

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Education is a very important process to achieve balance and perfection in the development of individuals and society. In education, the goal is to mold people's minds and personalities as well as their knowledge of the world. Education plays a significant role in transmitting religious beliefs, culture, thoughts, and skills to the next generation and imparting knowledge and abilities. This will enable them to welcome a future more promising future the country and state (Nurkholis *et al.*, 2013).

Education is an intentional, methodically planned effort made by accountable individuals to affect the growth of children through educational goals, which include positive character qualities and traits that are desirable. To maximize their potential, children with special needs need specialized instruction and support. Children with Exceptional Needs are those who require assistance from a variety of special services, including educational, social, guidance and counseling, and other services that can help them meet their needs. Disability is a term used to describe who has lost the capability to perform a feature, consisting of paralysis of leg muscle groups, not having hands, or dropping the potential to breathe underwater. It could also be an issue with learning problems. In different phrases, incapacity is visible as a barrier to appearing obligations as other children do due to numerous bodily, cognitive, or other disabilities. These conditions best result in incapacity when humans underestimate the capability of others to study, socially engage, or self-actualize (Mirnawati, 2020).

The concept of education for all asserts that each child, consisting of those with special needs, has an identical proper to education in regular schools. This precept creates possibilities for them to study together with different children who no longer have special needs (Indra *et al.*, 2018). To realize this, inclusive education is implemented, and children with special needs must get educational assistance based on sound plans and programs, which

involve program analysis, identification, implementation, evaluation, and follow-up. Regarding talents and skills, every child with special needs is unique. To develop their skills, it is necessary to use the proper strategy, such as attending a school that can give the children instruction that will enable them to comprehend the world around them. The national education system law No. 20/2003 mandates that students with special needs get special training. Consistent with the law, special schooling is a sort of practice designed for college kids who warfare to maintain up with the mastering system because of physical, emotional, intellectual, and social abnormalities in addition to the ones who have the capability for special intelligence and skills (National Schooling System Law No. 20 of 2003).

The Indonesian authorities have provided SLB (*Sekolah Luar Biasa*) as a special faculty for college students with special needs, to emphasize the significance of education and impart identical possibilities for all residents to pursue formal training (Pramartha, 2015). SLB (*Sekolah Luar Biasa*) is an academic group that performs the function of presenting training to students under the guidance of instructors. The most important is accountable for the control of the school and has a critical function in accomplishing instructional dreams, which include resource management, administration, curriculum improvement, training teachers, and influencing the faculty environment.

In this essay on the improvement of special needs education in Indonesia, Based on Abdul Hafiz (2017), explains that each form of impairment in SLB is identified with the aid of an alphabetical code. There are six alphabet codes: SLB- A for visual impairments, consisting of blindness (*Tunanetra*), SLB-B for hearing impairments, which includes deafness and speech or language disorders (*Tunarungu dan Dysarthria*), SLB-C for intellectual and developmental disabilities (*disabilitas intelektual dan perkembangan*), SLB-D for bodily impairments (*cacat fisik*), SLB-E for emotional disorders (*penyandang disabilitas ganda*). This demonstrates how seriously the government takes the education of children with special needs.

Children with special needs additionally learn a language, specifically English. Based on Juannita (2014), English, which is recognized as a global language, is spoken in almost all countries as a connecting language between different regions. That is achieved to facilitate communication between unique languages. Consequently, many humans are eager to analyze English. Correct English language abilities are very essential for critical agencies and establishments. Therefore, in the current generation of globalization, English is considered a language that should be mastered to maintain up with the instances. It is necessary to use teaching strategies and curricula that cater to each child's unique needs to provide effective English language instruction for young children.

Based on Muali *et al.*, (2018), Inside the mastering method, teachers have the responsibility to manage scholarly learning activities with the goal that scholars attain their studying goals. A part of this responsibility is designing and executing the mastering process. The potential of instructors to use spoken language professionally has a completely vital position within the learning manner. This allows students to follow without difficulty, sense comfortable, and recognize the material taught by the instructor. Furthermore, college students' thinking capabilities are also crucial in the learning process and are influenced by the approach used.

Consistent with the observations that the researcher achieved on January 26, 2023, the researcher in an interview possibility with Mrs. Iis a teacher of the special school, in which the resource character explained a bit of problem in teaching children with special needs:

“With a diffusion of children’s characteristics. I prepare what media is appropriate, and what method is appropriate, used to ask the child. In real phrases. Determined it simply by making a song. For SLB-A kids by making a song. They can. In addition, they ask the unknowing, “What is this?”. Touching the surrounding items, he endured strolling. Meet anitem, for instance, the English door, what’s that aspect? From time to time concentrate on English conversations thru my cell phone, but I rarely practice it. If via making a song, they ask for what music, but this making a song method has best been carried out for 1 month, alternate it once more later, god willing, when one has been carried out. The role of teachers additionally has some shortcomings in teaching students with special needs, in terms of families paying less interest, right? It additionally impacts.

However here I equate it with an ordinary child. Perhaps the difficulty in teaching blind youngsters is to visualize what I teach”.

(Dengan berbagai macam karakteristik anak. Saya menyiapkan media Apa yang sesuai, Metode apa yang sesuai, Digunakan untuk mengajak si anak. Secara riil. Ketemunya cuma menyanyi. Untuk anak SLB A dengan cara nyanyi. Mereka bisa. Mereka juga bertanya yang belum mereka ketahui “ini apa?”. Meraba benda-benda sekitar, terus dia jalan jalan. Ketemu dengan benda, misalnya pintu bahasa inggrisnya benda itu apa?. Terkadang mendengarkan percakapan bahasa Inggris melalui Handphone, tapi sudah jarang saya terapkan. Kalau melalui bernyanyi, mereka minta nya lagu apa, namun metode menyanyi ini baru diterapkan 1 bulan ini, ganti lagi nanti insyaallah kalau satu sudah tercapai. Peran guru juga ada beberapa kekurangan dalam mengajar siswa berkebutuhan khusus, dari segi keluarga kurang memperhatikan kan? Itu juga mempengaruhi. Tapi disini saya samakan dengan anak yang normal. Mungkin susah nya dalam mengajar anak tunanetra yaitu memvisualisasikan yang saya ajarkan).”

To improve the effectiveness of children’s studying, one powerful and fun technique is to use a unfold of mastering property, inclusive of studying media, in positive subjects. Teachers need to have the ability to optimize the use of gaining knowledge of media that might apply to the material taught, proceeding to attain the anticipated learning desires. However, in workouts, handling lessons with an inclusion system is not a clean challenge. Schools often have obstacles, together with the shortage of teachers who have the competence in their fields and the low potential of teachers to govern teaching and get to understand sports. As a result, there are numerous limitations and troubles confronted with the aid manner of teachers in coping with inclusive getting-to-understand and education. At the time of the preliminary commentary, the researcher saw that teachers had a fairly difficult time managing classes and making the analyzing machine as effective as anticipated. In keeping with the fact above, the researcher is interested in accomplishing research using the studies title **TEACHING ENGLISH TO CHILDREN WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES: CHALLENGES AND SOLUTIONS FOR EFL TEACHERS.**

1.2 Research Questions

Based on the description of the background of the problem, the formulation of the problem can be taken as follow:

1. What are the difficulties faced by teachers regarding learning English materials for disabled students?
2. What are teachers' efforts to overcome difficulties in teaching English to students with special needs and controlling classroom conditions?

1.3 Research Objectives

The objectives to be achieved in this study, seen from the origin of the conflict, are :

1. To explore the difficulties faced by the teachers regarding learning English materials for disabled students.
2. To find out the efforts made by the teacher to overcome difficulties in teaching English to students with special needs and controlling classroom conditions.

1.4 Limitations of the Study

This research is limited by:

a. Generalizability

This study cannot be generalized to all teachers who teach students with disabilities, as this study only focuses on a specific geographical location or context.

b. Sample size

The sample size may not be large enough to capture the experiences and perspectives of all teachers working with students with disabilities.

c. Self-reported data

This study may rely on teachers' self-reported data, which may not be accurate.

d. Limited perspective

This study did not include the perspectives of other stakeholders, such as parents or students, who may have valuable insights into the challenges and solutions related to teaching students with disabilities

e. Time limitations

The study may have been limited by time constraints, which could have limited the depth of analysis or scope of the research questions.

f. Language barriers

This study may be limited by language barriers, as some teachers or participants may not be proficient in the languages used in this study or may require translation services.

g. Resource limitations

The study may be limited by resource constraints, such as funding or access to technology, which may impact the ability to collect or analyzedata.

1.5 Significance of the Study

1. Theoretical Significance

The results of this study are expected to convey additional knowledge in the development of educational management knowledge for students with disabilities.

2. Practically Significance

a. For Teacher

The data resulting from this research can be used as input into educators' knowledge about classroom management and provide solutions to the teachers regarding the difficulties encountered in managing classes of children with disabilities.

b. For Researcher

This research activity can add experience and knowledge about the education of students with disabilities.

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1.6 Definition of Key Terms

1. Difficulties

Difficulties refer to problems or obstacles faced by English teachers in teaching children with disabilities, either in terms of the teaching of English itself or in terms of classroom management and interaction with students.

2. Solution

Solutions refer to actions or strategies taken by English teachers to overcome difficulties in teaching children with disabilities. Solutions can be teaching strategies, classroom management approaches, or ways to interact with students.

3. English teacher

An English teacher refers to an individual who has educational qualifications and training in the teaching of English as a second or foreign language and is responsible for teaching students in that field.

4. Children with disabilities

Children with disabilities refer to individuals who have special educational needs due to physical, intellectual, or emotional limitations that may affect their ability to learn English in the same way as other students in general.

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