

CHAPTER I

INTRODUCTION

This chapter discusses background of the research, scope of the research, statement of the problem, objective of the research, and significance of the research.

A. Background of the Research

Education in Greece comes from the word pedagogic, which is the science of guiding children. Education is a process that is needed to get balance and perfection in the development of individuals and communities. Education is also the right of all citizens regardless of origin, socioeconomic status, or physical condition of a person, including children who have disabilities as mandated in the 1945 Constitution article 31 (1).

Inclusive Education is one of the efforts to improve teacher competence in understanding student diversity and improve the ability of teachers to adapt the curriculum to better suit the needs of students. One of the implementations of inclusive education in Indonesia is the existence of *Sekolah Luar Biasa (SLB)*, a school for children with special needs. Special schools use different strategies and approaches than schools in general. The existence of *Sekolah Luar Biasa (SLB)* is intended so that children with special needs also gain access to education with facilities that support the needs of children with special needs.

SLB in Indonesia is divided into 6 (six) types which are adapted to various special needs:

- a. SLB A: Schools that facilitate the needs of children with visual impairments (blind disabilities).

- b. SLB B: Schools that facilitate the needs of children with hearing impairments (deaf disabilities).
- c. SLB C: Schools that facilitate children with cognitive disabilities. This child usually has a below-average level of intelligence and low adaptability.
- d. SLB D: Schools that facilitate children with physical disabilities.
- e. SLB E: A school that facilitates children with emotional disabilities who usually cannot measure emotions, and have difficulty socializing.
- f. SLB G: Schools that facilitate children with multiple disabilities, namely children with special needs who have more than one disability. Children with special needs with multiple disabilities usually have difficulty socializing, as well as stunted motor development.

Nowadays, English has become an international language that people all over the world use to communicate with each other and in the era of globalization. Therefore, English is very important to learn. In Indonesia, English is the most important subject taught in every school. English is one of the compulsory subjects taught in junior high schools, high schools, and in all majors at universities even in schools for students with special needs (SLB), but not all special education or (SLB) include English as a compulsory subject. Therefore, the Indonesian government always strives to improve the quality of society, especially the adult generation through various means; English language skills, in order to be able to face competition in the era of globalization.

Teaching English as a foreign language for beginners is a challenging task for any teacher. No matter what the teacher's background, or level of experience,

teachers will face constant new challenges when teaching English as a second language. As with teaching any other subject, teachers will find that each student learns differently. At the same time, depending on each student's original style, teachers will face new challenges unique to the language. However, with some work and knowledge, teachers will be able to acquire the skills needed to teach English as a second language to beginners. Therefore, English learning class teacher who teach students with special needs must have the right strategies so that learning activities run effectively.

Teaching skills are the hard and soft skills that help a teacher keep students engaged. These skills can also help teachers position themselves as an educator, earning the attention and respect of their students. Some teaching skills come naturally to some, whereas others may require development with practice. Developing teaching skills is only one part of becoming a good teacher. It can also be helpful to learn how to highlight these skills on your resume and during your teaching interview.

Regarding students with special needs, we already know that students with special needs are nicknames for those who have deficiencies or experience various physical, mental, emotional, intellectual disabilities that are not experienced by normal students in general. They are also entitled to special education to help increase their potential optimally.

Students with special needs are different from normal students in general. There are several types of students with special needs who have abnormalities below normal. These types of disorders include physical disabilities (tunadaksa),

individuals who experience obstacles in controlling emotions and social control (tunalaras), deaf, visually impaired, speech disorders (tunawicara), gifted children and those with low mental abilities (mental retardation), down syndrome, autism, Slow learning, learning difficulties, a term for people with intellectual and cognitive abilities that are below the average compared to children in general (tunagrahita), and have other disorders.

Both normal students and students with special needs, have their own problems in learning. It's just that there are those whose problems are mild and do not require special attention from others because each student can handle it on their own, and there are also those who have learning problems that are severe enough to require special attention or assistance from others.

For normal students, getting education services can be done in public schools. Meanwhile, for students with special needs, special education services are needed through special education, known as special education school.

In the learning process, students with special needs require distinct strategies according to their individual needs. According to researchers, learning is a way for teachers to give and teach knowledge to students, while learning strategies are ways that teachers use to provide material that prioritizes student activities. So with this, it will change human dignity towards the peak of optimizing the cognitive, affective, and psychomotor potential of students with special needs (Down syndrome). Wena (2009) stated that the learning strategy means the way and art to use all learning resources to teach students. As a way, learning strategies are developed with specific rules to form a distinct field of

knowledge. As a field of knowledge, learning strategies can be studied and then applied in learning activities.

Based on the description above, the researcher concludes that children with special needs need proper teaching, knowledge, and education like normal children who will later raise their dignity as innovative children. It was emphasized to teachers that they must teach children with special needs with appropriate learning strategies so that students are able can interact with the social environment.

B. Scope of the Research

The researcher focuses on the English teacher's strategies in the teaching and learning process of English on student with Down syndrome.

C. Statement of the problem

How do English teacher use strategies in the teaching and learning process of English for student with Down syndrome?

D. Objective of the Research

The objective of the research of this study is to determine the English teacher teaching strategies for students with Down syndrome at SMPLB Negeri Ternate.

E. Significance of the Research

1. Theoretical Significance

This research is supposed to provide additional knowledge and information about how the English teacher's strategies in teaching and learning students with special needs (Down syndrome) to be enthusiastic in learning English, so it hoped that students could understand the lessons taught by the teacher.

2. Practical Significance

This research is expected to provide experience to readers and further researchers to find out additional information about the world of education, especially regarding teacher learning strategies for student with special needs (Down syndrome) in SMPLB Negeri Ternate.