms. Luh Titisuri as the inclusion teacher about the causes of emotional and behavioral, social disorders and thinking difficulties in the inclusive classroom at SDN Arjasa 03 Jember. Ms. Titis as the inclusion teacher revealed that:

   > "The cause of language disorders specifically children who experience emotional disturbances and behavior, social, and thinking difficulties that existed in the Arjasa 03 Jember elementary school was mostly due to family factors such as inattention of parents to their children and parents divorced. Whereas for children who experience social disorders that were usually caused by heredity such as if a father or mother has a shameful nature then it was not impossible if the child also had a shy nature. As for thinking disorders that often occurred because of spring like if a father or mother has a shameless nature then does not demand the possibility of a child also has a shy trait. As for the thought disorders that often occur because of the lack of health and trauma."[59]

   The same thing was expressed by Mrs. Dra. Urfiah Ruwaidah as the school principal at SDN Arjasa 03 Jember:

   > "In my opinion, the person who was the cause of language disorders, especially in emotional and behavioral, social, and thinking disorders is the first for children who experience emotional and behavioral disorders that often occur due to family factors due to the lack of affection or attention or because of inherited factors or genetic. Whereas for children who experience social disorders that I encountered a lot was because of trauma and can also occur due to hereditary factors such as the mother or father of the shy children. So, it was not impossible for a child to has a shy nature like his parents. And lastly, children who have difficulty thinking was because of the lack of guidance from their parents as well as repeating the material in the school when it is in his home and can happen also because they has a disease or unhealthy".[60]

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[59] Titis, *Interview*, Jember, September 16 2019
[60] Urfiah, *Interview*, Jember, September 13 2019

Continued by Mrs Siti Halimatun Mahmuda as a religious teacher at

SDN Arjasa 03, she explained that:

> "There are a lof of variations when we are talking about the causal factors of emotional and behavior language disorder in the management of the class, especially in SDN Arjasa 03 Jember. For example is the lack of affection from the elderly, from the teacher himself or indeed from The students themselves are meant to be naughty from the base. And the cause of social disruption is occur many times due to congenital or hereditary factors while the cause of thought disorder was because of the many tasks that they are overwhelmed to do the task and can also occur when ill that will make them not concentrate and difficult to receive material when studying".[61]

Strengthened by Mrs. Sri Watiningsih as a teacher at SDN Arjasa 03

Jember, she explained that:

> "There were some factors that caused emotional and behavioral disorders, social and disturbance thinking on students of SDN Arjasa 03 I met as long as I became a teacher here. The first was because of the lack of attention from parents especially and lack of attention or guidance from the teacher. for example, when a student asks the teacher, our attitude as a teacher must respond even if we are busy, otherwise it will cause a student to feel unnoticed. The second can be due to the innate nature of birth and because of lack of confidence due to physical or lack of preparation. And the third was because of the differences in language everyday, the majority of students here use Madura language to speak while the language used when learning is taking place using Indonesian language. They do not understand because they are not accustomed to use Bahasa Indonesia in their everyday life."

Mrs. Sri Watiningsih Added:

> "So we are as parents also need to teach Indonesian language in everyday life to make it easier for children to receive lessons in school even if we are in the village we need to teach."[62]

Based on the observation and the interview above, we know that the

causes of language disorder, especially emotional and behavioral disorder,

social and thinking disorder in inclusive education at SDN Arjasa 03 Jember

are the first emotional and behavioral disorder caused by family factors namely

lack of communication and attention from the parents, heredity and school

factors. The second, social disorder is caused by heredity factors from the

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[61] Siti Halimatun Mahmuda, *Interview,* Jember, September 20 2019
[62] Sri Watiningsih, Interview, Jember, September 23 2019

parent and family and trauma with negative experience in the past and lack of confidence. The last, thinking disorder is caused by being unwell or sick and lack of understanding of the second language (Indonesian language).

The example of student with emotional and behavioral disorder

The example of student with social anxiety disorder

The example of student with thinking disorder

2. **The characteristics of language disorder Emotional and Behavior, Sosial and Thinking Disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember**

Based on the results of interviews conducted at SDN Arjasa 03 Jember, researcher described some data from informants relating to the focus of the research. The interview was conducted by the researcher by asking ask Mrs. Luh Titisuri as the inclusion teacher about what are the characteristics of emotional and behavioral disorders, social and thinking disorder in the inclusive education at SDN Arjasa 03 jember. Ms. Titis as the inclusion teacher revealed as follows:

"The characteristics of children who are emotional and behavioral disorders here usually occurs in high classes such as 4, 5, or 6 grades whose behavior is excessive or exceeds the limit like one of the 5th grade children where he experiences emotional disturbances and his behavior he really likes to peer his classmates and it happens not just when during class but also when break time he also likes to peer his

friends, because so often bully his friends so he was dubbed like a gang leader. For children who are socially impaired here it is usually nervous when he is told to speak in front of people or come forward to answer questions from his teacher and also likes to be alone either when the lessons take place nor take a break. and lastly, the characteristics of the mind-disturbed child, usually the children here are more interested in learning about the material given by their teachers in the sense that they are difficult to understand what the teacher said".[63]

The same thing was expressed by the school principal Dra. Urfiah Ruwaidah, about The characteristic of language disorders of emotional and behavior, social and tinking disorders:

"Children who have emotional and behavior disorder that can usually be seen from their daily behavior and here are some students who experience it, their behavior is out of bounds as mimicking the teacher's voice when again explaining and even even making classmates cry as a result of his behavior so that one day the parents of the child he often made crying reported to the school for his actions so often he was bothered by his friends and for children who have social disorders that are usually the most often found here are inferior or ashamed because not physically the same as other friends so that it makes the child aloof even does not want to hang out with other friends. And then children who have a thinking disorder usually have difficulty understanding what is given by their teacher so that it takes repetition of each explaining the material to the student".[64]

This was confirmed by Ms. Siti Halimatun Mahmudah as a religious teacher at SDN Arjasa 03 Jember said as follows:

"Emotional and behavioral disorder can occur due to wrong relationships outside of school such as making friends with classmates who have unfavorable personalities such as disturbing their friends, being nosy and so on, when the child is at home so that the child mimics what is done by the senior brother and over time it will become a habit for the child. not demanding that these habits be brought by the child to school to work on classmates and classmates. for social disorders that can occur due to lack of communication with people around especially the family it can make the child difficult to socialize with friends at school. and the last thought disorder is usually a lack of attention or affection from people around or family where the family is the person closest to the child and is a motivation for children to improve children's learning".[65]

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[63] Luh Titisuri, Interview, Jember, Oct Septemb 16 2019
[64] Urfiah Ruwaidah, *Interview,* Jember, Septemb 13 2019
[65] Siti Halimatun Mahmudah, *Interview*, Jember, Septemb 20 2019

Siti Halimatun Mahmudah added about the characteristics of emotional disorders and behavioral, social and thinking disorders as follows:

"With the explanation above, it can be seen several characteristics of children who have emotional and behavioral disorders, social and thinking disorders, especially those that often occur in the Arjasa 03 Jember Elementary School, namely excessive or unreasonable behavior, difficult to be directed or given advice, including characteristics. emotional disturbances and behavior. for the characteristics of social disorders that like to be alone, do not want to hang out with friends and are afraid or inferior when told to come forward. while the characteristics of thinking disorders are difficult to understand, forgetfulness, depression and others".

Strengthened by Ibu Sri Watiningsih, one of the teachers at SDN Arjasa 03 Jember revealed:

"The characteristics for children who have emotional and behavioral disorders, especially for students at SDN Arjasa 03 Jember, are changes in attitudes towards the child who are above average or who are not in accordance with their age in general and are more likely to be like people who need the attention of people around. And the characteristics of children who have social disorders are not very talkative, and have a fear that is very especially in socializing with people. And then the characteristics for children who have a thinking disorder is the difficulty of thinking so that learning has difficulty receiving material and tends to have forgetfulness and the speech does not connect".[66]

Based on the observation and the interview above, we know that some characteristics of language disorders especially emotional and behavioral disorders, social and thinking disorder in the inclusive class at SDN Arjasa 03 Jember are First, the characteristics of children who have emotional and behavioral disorders are changes in attitudes that are not fair in accordance with his age in general likes to hold his friend, tends to require more attention than others. Second, the characteristics of children who have social anxiety disorders are more like to be alone, do not talk much, and have a very fear.

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[66] Sri Watiningsih, Interview, Jember, September 23 2019

Third, the characteristics of a child who has a thinking disorder is difficult to think so that he has a delay in digesting the material provided by his teacher and his speech digress.

3. **The kinds of approach used to recover the students at inclusive education at SDN Arjasa 03 Jember**

Harmony of a teacher's relationship with students, especially those who experience emotional disturbances and behavior, social and thinking disorders that is seen from the high level of cooperation including students that can be concluded in the form of interaction. Because of that the interaction is used as a tool for a close relationship between the teacher and his students. The birth of an optimal interaction of course depends on an approach that the teacher takes in the framework of classroom management so that learning can run effectively and in accordance with the desired goals. Like what has been said by Mrs. Titis as an inclusive teacher at SDN Arjasa 03 Jember:

> "By carrying out teaching especially in the classroom for children who experience emotional and behavioral disorders I use an emotional approach and communication approach to the child and for children who experience social disorders as children who experience emotional and behavioral disorders, namely with an emotional approach and with an approach psycholinguistics from there I can know what is in the mind of the child when I want to start learning, especially in language learning and for children with impaired thinking I use a functional approach".

Ms. Titis added:

> "Regarding the most effective approach for children with special needs, especially at SDN Arjasa 03 Jember, which is using an emotional approach, why I say that because the approach is not just for children with disabilities, but for all students at SDN Arjasa 03 Jember. For example the approach that I uses are:
> 1. By asking directly to the student concerned.
> 2. I close and hold his back then I ask why you can be like this?
> 3. I give more attention to children with special needs and provide additional hours for children who have impaired thinking at break time."[67]

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[67] Luh Titisuri, Interview, Jember, Oct Septemb 28 2019

Accordingly, the approach applied to children with special needs especially emotional and behavioral disorders, social and thinking disorders when in the classroom is the socio-emotional approach, psycholinguistic approach and functional approach, where the socio-emotional approach is the teacher approaching students directly concerned because of such things the students feel more protected, and feel more. While the psycholinguistic approach is the teacher can find out the students' abilities and desires of students in learning languages. and finally the functional approach is the teacher used teaching techniques in class in accordance with student weaknesses.

The same thing that was stated by Mrs. Urfiah Ruwaidah as the school principal at SDN Arjasa 03 Jember:

> "Before I conveyed the approaches in classroom management, I as a school principal also knew what the class conditions were like. Because even though I am the principal, I also teach as a teacher here. So, I indirectly know the condition of the class when learning takes place".

Furthermore, Urfiah Ruwaidah added:

> "In essence, the approaches used for children with special needs when teaching and learning in the classroom, it is considered sufficient to use an emotional approach because the emotional approach includes all of the approaches from our emotional approach as teachers will be able to know more about the personality of each student, especially those with special needs and from there also we can find out the weaknesses and abilities and desires of each student except for children who have a thinking disorder we must provide additional hours of study for these students to strengthen their understanding of learning material".[68]

It was also described by Ms. Siti Halimatun Mahmudah one of the teachers at SDN Arjasa 03 Jember said:

> "True that you have said, that there are many kinds of approaches. But, among those that you have mentioned earlier, the emotional approach and the communication approach are very suitable for children who experience emotional and behavioral disorders, social and thinking disorder because these emotional approaches and

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[68] Urfiah Ruwaidah, *Interview,* Jember, Septemb 28 2019

communication approaches form approaches such as the teacher directly approaching students and interacting directly with students who are experience the disorder. this kind of thing students feel more attention. and for children who have a thinking disorder that is not only enough with an emotional approach and communication approach but still requires an action to improve student learning such as giving assignments or additional hours."

This was also reinforced by Ms. Sri Watiningsih as one of the teachers at SDN Arjasa 03 Jember revealed:

"Approaches for students who experience emotional disturbances and behavior by using an emotional approach to these students so that from that students feel cared for and I personally will be able to understand what the student's abilities are. and for children who experience social disorders also use the same emotional approach and communication approach between teacher and students. and lastly for students who have a thinking disorder that child will usually be difficult to express what he will talk about so from there I as a teacher to guide the child or repeat what I say slowly and clearly."[69]

Based on the observation and the interview above, we know that the approaches taken by a teacher at SDN Arjasa 03 Jember for students who have special needs, especially students who have emotional and behavioral disorders, social anxiety disorder, and thinking disorders at SDN Arjasa 03 Jember are using the socio-emotional approach, communication approach, psycholinguistic approach and functional approach.

C. Discussion

This section was researcher idea, the correlation between categories and dimensions, the position of findings with the previous findings, with interpretation and explanation of findings that presented in the field.[70]

A Finding Discussion contained of the data that obtained by the researcher by using Observation, Interview, and Document Review techniques in the field. The discussions were as follow:

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[69] Sri Watiningsih, *Interview*, Jember, September 28 2019
[70] Tim Penyusun IAIN Jember, *Pedoman Karya Tulis Ilmiah* (Jember: IAIN Press, 2018), 77.

1. **The causes of languge disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember**

   Based on the finding above, we was known that the causes of language disorders, especially emotional and behavioural, social, and language disorders in inclusive education at SDN Arjasa 03 Jember were:

   a. The causes of emotional and behavior disorder, social, and thinking disorder

   From the research results at SDN Arjasa 03 Jember, some causes of emotional and behavioral disorders, social, and thinking disorders were:

   1) Biological Factors

      The cause of emotional and behavioral disorder in children at SDN Arjasa 03 Jember was because the biological factor of children born in families where the parents or relatives had a history of this disorder. It might decline to their children.

   2) Factors of Family

      Family is a small group in society. The family is the first and foremost education for a child. The family also became a media in the character, ethics, and moral of a child. The cause of emotional disorders and attitudes to the students at SDN Arjasa 03 Jember was the lack of attention or affection from parents who did not care about their children, with this, it could trigger the occurrence of emotional disorders and Behaviour in children.

   3) School Factor

      Various factors in the school environment might cause the development of emotional and behavioral disorders. One factor was bullying, and this has been associated with development of behavioral

disorders especially in cases where school did not take actions to discourage the vice.

The findings found by the researcher in accordance with the theory expressed by Priya Rajesh that the causes of emotional and behavioral disorders were a) Biological factors, B) Home life factors, c) School factors, D) Culture factors.[71]

According to findings and discussion that support by the theory, it can be concluded that the causes of emotional and behavioral disorder are biological factors, family factors, and school factors.

b. The causes of social anxiety disorder

Based on the findings at SDN Arjasa 03 Jember, we know that the causes of social anxiety disorder are a hereditary factor, trauma with a negative experience in the past and had no talent or achievement in the school So that they are not confident to themselves.

The finding discussion is appropriate with the theory that explained by Cheo that many things could contribute to social anxiety, like: 1). Genetics, and 2). Live Events.[72]

According to findings and discussion that support by the theory, it can be concluded that the causes of social anxiety disorder are hereditary and trauma with a negative expereience in the past and lack of confident.

c. The causes of thinking disorder

From the findings at SDN Arjasa 03 Jember, the factors that caused thinking disorder in learners was the lack of guidance or attention from parents in learning a second language (Bahasa Indonesia) so that they were

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[71] https://www.academia.edu/37822510/Emotional_and_Behavioural_disorder_students_in_classroom_CAUSE_and_SOLUTION, 02 January 2020 at 14.25

[72] Helping Children and Youth with Social Anxiety Information for parents and Caregivers, https://www.cheo.on.ca, 05 December 2019 at 10.10

difficult to understand what Explained by the teacher when learning was in progress and there was an abnormality or illness in the child itself.

The finding discussion is appropriate with the theory that explained by Ghadaa Ahmed Shehata the explanation as follow:

Cognitive impairment can result from conditions that occur during fetal development, at birth, shortly after birth, or at any point in life, Sometimes, the causes of cognitive impairment cannot be determined, especially in a new-born, Some medical conditions could lead to cognitive impairment in children such as epilepsy, celebral palsy, ADHDc, Diabetes melitus, Hepatitis etc.[73]

According to findings and discussion that support by the theory, it can be concluded that the causes of thinking disorder or cognitive disorder are lack of guidance or attention from parents in learning a second language (Bahasa Indonesia) and there was a disease in themselves.

2. **The characteristics of language disorder Emotional and Behavior, Sosial and Thinking Disorder (EBSTD) in inclusion classroom at SDN Arjasa 03 Jember**

Based on the findings at SDN Arjasa 03 Jember, the characteristics of Emotional and behavior disorders, social and thinking disorders that often occurred were as follows:

a. The Characteristic of Emotional and Behavior Disorder

From the findings at SDN Arjasa 03 Jember, the characteristics of children with emotional and behavioral disorders are changes in attitudes that are not accordance with his age in general likes to hold his friend, tends to require more attention than others, the expressions shown are usually like

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[73] Ghaydaa Ahmed Shehata, Childhood Cognitive Impairment, *iMedPud Journals Acta Psychopathologica* Vol. 2 No. 5:37

people who are sad or unhappy, physical attacks on other people and these children seem to be in constant conflict with the environment.

The finding discussion is appropriate with the theory that explained by Barbers in his research that the emotional and behavioral disorders had five characteristics, such as: 1) inability to learn which cannot be explained by intellectual, sensory, or health factors; 2) inability to build or sustain satisfactory relationships with peers and teachers; 3) inappropriate types of behavior under normal circumstances; 4) general pervasive mood of unhappiness or depression; 5) tendency to develop physical symptoms or fears associated with personal or school problems.[74]

According to findings and discussion that support by the theory, it can be concluded that the characteristics of emotional and behavioral disorder are the characteristics of children with emotional and behavioral disorders are changes in attitudes that are not accordance with his age in general likes to hold his friend, tends to require more attention than others, the expressions shown are usually like people who are sad or unhappy, physical attacks on other people and these children seem to be in constant conflict with the environment.

b. The Characteristic of Social Anxiety Disorder

From the findings at SDN Arjasa 03 Jember regarding the characteristics of social anxiety disorder, many of them experienced shame, fear and panic in themselves as when they were told to come forward by their teacher to answer questions or to tell their own experiences in front his friends. They are more inclined to not want to. They felt embarrassed because they did not know or feel afraid of being wrong or felt panic.

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[74] http://digitalcommons.liberty.edu/cgi/. Retrieved on October 30, 2019, 13.46

The finding discussion is appropriate with the theory that explained by Franklin Schneier and Julia Goldmark in their book the title "*Social Anxiety Disorder*" that the characteristics of social anxiety disorder are: Shyness, Agoraphopia, and Panic Disorder.[75]

According to findings and discussion that support by the theory, it can be concluded that the characteristics of social anxiety disorder are shyness and afraid.

c. The Characteristic of Thinking Disorder

From the findings at SDN Arjasa 03 jember regarding the characteriastic of thinking disorder these findings could be seen when they were learning or speaking as when they were giving meaning to the meaning of a word. a teacher was not enough to repeat it 3 times but rather because they were so difficult to digest the lessons from their teacher that they could not speak to get what they have achieved.

The finding discussion is appropriate with the theory that explained by Abdul Chaer that there were 3 thinking disorders namely senile, dementia and depression.[76]

According to findings and discussion that support by the theory, it can be concluded that the characteristics of thinking disorder are difficult to understand, they speech digressly and depression.

3. **The kinds of approach used to recover the students at inclusion classroom at SDN Arjasa 03 Jember**

Classroom is a place that is inhabited by a group of people with a variety of different backgrounds starting from the character, personality, behavior and different emotions. The main problem in managing classes is

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[75] https://www.researchgate.net/publication/10580810_Social_anxiety_disorder. Retrieved on October 31, 2019, 16.56

[76] Abdul Chaer, *Psycholinguistic*, 159

students themselves both in groups and individually. Thus, the teacher can do the task of managing the class well, of course it takes an approach in managing the class.

Approaches used in Arjasa 03 Jember Elementary School for children with special needs, especially emotional and behavioral disorders, social, and thinking disorders in inclusive classroom at Arjasa 03 Jember Elementary School were various. The approach adopted at SDN Arjasa 03 Jember was to use a socio-emotional approach, communicative approach, and psycholinguistic approach.

a. Socio-emotional Approach

The socio-emotional approach applied at SDN Arjasa 03 Jember was by approaching the students concerned directly or those with problems or making noise in the classroom, being invited to talk directly. It was because of this kind of students felt more attention.

b. Communicative Approach

The communicative approach applied at SDN Arjasa 03 Jember was by repeating the lesson and practicing it directly then instructing students to follow it like an English lesson that is reciting vocabularies in front of students and then asking students to mimic what was said by their teacher.

c. Psycholinguistic Approach

Psycholinguistic approach applied at SDN Arjasa 03 Jember was by observing students movements, student development in language, then we could find out the level of students' ability to receive learning from their teachers and provide additional lessons at break time.

This was based on an analysis of the theory presented by Salman Rusydie using a socio-emotional approach. The approaches presented by Salman Rusydie included: the power approach, the threat approach, the

freedom approach, the recipe, the behavioral change approach, and the socioemotional approach.[77] While the communicative approach and the psycholinguistic approach were based on the theory delivered by Iskandar Wassid and Dadang Sunendar. The approaches presented by Iskandar Wassid and Dadang Sunendar were formal approaches, functional approaches, integral approaches, sociolinguistic approaches, psychology approaches, psycholinguistic approaches, behavioristic approaches, classroom management approaches, communicative approach approaches.[78]

According to findings and discussion that support by the theory, it can be concluded that the approaches used to recover the students are a socio-emotional approach, communicative approach, and psycholinguistic approach.

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[77] Salman Rusydie, *Prinsip-prinsip manajemen kelas* (Jogyakarta: Diva Press, 2011), 48-54
[78] Iskandarwassid and Dadang Sunendar, *Strategi Pembelajaran Bahasa*, (Bandung: PT. Remaja Rosdakarya, 2009), 42

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conlusion

Based on the results of research conducted, it could be concluded that:

1. The causes of language disorder of emotional and behavior, social and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember

    The causes of language disorder of emotional and behavior disorder were biological factors, family factors and school factors. And the causes of social anxiety disorder are hereditary and trauma with a negative expereience in the past and lack of confident. And the causes of thinking disorder or cognitive disorder are lack of guidance or attention from parents in learning a second language (Bahasa Indonesia) and there was a disease in themselves.

2. The characteristics of language disorder of emotional and behavior, social, and thinking disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember

    The characteristics of emotional and behavioral disorder are the characteristics of children with emotional and behavioral disorders are changes in attitudes that are not accordance with his age in general likes to hold his friend, tends to require more attention than others, the expressions shown are usually like people who are sad or unhappy, physical attacks on other people and these children seem to be in constant conflict with the environment. The characteristics of social anxiety disorder are shyness, and afraid. The characteristics of thinking disorder are difficult to understand, they speak digressly and depression.

3. The kinds of approach used to recover the students at inclusion classroom at SDN Arjasa 03 Jember

    Teaching Approach that used to recover the students at inclusive education at SDN Arjasa 03 Jember were:

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     a. Sosio-emotional Approach

     b. Psycholinguistic Approach

     c. Communicative Approach

B. Suggetion

After conducting research with the title language dissociation of emotional and behavioral, social, and thinking disorder in the inclusive education at SDN Arjasa 03 Jember there were some inputs, these inputs could be used as suggestions for subsequent research, some suggestions were put forward as follows:

1. For School

School was a place that would be the center of all activities in the area. The activity of adding class hours for children with special needs was very good to do. Therefore, the school gave appreciation to students who were superior among children with special needs as well as giving awards or gifts to the child.

2. For Teacher

The teacher was the leader in the class in this case doing learning activities. Teachers in implementing learning could at least understand the characteristics of each student and class management properly.

3. For other researches

The researcher suggested to them who were interested in making the same research, in order to choose the better technique than the technique which used in this research. They also could use this research as reference in doing related research in another object.

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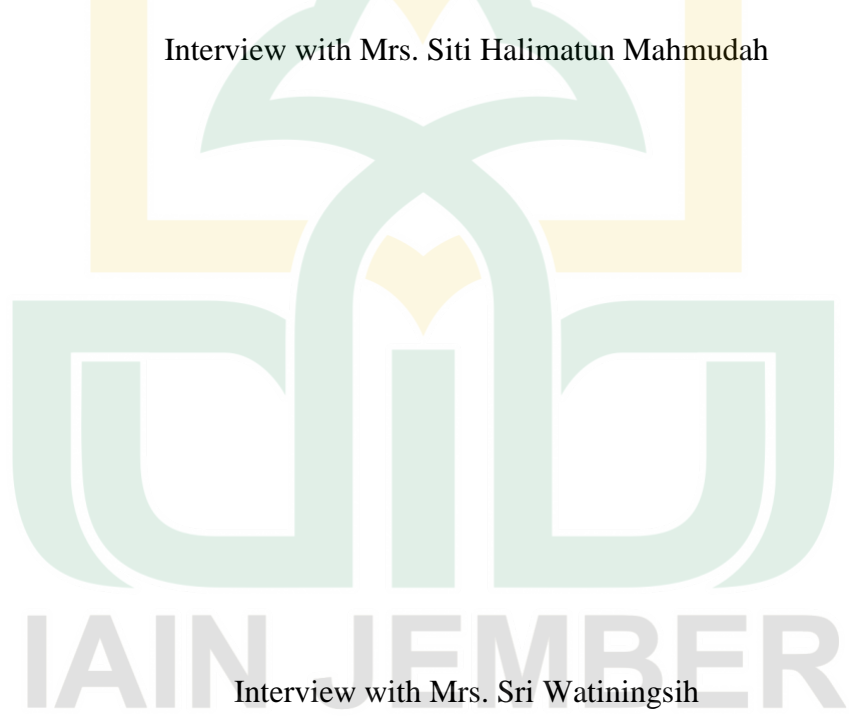
Dokumentation of Pictures

Interview with Mrs. titis

Interview with Mrs. Urfiyah Ruwaidah

Interview with Mrs. Siti Halimatun Mahmudah

Interview with Mrs. Sri Watiningsih

One of the Students who is Physically handicapped

When learning is on going in inclusion classroom

The Location of SDN Arjasa 03 Jember

MATRIX

Title	Variable	Sub Variable	Indicator	Data Collection	Research Design	Research Problem

Language Disorder of Emotional and Behavioral, Social, and Tinking Disorder (EBSTD) in inclusive education at SDN Arjasa 03 Jember	1. Language disorder	1. Emotional and behavioral disorder, social, and thinking disorder	1. The causes of language disorder EBSTD
			2. The chateristics of language disorder of EBSTD
			3. The kinds of teaching approach used to recover the students
				1. information
				  a. Headmaster
				  b. Teacher
				  c. Students
				2. Documentations
				  a. Profile of Inclusive education (SDN Arjasa 3 Jember)
				  b. Photos of teaching and learning activities
				  c. Photo of some informants
					1. Qualitative descriptive method
					2. Collecting data:
					  a. Interview
					  b. Observation
					  c. Document Review
					3. Data analysis : Miles and Huberman
					  a. Data condensation
					  b. Data Display
					  c. Drawing and Verifying Conclusions
					4. Validity data: Triangulation
					  a. technique
					  b. source
						1. What are the causes of languge disorder of EBSTD in inclusive education at SDN Arjasa 03 Jember?
						2. what are the characteristics of language disorder EBSTD in inclusive education at SDN Arjasa 03 Jember?
						3. what kinds of approach used to recover the student in inclusive education at SDN Arjasa 03 Jember?

	2. Inclusive education	1. Inclusive education at SDN Arjasa 03 Jember	1. Inclusive education at SDN Arjasa 03 Jember			

Journal Activities of Research at SDN Arjasa 03 Jember

No	Activities	Dates
1.	Friendship and asking permission for research	September 09th, 2019
2.	Submission of research letters	September 10th, 2019
3.	Observation of research locations and interviews with school principle	September 13th, 2019
4.	Interview with Mrs. Titis as an inclusion teacher	September 16th, 2019
5.	Interview with Mrs. Siti Halimatun Mahmudah	September 20th, 2019
6.	Interview with Mrs. Sri Watiningsih and taking documentation	September 23rd, 2019
7.	Asking documentation data of SDN Arjasa 03 Jember	September 24th, 2019
8.	Continue the interview with the teacher	September 28th, 2019
9.	Observation of teaching and learning activities in inclusion classroom	October 07th, 2019
10.	Complete missing data	October 12th, 2019
11.	Letter retrieval after research	October 15th, 2019

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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IAIN JEMBER

Nomor   : B.3648/In.20/3.a/PP.00.9/09/2019   09 September 2019
Sifat   : Biasa
Lampiran   : -
Hal   : **Permohonan Izin Penelitian**

Yth. Kepala SDN Arjasa 03 Jember
Jalan Rengganis No.02 Arjasa Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama	:	Vera Fatmawati
NIM	:	T20156055
Semester	:	IX (Sembilan)
Jurusan	:	Pendidikan Bahasa
Prodi	:	Tadris Bahasa Inggris (TBI)

untuk mengadakan Penelitian/Riset mengenai A Psycholinguistic Analysis of Language Disorder of Emotional and Behavior, Social, and Thinking Disorder in Inclusion Classroom at SDN Arjasa 03 selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Ibu.

Adapun pihak-pihak yang dituju adalah sebagai beriku:

1. Kepala SDN Arjasa 03 Jember
2. Guru Inklusi SDN Arjasa 03 Jember
3. Peserta Didik

Demikian, atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

a.n. Dekan
Wakil Dekan Bidang Akademik,

Mashudi

PEMERINTAH KABUPATEN JEMBER
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SD NEGERI ARJASA 03

Jln. Rengganis No.2 Calok Desa Arjasa Kecamatan Arjasa
Kabupaten Jember - Kode Pos 68191

SURAT KETERANGAN
NOMOR : 800/046/413.05.20525116/2019

Yang bertanda tangan dibawah ini Kepala Sekolah SDN ARJASA 03 Arjasa, dengan ini

menerangkan bahwa Mahasiswa :

Nama	: Vera Fatmawati
NIM	: T20156055
Universitas	: Institut Agama Islam Negeri Jember
Fakustas / Prodi	: Tarbiyah dan Ilmu Keguruan/ Bahasa

Benar – benar telah melaksanakan penelitian tentang " A Psycholinguistic Analysis of Language Disorder of Emotional and Behavior, Social, and Thinking Disorder in Inclusion Classroom at SDN ARJASA 03 Jember.

Dengan demikian surat keterangan ini dibuat dengan sebenarnya dan dapat dipergunakan kepada yang bersangkutan sebagaimana mestinya.

Jember, 12 Oktober 2019
Kepala Sekolah
SDN Arjasa 03

Dra. Urfiah Ruwaidah
NIP. 19620504 198112 2 001

PERNYATAAN KEASLIAN PENULISAN

Yang bertanda tangan dibawah ini:

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Nim : T20156055

Prodi/Jurusan : Bahasa/Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Institusi : IAIN Jember

Dengan ini menyatakan bahwa isi skripsi ini yang Berjudul " Language Diorder Of Emotional And Behavioral ,Social, And Thinking Disorder (EBSTD) In Inclusive Education At SDN Arjasa 03 Jember adalah hasil penelitian/karya saya sendiri, kecuali pada bagian bagian yang dirujuk sumbernya.

Jember, 10 Januari 2020

Saya yang menyatakan

Vera Fatmawati
T20156055

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