

CHAPTER 1

INTRODUCTION

This study is about process of English teaching writing for students with special needs at Harmony school of Surakarta. In this chapter, the study is divided into six parts, namely background of the study, limitation of the study, research questions, objectives of the study, benefits of the study and research paper organization.

1.1 Background of the Study

Writing is the one of activities that can develop children's creativity; writing is a medium to increase the critical thinking. Knowing the importance of writing for the life of the child, children must be taught to write from an early age, no exception for children with special needs. Children with special needs are children with special characteristics for instance on inability mental, emotional or physical. Children with special needs can be interpreted by children belonging handicap or disability that bears, as well as active and talented children (Mulyono, 2006).

Basically every child has potential to complete their problems in learning; they need a special attention from the parents, teacher, society and government specifically the children with special need to complete their problems in learning. However, as the demands for the different ability groups (*difabel*), there is an inclusive education, although there are still issues related to inclusive education in Indonesia. The learning of children with special needs requires its own strategy according to individual needs, related to specific characteristics (motor sensory, cognitive, language skills, self-skill, and interaction), capabilities and weakness, competencies and developmental levels. This study focuses on teaching writing in special needs which aims to provide input so that the quality of education in special needs children can improve and be considered.

Teaching writing for children with special needs must be different from children in regular school. It is related to their characteristics of psychological background. The children with special needs tend to search their identity, great potential creativity, disruptive, high-self-esteem and the children with special

needs need peer approval from the society. Children with special needs have a very low concentration; they are difficult to understand what the teacher conveys. Therefore, actually the children with special needs are motivated to be able to write and develop their writing, their improvement looked by their abilities to write their names, family and goods that exist around them. The children who have difficulty in writing called *dysgraphia*. *Dysgraphia* is a learning difficulty in children characterized by difficulty to express a through writing. (Wiley, 2006). The study is conducted on children with special needs to be able to write. The study is done that children with special needs cannot only write, but they also can do their writing process for the learning.

There are two schools of *Harmony Schools* for Students with special needs in Indonesia located in Solo and Semarang. This school are privately owned. In Indonesia, Based on Kemendikbud survey (2016) there are about 1.441 schools for children with special needs privately owned and 521 schools are public. *Harmony Schools* for Students with special needs is one of special schools in Surakarta which uses the curriculum of 2013. This study chose *Harmony Schools* because the school have many grades from Elementary school until Senior high School and this school emphasizes more on speaking and writing skills. There are some important reasons of studying the writing process in English class for children with special needs. The first reason is to develop students with special needs in their environment, so they can socialize in the large community. Then, the second reason is to prove that the students with special needs are able to write what they want to say or write a story and developed the story into an article that can be read by many people. Therefore, this study will observe the English teaching writing process for students with special needs what is the difference with students in normally school.

Based on the phenomena above, this study is conducted. This study entitled **A CASE STUDY: THE PROCESS OF ENGLISH TEACHING WRITING FOR STUDENTS WITH SPECIAL NEEDS AT *HARMONY JUNIOR HIGH SCHOOL OF SURAKARTA***.

1.2 Limitation of the Study

The study was conducted in *Harmony School* that is a school for students with special needs. It is located at Sungai Indragiri Street Rt 01 / Rw 03 Dadap Sari, Pasar Kliwon Surakarta, Phone: (0271) 643468. The teaching learning processes include; (1) The English teaching writing, (2) The process of English teaching writing, and (3) The writing materials.

1.3 Research Questions

Based on the background of the study above, the study formulates the problem as follow: “How is the process of English teaching writing for students with special needs at *Harmony junior high school* of Surakarta?”

From the problem above, the study formulates the research questions as follows:

- a. What are the learning objectives in English teaching writing for seventh grade students with special needs at *Harmony school* of Surakarta?
- b. What are the materials in English teaching writing for seventh grade students with special needs at *Harmony school* of Surakarta?
- c. What are the procedures in English teaching writing for seventh grade students with special needs at *Harmony school* of Surakarta?

1.4 Objectives of the Study

In general, this study aims to describe the process of teaching writing for Students with special needs at *Harmony junior high school* of Surakarta. This objective are specified into some subsidiary objectives as follows:

- a. to describe the learning objectives of English teaching writing for students with special needs at *Harmony junior high school* of Surakarta,
- b. to describe the materials used for English teaching writing for students with special needs at *Harmony junior high school* of Surakarta,
- c. to describe the procedure in English teaching writing for students with special needs at *Harmony junior high school* of Surakarta.

1.5 Benefits of the Study

Based on the objective of the study above, this study is supposed to be able to give several benefits for all side. Those benefits are as the following:

1. Theoretical benefit

- a. The result of this study can contribute to the development of English teaching writing for students with special needs.
- b. The result of this study can be used as the reference for those who want to conduct a research on the process of teaching writing for the students with special needs.
- c. The result of this study can give information for local publisher regarding the materials or textbook for students with special needs.

2. Practical Benefit

- a. The result of this study can be the reflection for the teachers in teaching process.
- b. The result of this study can help the teachers to improve the quality of teaching writing in special needs especially.

1.6 Research Paper Organization

In order to make this study to be easily understood, this study is organized into five chapters.

Chapter I is introduction; the content of this chapter includes background of study, limitation of the study, research questions, objectives of the study, benefits of the study, and research paper organization.

Chapter 2 is dealing with review of related literature. It discusses the underlying theory and the previous study in some of the related theories before.

Chapter 3 is research method. It deals with research method covering the type of the research, setting time and place, subject of the study, object of the study, methods of collecting data, techniques for analyzing data, and trustworthiness.

Chapter 4 is finding and discussion about the learning objectives, materials, and teaching procedures in English teaching writing for students with special needs at *Harmony junior high school* of Surakarta.

Chapter 5 is the last chapter; it contains conclusion, pedagogical implication, and suggestion.

This chapter reports the introduction of the study. The following chapter presents the underlying theory and previous study.