

CHAPTER I

INTRODUCTION

This chapter would present the background of the study, research questions, objective of the study, and significance of the study.

1.1 Background of the Study

According to Curtain and Dahlberg (2004), young learners are divided into four age groups. They are: firstly, preschoolers aged 2-4 years who still attend kindergarten; secondly, elementary school students aged 5-7 years; then the third is Middle students aged 8-10 years; the latter are early adolescent students aged 11-14 years who attend formal junior high school. The status of English in elementary school itself is as local content and as an additional subject at school. Most schools in Indonesia, especially elementary schools, do not position English as a compulsory subject. However, even though English is not the main subject, the English subject itself has a strategic role in preparing students from an early age to face global association. English can also be a tool of international communication between countries and between cultures. English material in elementary schools covers four main aspects that must be mastered by all young English learners, namely aspects of speaking, reading, writing and listening. This is so that elementary school students can improve their overall English skills more easily so that English is no longer a scourge that young learners are afraid of.

Teaching English to young learners is different from teaching English to adults, moreover banning English to young learners with special needs. Children with special needs require more attention than other children in general. Children with special needs are children who experience developmental delays and have certain medical, psychiatric and/or congenital conditions. In Indonesia, it is explained in the law, article 15 of law no. 20 of 2003 concerning the National Education System, the type of education for children with special needs is included as special education. Special education is the one for students who experience difficulties in their development due to physical, emotional or mental disorders. This is explained in the law article 32 (1) No. 20 of 2003 of the Indonesia National Education System. Special Education technical type education services for students who have extraordinary intelligence can be arranged inclusively or in the form of special education units in elementary and secondary education carriages. So Special Education only exists at the elementary and secondary education levels.

The present research limits the discussion by focusing on teaching English in inclusive schools at the elementary school level. Inclusive school is an educational institution that provides services for children with special needs. In inclusive schools, children with special needs and normal children receive the same education in the same class, but of course with different results and methods. Hildegun Olsen (2007) explained that inclusive education is a school that accommodates all students regardless of physical differences, social emotions, intelligence, language, and other conditions. This definition includes various gifted disabled students, isolated children, street children, children with ethnic minorities such as language minorities to marginalized children (Tarmansyah, 2007).

Education is the basic right of every Indonesian citizen, including those with special needs. As stated in Law number 20 of 2003 in article 5 paragraph 1 which reads that every citizen has the same right to obtain quality education. One of the government's roles in the development of education in Indonesia in particular is to provide special educational facilities for children with special needs, namely Special Schools (SLB). However, special schools are still a wall of separation between children with special needs and normal children so that children with special needs become a group that is marginalized in their social interaction, this can also hinder the process of interaction between them so that children with special needs and normal children do not understand each other and understand each other. each other. Inclusive schools are a form of equity and a form of embodiment of education without discrimination where children with special needs and children in general can receive the same education. Marentek (2007: 145) argues that inclusive education is an educational service for students who have special educational needs in regular schools (SD, SMP, SMA and SMK) classified as extraordinary both in terms of disabilities, slow learners and those with other learning difficulties. According to the Ministry of Women's Empowerment and Child Protection, the number of children with special needs who have been recorded is around 1.5 million. But in general, the United Nations estimates that at least 10 percent of school-age children have special needs. In Indonesia, the number of school-aged children, namely 5-14 years, is 42.8 million. So it is estimated that there are approximately 4.2 million Indonesian children with special needs.

Inclusive education is a form of process that aims to help overcome barriers to participation, attendance, and achievement in general education classes. Inclusive education can strengthen the capacity of the education system to reach all learners

(UNESCO, 2017 p. 7). Inclusive education extends to all students without exception, including those with identified disabilities as well as those who have been historically marginalized (Waitoller and Kozleski, 2013). However, inclusion is not a place but inclusion is more directed to a process and practice in designing schools to support and benefit all students equally (Artiles and Kozleski, 2016).

Teachers in inclusive schools have the responsibility to educate students with special needs in order to achieve predetermined learning goals. Teachers who teach children with special needs must have the will and patience in teaching their students, teachers must also have a special strategy in teaching them, especially in teaching English to students with special needs. Moreover, because English is not the main subject in elementary schools and what they teach is not normal developmental children as usual, teachers must be better prepared in many ways. In this study, researchers tried to find out the teacher's strategy in teaching English to students with special needs in inclusive schools. The researcher also found out what are the difficulties and challenges when teaching English to students with special needs.

To support this research, the present research provide some previous studies. The first study by Alanazi (2012). This study is about the implementation of educational inclusion policy that influenced by training opportunities, teamwork, and collaborative. The focus of this study is parents' and teachers' attitudes towards inclusion. This study takes place in Saudi Arabia in the context of inclusive primary schools for girls. This study aims to explores how inclusive policies translate into practice in Saudi Arabia's education system. This study collected the data from five schools in socio-economic environments. The instrument of this study are special and general needs education supervisors and teachers, headteachers, parents of children with and without SEN (Special Educational Need) and children. The researcher in this study collected the data use interviews, observations, and exercises with children. The findings in this study show that the implementation and understanding of inclusion in Saudi Arabia is obtained mainly by Islamic teachings, especially those related to differences and equality but also culture. This understanding and inclusion has to do with difference and culture.

The next study by Khalid (2017) who stated that English as a second language teachers are not trained well enough to teach slow learners in inclusive education. The purpose of this study is to describe and explore the challenges faced by English teachers in Malaysia in teaching children with learning delays in inclusive education programs and another objective of the study is to determine their coping strategies. This study uses

qualitative research methods with case studies. The data for this study were collected through face-to-face interviews with three English teachers from three secondary schools in Malaysia. The results of this study are the discovery of five themes through thematic analysis and the existence of internal and external factors that are challenges faced by teachers in teaching slow learners in inclusive education. Remedial activities, teaching resources, and teacher skills are the coping strategies used by English teachers in this study.

Teaching English to children with special needs, especially in inclusive schools in Indonesia, faces several challenges that require the participation and cooperation of all parties in the school. It is not only the responsibility of the teacher or students, but all parties within the school. The design of learning English for children with special needs includes good learning planning, selection of learning approaches, learning methods and media that suit their needs, learning models, and a systematic learning process. By implementing a good learning design, it is hoped that children with special needs can learn optimally like other normal children.

Teaching English to children with special needs in inclusive schools in Indonesia faces several challenges. The design of English language learning plans for children with special needs includes good learning, methods, media, selection of learning approaches, models, and a systematic learning process. Some of the challenges faced in the process of teaching and learning English in inclusive schools require the participation and cooperation of all school stakeholders. This is not only the responsibility of the teacher or students, but all parties in the school environment. By implementing a good learning design, it is hoped that children with special needs can learn optimally like other normal children.

Dewi (2019) conducted research with the conclusion that English learning strategies for children with special needs will work effectively if teachers are able to understand and respond to the various needs of their students and then consider the advantages and disadvantages of the strategies they implement. In her research, Dewi explained that the methods applied were the Direct Method, Total Physical Response, and Lexical Approach. The results of research conducted by Dewi have similarities with this current research. However, this research still needs to be carried out because this research was carried out after the pandemic period with all the changes that have been implemented. In addition, this research needs to be conducted to find out whether the strategy used is still the same or not considering the rapid development of technology. The focus of the

researcher in this research is to examine English teaching strategies for students with special needs in inclusive schools and the perspectives of parents, inclusion teachers, general teachers, and apprentice teachers regarding English lessons for children with special needs. Is English a subject that needs to be given to children with special needs at the elementary school level or not.

1.2 Problems Statement

- a. How does MI Muhammadiyah PK Kartasura Implement inclusive programmed?
- b. What measures do MI Muhammadiyah PK Kartasura take to improve the teachers' skill in teaching students with special needs?
- c. What are the characteristics of students with special needs found in MI Muhammadiyah PK Kartasura ?
- d. What are the teachers' strategies in teaching English for students with special needs in MI Muhammadiyah PK Kartasura ?
- e. What are the challenges faced by the teachers in teaching English for students with special needs in MI Muhammadiyah PK Kartasura ?
- f. How do parents of students with special needs evaluate the implementation of teaching English in MI Muhammadiyah PK Kartasura ?

1.3 Objective of the Research

- a. To describe the implementation of inclusive programmed at MI Muhammadiyah PK Kartasura
- b. To shows the measurement that MI Muhammadiyah do to improve the teachers' skill in teaching students with special needs
- c. To mention the characteristics of students with special needs in MI Muhammadiyah PK Kartasura
- d. To explain the teachers' strategies used in teaching English for students with special needs in MI Muhammadiyah PK Kartasura
- e. To describe the challenges faced by the teachers in teaching English for students with special needs in MI Muhammadiyah PK Kartasura
- f. To explain the student's parents with special needs evaluation the implementation of teaching English in MI Muhammadiyah Kartasura PK

1.4 Benefits of the Research

1.4.1 Theoretical benefits

- a. Able to make a scientific contribution to the science of early childhood education, especially children with special needs, namely making innovations in the application of strategies used by teachers in inclusive schools
- b. Able to contribute ideas for curriculum renewal in elementary schools, especially inclusive schools which continue to develop in accordance with the demands of society and in accordance with the developmental needs of children.
- c. Able to serve as a foothold and reference for further studies related to English language teaching strategies for students with special needs in inclusive schools

1.4.2 Practical benefits

a. For the writer

Add insight and hands-on experience about English teaching strategies for students with special needs in inclusive schools and can improve scientific research writing skills even better.

b. For the teachers

Increase knowledge and contribute ideas about strategies used by teachers who teach English to students with special needs in inclusive schools.

c. For the school

As a consideration in preparing learning programs and determining appropriate learning methods and media to develop the learning abilities of students with special needs in inclusive schools.