

CHAPTER 1

INTRODUCTION

A. Background of the Study

Education is more than just learning from books, and it is a shame that a lot of schools do not see that it is more than just a curriculum and school score. Education plays an important role in preparing qualified human resources and able to compete in the development of science and technology. Thus, education should be directed to have a human who has a good quality and able to compete. A good education can teach a child how to learn so that the child may take up independent learning as an adult. The biggest selling point for education in our society is the fact that it helps people learn “how” to learn. It is not about the knowledge they accumulate, it is the way a child is taught how to “learn” things. In general, education means the process of life to develop themselves to be able to live and sustain life. So, become an educated is very important. We can get education from many sources such as family environment, school, and also in the community.

Education is an important tool that is applied in the contemporary world to succeed, as it mitigates the challenges which are faced in life. The knowledge gained through education enables individuals’ potential to be optimally utilized owing to training of the human mind. This opens doors of opportunities enables individual to achieve better prospects in career growth. Education has played a paramount role in the modern industrial world. This is attributed to the fact prospective employees must be qualified adequately to perform various tasks effectively. So, the government has a responsibility to provide a good education services to every citizen without exception (those who have special needs). Inclusive education is one of education service which will make the next generation are able to accept and understand all forms of differences and do not discriminate in the future life or in their social life.

UNESCO feels responsible in terms of its constitution to organize cooperation among nations in order to promote equality of opportunity in education. Various complexity it is at work both in terms of internal education of the child, such as the presence of physical barriers, mentally and in terms of its external as economic problem of the family which in turn led to starvation, malnutrition, and various other problems. In the 1945 Constitution and Article 31 paragraph 1 of law No. 2 of 1989 on National Education System Section III, article 5 states that every citizen has an equal opportunity to education. This suggests that children with disabilities are entitled also obtain the same opportunities as other children (normal children) in education. Furthermore, An act on the National Education System 20 of 2003 article 32 states that special education is education for students who have difficulty in learning process because of physical, emotional, mental, and social and of those who have the potential intelligence and special talent. From that statement it can be concluded that children with special needs have the same right as normal children to get an education.

Constitution of the Republic of Indonesia Number 20 of 2003 on National Education System provides other colors in the provision of education for children with disabilities. The explanation of Article 15 of the special education mentioned that special education is an education for learners with disabilities or students who have extraordinary intelligence held by inclusively or special education unit at the level of primary and secondary education.

During this time, the education of children with disabilities is provided in three different educational institutions, namely the extraordinary school (SLB), Extraordinary Elementary School (SDLB), and the Integrated Education. SLB is the oldest specialized educational institutions, which accommodates children with the same type of abnormality, so there SLB Blind, Deaf SLB, SLB mental disorder, Quadriplegic SLB, SLB Tunalaras (behavior disorder), and SLB multiple disabilities. While SDLB accommodate various types of children with

disabilities, so that in it there may be children with visual impairment, hearing impairment, mental retardation, slow learner, physical disabilities, behavior disorder, and multiple disabilities.

Slow learner is one of child which needs special education or it can be said slow learner is one of student with special needs. It is in line with MsSangeetaChauhan in her article *“Slow learner: Their Psychology and Educational Programmes in Sampurnamand Sanskrit UnivercityVaransi, India”*.

“The learners and undveloped in the sense that they are not achieving in tune with their capabilities. Even some of the most afficient teachers are not adequately equipped to identify and guide the backward student like slow learner to reach their optimum levels. To ensure this we need special educational programmer for backward children like slow learner”

While according to Subini (2011: 13), slow learner is a children who have disorders of one or more of the basic processes which include understanding spoken or written language disorders, problems with thinking, speaking, reading, writing, spelling and counting, so that children experience low academic achievement. While according to Triani and Amir (2013: 3-4), slow learner child is a child who has low learning achievement or below average than children in general. Based on both definitions, it can be concluded that slow learner is a children who have below average intelligence or achievement compared to the regular children. According to the Ministry of Education and Culture of Indonesia, slow learner is a learner who has a below average intelligent score about 74–90. In general this learner has a bad score for all subjects because he has difficulty in capturing lessons. He needs repeated explanation, mastering skills slowly, and even some skills are not mastered.

Surakarta is one of the cities in Central Java which has organized inclusive education. In Surakarta there are about thirteen inclusive schools. There are seven elementary level, two junior high school level, two senior high school levels, and two vocational school levels. *Al Firdaus* high school is one of thirteen inclusive schools in Surakarta. Schools which organize inclusive education have to have all aspects both in terms of the readiness of principals, teachers,

curriculum, and facilities, etc., that support the implementation of inclusive education well. Not only that, the students themselves, the ordinary students or students with special needs must have the mental readiness to learn at inclusive school.

Al Firdaus Secondary School is the first inclusive secondary level in Sukoharjo regency. In *Al Firdaus* secondary school there are special facilities for students with special needs, for example Puspалenta *Al Firdaus*, special facilities for students with special needs, including speech therapy, occupational therapy, personal development therapy, autism centers, etc. Yayasan *Al Firdaus* Solo successfully won the award as the best organizer of inclusive education national level in the event "Inclusive Education Award 2012" organized by the Ministry of Education and Culture (Kemdikbud) in collaboration with Helen Keller International (HKI). The school is considered successful in providing the best services to provide quality education to students with special needs (*Anak Berkebutuhan Khusus or ABK*) in the Solo city.

One of students with special need in *SMP Al Firdaus* is slow learner. There are five slow learners in *SMP Al Firdaus*. All of them are accompanied by shadow teacher. One of slow learner is in the eight grade. Based on his profile categorized as slow learner because some consideration. It can be seen from his profile which was made based on the observation done by the teachers for two weeks. As an inclusive school, *SMP Al Firdaus* should implement the real inclusive school. It means that *SMP Al Firdaus* should implement teaching learning process which open for all students include student with special needs such as slow learner. Both regular and student with special needs in *SMP Al Firdaus* study in the same environment or the same class.

In teaching learning process especially English, there must be differences between regular schools and also inclusive schools. The special condition must be a challenge for the school especially for the subject teacher. There also are some problems faced by slow learner, so that the teacher together with the

“shadow teacher” should help the slow learner students so that they can understand and they will not feel discriminated in the classroom. Based on the facts above the researcher is interested in conducting research in inclusive school *SMP Al Firdaus* which the title is “English Teaching Learning Process for Slow Learner in Inclusive Class at *SMP Al Firdaus* In 2016/2017 Academic Year”.

B. Limitation of the Study

This study focuses on the teaching learning process of English for slow learner in inclusive class at *SMP Al Firdaus* in 2016/2017 academic year which can be limited as follows:

To make the research in line, the writer limits the research as follows:

1. The subjects of this research are the English teacher and shadow teacher of inclusive class at eight grade of *SMP Al Firdaus* in 2016/2017 academic year
2. The object of this research is teaching learning process of English at eight grade of *SMP Al Firdaus* in 2016/2017 academic year. An analysis of English teaching learning process here is investigate in detail the activities that teachers do to students so that there is a process of teaching and learning. This became the object because English teaching learning process here became center of attention and research objectives.

C. Research Problems

Based on the background above, the research problem is “English Teaching Learning Process for Slow Learner in Inclusive Class at *SMP Al Firdaus* In 2016/2017 Academic Year”

The writer raises the problem statements above into the following questions:

1. How is the preparation of the teachers before the English teaching learning process in inclusive class at *SMP Al Firdaus* in 2016/2017 academic year?
2. What are the steps of English teaching learning process in inclusive class at *SMP Al Firdaus* in 2016/2017 academic year?

3. What are the problems faced by slow learner student in English teaching learning process in inclusive class at *SMP Al Firdaus* in 2016/2017 academic year?
4. How do teachers solve the problems in English teaching learning process at *SMP Al Firdaus* in 2016/2017 academic year?

D. Objective of the Study

Based on the problems above, the research aims at describing the teaching learning process of inclusive class at eight grade *SMP Al Firdaus*. The objectives of this study are as follow.

1. To know the preparation of the teachers before the English teaching learning process for slow learner in inclusive class at *SMP Al Firdaus* in 2016/2017 academic year.
2. To know the steps of English teaching learning process for slow learner in inclusive class at *SMP Al Firdaus* in 2016/2017 academic year.
3. To know the problems faced by the slow learner in inclusive class at *SMP Al Firdaus* in 2016/2017 academic year.
4. To know how do teachers solve the problems faced by slow learner in inclusive class at *SMP Al Firdaus* in 2016/2017 academic year.

E. Benefits of the Study

The writer hopes that this research gives some benefits as follows.

1. Theoretical Benefits

- a. The result of this study gives more knowledge about teaching learning process of English especially in inclusive classroom.
- b. The result of this study gives some input or knowledge who wants to analyze the teaching learning process of English in inclusive classroom.
- c. The result of this study can be used as the references to conduct a research in teaching learning process of English in inclusive classroom.

2. Practical Benefits

The findings of this research are expected it have some benefits as follows.

- a. For teachers : The result of this study can give some information, knowledge, and also references about the teaching learning process of inclusive class.
- b. For other researchers : The result of this study can give additional reference to conduct further related research.
- c. For readers : The result of this study will give readers an additional knowledge related with the teaching learning process in inclusive class.
- d. For writer : The result of this study can increase the writer's knowledge about teaching learning process especially in inclusive class.

F. Paper Organization

Research paper organization is arranged to make the reader easier in understanding the research paper. This research paper is divided into five chapters. In chapter I, the writer explains the background of the study, problem of the study, limitation of the study, objective of the study, benefit of the study, and paper organization. In chapter II, the writer explains about previous researches related to this research and theoretical review. The theories which deal with this research are teaching and learning theories and inclusive class related to the study. The chapter III consists of type of the research, subject of the study, object of the study, data and source of data, method of collecting data, and also technique for analyzing the data. In chapter IV, the writer gives the analysis of the result and also the discussion of the English teaching learning process of inclusive class in *SMP Al Firdaus*. The last is chapter V which gives the conclusion and suggestion related to the study.