

CHAPTER 1

INTRODUCTION

This chapter explains the background of the study, formulation of the problem, objectives of the study, focus of the study, the significance of the study, and operational definition. The writer states each component in the following sections.

A. Background of the Study

Education itself is one of the most important basic elements in building a nation. For that reason, Article 31 paragraph 1 of the 1945 Constitution states that all Indonesian people have the right to get a proper education, including children with special needs. Even children who are classified as children with special needs are now guaranteed by the government

In Law Number 20 of 2003 concerning the National Education System, in particular the provisions regarding Indonesian citizens having the same rights in obtaining education for capable human resources, as in Chapter 4 Article 5, these rights include: (5) Every citizen The state has the right to have the opportunity to promote lifelong education.

Children with special needs because they are different from other students, due to intellectual limitations, learning difficulties, emotional or behavioral problems, physical limitations, communication disorders, autism, traumatic brain injury, hearing problems, vision problems, or gifts that

significantly affect the process of growth or development compared to other children the same age. Children with special needs known as extraordinary children can be defined as children who need special education and services to develop their full human potential (Hallahan and Kauffman, 2003:12). As we know, children with special needs have different ways of communicating with others, including their way of learning.

According to Darajat and Putra (2018), There are several special schools that apply English as a basic subject, this means English is defined as a supporting element for children with special needs to be involved in everyday social life. However, teaching English to children with special needs is a challenge that requires the cooperation and participation of all parties. Even though it could be that the idea of teaching English to children with special needs is very difficult or even impossible, but this is part of the responsibility in education to be accepted as increasing the activity of new mindsets, exploring, discovering, expressing feelings, and providing opportunities to socialize with the environment.

The importance of learning English in today's times cannot be underestimated or ignored seeing English as the language spoken in most parts of the world. English does not only play a role as a communication tool but can also make it easier for us to adapt to the environment and work in the present and future. From this situation concluded, English is an important part for everyone. Especially for students with special needs as an important aspect of life nowadays.

In teaching English it is very important for teachers to choose effective strategies to teach English for children with special needs. Harmer (2007) he said that a strategy is an action that the teacher takes to attain one or more of her teaching-learning goals. Furthermore, during the teaching and learning process, children with special needs require a unique strategy according to their individual need and creative ways to provide effective stimulation so that children more easily understand the purpose of the learning process. Majid (2013), explained that the learning strategy can be interpreted as any activity chosen that can provide facilities or assistance to students towards the achievement of certain learning goals.

The children can be developed as much as possible to achieve their goals. The learning ability of students with special needs can be maximized by teachers who have the necessary skills in using appropriate teaching strategies, materials, and media. So, it can be said that the strategy used, has an impact on student goals as student success in achieving the English learning process.

Based on the initial observations made by researchers, the process of teaching English at SLB Bhakti Kencana has several problems that occur, because children with special needs require special strategies of learning so that the material is conveyed. Requires an interactive media and appropriate strategies in the learning process. In fact, teaching English to students with special needs is not easy.

There are many problems that occur during the teaching and learning process with those who have disabilities that may prevent them from acquiring a foreign language. Students with special needs often find it difficult to understand a lesson because of the limited five senses they have. And also their IQ level which is below the average of normal students makes it difficult for them to receive lessons. Moreover, the lack of memory skills, receiving, conveying something, the difficulty of understanding them in capturing the material, children with special needs are difficult to concentrate in learning, so the teacher must be more patient. Sometimes, teachers need to repeat the learning materials and the difficulty of explaining learning material.

The problems encountered by the teacher to teach English because they are not experts in the field of English. To improve students' understanding in learning English, teachers use a variety of English teaching strategies which are appropriate to their need of the students, to be more delivered. Because, the success of students in achieving the objectives of the English teaching and learning process cannot be separated from the role of the teacher in the learning process at school. (Observation: April 15, 2022)

Based on the problems that have been described above, the researcher was interested in conducting in research and was appointed as a research under the title "Teacher's Strategies in Teaching English for Children with Special Needs at SMP Luar Biasa of SLB Yayasan Bhakti Kencana". The study wants to find out how the strategies used by teachers in

teaching English, as well as some of the problems by teachers and how to overcome them in Teaching English for Children with Special Needs at SMP Luar Biasa of SLB Yayasan Bhakti Kencana.

B. Formulation of the Problem

To prevent analysis that is too broad, the researcher sets the research questions. The following questions are below:

1. What are the teacher's strategies to teach English for children with special needs at SMP Luar Biasa of SLB Yayasan Bhakti Kencana?
2. What are the teacher's problems faced in teaching English for children with special needs at SMP Luar Biasa of SLB Yayasan Bhakti Kencana ?
3. How did the teacher overcome the problems in teaching English 1.or children with special needs at SMP Luar Biasa of SLB Yayasan Bhakti Kencana?

C. Objectives of the Study

Concerning the formulation of the problem above, the objectives of this study are as follows:

1. To describe the strategies used by the English teacher in teaching English for children with special needs at SMP Luar Biasa of SLB Yayasan Bhakti Kencana.
2. To discover the problems found in teaching English for children with special needs at SMP Luar biasa of SLBN Bhakti Kencana.

3. To explain the teacher's solution to overcome the problems in teaching English for children with special needs at SMP Luar biasa of SLBN Bhakti Kencana.

D. Focus of the Study

This research focuses on teachers Strategies in teaching English for children with special needs at SMP Luar Biasa of SLB Yayasan Bhakti Kencana, the importance of English learning itself, to find out the problems in teaching English by teachers and how solution to overcome the problem in teaching English.

E. Significance of the Study

The result of this research will give benefits to the learner, teacher, and the other researcher. There are some specific significances of this research:

1. For Teachers

This research will help the teachers to discover which strategy is appropriate for the student so that the teacher could possibly make the English teaching and learning process more effective especially for children with special needs.

2. For further research

From this research, further researchers can be their reference for further research. And can be continued by other researchers on other focuses that have not been covered in this study.

F. Operational Definition

1. Strategy

Strategies are methods or plans used to accomplish a goal. Teaching strategies is how to make the teaching-learning process to be easier, enjoyable, more practical and more transferable to some specific situations. Majid (2013) explained that the learning strategy can be interpreted as any activity chosen that can provide facilities or assistance to students towards the achievement of certain learning goals. He also explained that learning strategies are also defined as a plan that contains a series of activities designed to achieve certain educational goals.

2. Teaching English

English as a basic subject, meaning that English is defined as a supporting element for students with special needs to be involved in everyday social life. The importance of learning English in today's times cannot be underestimated or ignored seeing English as the language spoken in most parts of the world. English does not only play a role as a communication tool but can also make it easier for us to adapt to the environment and work in the present and future.

This research refers to contextual strategy, active learning strategy, verbal communication strategy, hypnosis strategy, expository strategy, cooperative strategy, using learning media or interactive video as children with special needs common strategies in learning process. English teachers might apply those strategies to make children with special needs

understand the lesson easier and more effectively. Teachers could use various combinations of those strategies to find the appropriate strategies that are suitable for children with special needs.

3. Children with Special Needs

The type or classification of children with special needs really depends on the level of difficulty the child faces in the learning process. This type of difficulty can give rise to children's special needs, so that children receive appropriate strategies that can help children develop their child's potential optimally. The type of child's needs can be seen from the areas experiencing deviation and can be seen from the direction of deviation.

Children with special needs who are known as extraordinary children can be defined as children who need special education and services to develop their full human potential (Hallahan & Kauffman, 2003:12). As we all know differently, children with special needs have ways of communicating with others, including their way of learning.

In this research, children with special needs in location are children who have physical, intellectual, emotional and social limitations. There are categories of children with special needs or disabilities in this research, such as: 1) category of children who experience disorders in the intellectual field consists of children whose intelligence level is very low (mental retardation). 2) category of children who experience deviations or extraordinary circumstances that occur due to sensory impairments (deaf). 3) category of children who experience learning difficulties and

communication disorders. 4) category of children who experience behavioral deviations (behavioral disorder and those with emotionally handicapped including autism). 5) The category of children who experience multiple or severe deviations/exceptions are often called dually disabled. Researchers do not differentiate between the use of the term children with special needs and differently abled children and also do not differentiate between the term disability. Therefore, the use of this term between differently abled/disabled and disability can replace each other but is interchangeable.

4. Problems

Problem is a situation, person, or thing that needs attention and needs to be dealt with or solved. Problems in this research refers to the problem in teaching children with special needs such as the condition of students, the difficulty of focusing on children with special needs, limited time, different student characters, students are less focused, the student easily loses their interest in learning, English is not a mandatory lesson for children with special needs, a number small class and many students, English is not a communication tool, and learning media. The teacher probably experiences one or more problems in teaching English for children with special needs. The problems could come from the students, the teacher, parents, or the supporting facilities or tools that the teacher uses to teach English in the class.