

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

There are many school for children with special needs in Indonesia. The schools belong to inclusive school. The Victorian Government (2006) assume that inclusive school appreciate the various needs of their students, support both different styles and standard of learning and ascertain quality education to all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities. Student learning at inclusive school have not much different service with regular school. Fitria (2012: 90) and the Victorian government (2006: 2) believe that all government school students, including those with disabilities, additional learning needs, and regular students are entitled to an excellent education that provides them with a genuine opportunity to succeed and get a variety of support service and education in accordance with its needs. As confirmed by Dirjen Dikdasmen No. 380 of 2003 which states inclusive education is an education that includes children with special needs to learn together with other normal children (Sugiarmin, 2006: 23). Therefore, student with special needs can learn in the same class as regular students without distinction. Regular classroom is were students without dissabilities are taught, while inclusive classroom is were normal students and students with special needs are taught.

The implementation of inclusive school in Indonesia employs curriculum adapted from the regular curriculum. The adaptive curriculum is modified accordance with the conditions, needs, and abilities for students with special needs. The modification process is not the same for all subjects. Certain subjects may need a lot of modifications but not for other subjects and one of subjects is English. English consist of writing, speaking, listening, and reading, may be one of the section can be modified compatible for students

with special needs (Supriyanto, 2012: 31-34). Hence, the curriculum can be different from regular school.

The strategies learning at regular school curriculum is refers to teaching centered. The teacher in regular curriculum is a central figure in the learning process and is seen as a center of information and knowledge. Teachers have a role as a facilitator, motivator and guider (Yuniarto, 2011: 15). While inclusive school curriculum refers to students centered, because inclusive school curriculum is adapted from the regular curriculum. Therefore, countless research about inclusive school or inclusive education more focus on students perspective and method of teaching than the teacher.

During teaching English, teachers may have experiences both good or bad with the students. Teachers are supposed to be creative in developing their teaching-learning process in inclusive school. They are important to make teaching learning process being great. As teachers, it certainly does have various methods of learning for the students with special needs (Prasetyaningsih, 2010: 2-4). Based on the importance of teacher developing English for children at inclusive school the writer is interested in conducting a research about “ENGLISH TEACHING UNDERSTOOD BY TEACHER OF INCLUSIVE CLASS “A PHENOMENOLOGICAL APPROACH”

## **B. Problem of the Study**

The problems of the study is “what are the teacher’ perceptions on the teaching English at inclusive class?”

## **C. Limitation of the Study**

The research reflected in the difference of teaching English at inclusive school and focus on the teacher’s perspective. The finding suggest recomendation. However, there is a limitation because this is the first time researcher conduct a study on qualitative. Therefore, there are still many of deficiency.

#### **D. Objective of the Study**

The objective of this research is to describe the teachers' perceptions on the teaching English at inclusive class.

#### **E. Benefit of the Study**

There are two kinds of benefit in the research, those are:

1. Theoretically

The writer hopes that the result of the research will enrich the theory of teaching English to children at inclusive class.

2. Practically

The writer hopes that the result of the research will be useful for the teachers, especially those who teach English in school for children at inclusive class and the readers. So they will understand how to teach English for children at inclusive class effectively.

#### **F. Research Paper Organization**

This research paper organization of English Teaching Understood By Teacher Of Inclusive Class "A Phenomenological Approach". is as follows : Chapter I presents background of the study, limitation of the study, problem statements, the objectives of the study and the benefits of the study.

Chapter II presents two sections. The first section is the previous study in subjects related to this topic. The second section presents review of the theoretical studies.

Chapter III consists of research method, time and place of the research, source of the research, techniques of collecting data and technique of technique of data analysis.

Chapter IV presents the research findings and discussion. The research findings and discussion consist of the methods which is covered of classroom procedure of teaching English.

Chapter V presents conclusion and suggestion. The researcher found the result and give the solution or conclusion to this study.