CHAPTER I
INTRODUCTION

In this chapter, the researcher presents background of the study, problems of the study, purposes of the study, significance of the study, scope and limitation, and definition of key terms:

1.1 Background of the Study

One kind of language is English and it has become a global language, because almost all of the countries in the world use this kind of language as their first, second language, or foreign language. In Indonesia, it becomes foreign language. Everyone is suggested to learn English, so that they can compete with the people around the world by understanding this language. Whereas today English is the world’s most widely studied foreign language (Richards & Rodgers, 2001). Therefore, in that country has English as one of compulsory subject in the school curriculum.

The children start to learn English from the primary school until senior high school. They are expected to master four skills such as, reading, writing, listening, and speaking. The purpose of teaching English to students is to direct the students to apply the language in the daily school communication, even outside the school.

Basically, there are several factors which support education achievement such as; teacher, students, facilities, environment, and curriculum (Shoimin, 2013). From these entire factors, the teacher occupies as the main factor to determine the success in teaching learning activities without neglecting the other factor. They are
expected to guide all of students to become smart, critical, innovative students so that they might be characterized human resource on the future. Therefore, the teacher should accomplish all of the competence to be a good teacher.

An important aspect which supports teaching and learning especially in English subject is method. Method is generalized set of classroom specification for accomplishing or finishing linguistic objective (Brown, 2007). So, the teacher has to select several methods and it should be appropriate with the objective language expected to be achieved by the students. There are some methods that are usually used by the English teacher. Diane (2000) states in her book entitled *Techniques and Principles in Language Teaching*, the methods are: Silent way, Suggestopedia, Total Physical Respons, Grammar Translation Method, Audio Lingual Method, Direct Method, etc.

However, not all of children were born in normal condition. Some of them were born with disabilities physically or mentally, some born with high or low intelligence. This situation makes them a little bit difficult to study with ordinary way of teaching. They are called as children with special need who have learn with special way or treatment. There is no specific number for these kinds of children in Indonesia. But, most of them did not get any chance to get formal education. Based on the data from Pendidikan Sekolah Luar Biasa (PSLB) directory only 24,7% or 78,689 from 318,600 special need children who get formal education. It means 65,3% children with special need did not cover to get education in the formal school.

When we are looking for information to help a particular child we should consider all the areas in which he/she might have difficulty (ScoTENS). The first is
learning difficulties; these may or may not be related to a physical or medical condition. Learning difficulties can range from moderate to severe. Kinds of leaning difficulties are Dyslexia, Dyscalculia, Dysgraphia, Attention Deficit/Hyperactivity Disorder (ADHD), etc. The second is behavior difficulties. This is related to other problems in their lives which lead to them having a special treatment when they are learning. This is also may be caused by a physical or medical problem or a learning difficulty. The third is physical difficulties such as deaf, blind, etc.

To teach these kinds of students the teacher should choose certain method in order to reach objective language. However, the teaching method used is different with the ordinary method. Further, it should be any specific rule that manage this specific problem. We found in UU Number 20 year 2003 about National Education System suggests that the opportunity to obtain a quality education apply to all students without discrimination. Therefore, the government decided to make inclusive education which was applied in normal school where the students with special need are able to study together with normal students. It was being arranged in ministry of National Education Number 70 year 2009 about Inclusive Education for student who has disorder and has potential of intelligence and/or specifics talent.

As stated on ScoTENS (Standing Conference on Teacher Education North and South) website about types of disability, the difficulties or special need children can range from mild to severe and many children will have problems in more than one area of learning. For example, in language subject, they will meet several difficulties caused by bad communication. Some of special need children are suffering a Specific Language Impairment (SLI). Only their ability is affected, and often only specifics aspects of the grammar are impaired (Victoria, 2003). There
are also some students who sustained brain damage causing their language ability decrease.

One example of children with special need who lose her language ability is IS. He suffered deaf and mute since he was born. It caused a little trouble to hear someone’s voice so that he cannot communicate orally. He has not difference physically. The people will know that he is deaf when he is speaking. He is not speaking articulately. In short, IS is one of many examples of children who has bad development of language caused by his disabilities.

From the previous research which is done by Syarif (2015) as his thesis under the title A Case Study on the English Teaching Method for Mentally Retarded Students in SLB-C Bakti Luhur Malang, the researcher get some information as follow; the teacher used three methods in teaching English to the mentally retarded students, they are Grammar Translation Method (GTM), Audio-Lingual Method (ALM), and Total Physical Response (TPR). In applying GTM and ALM, the teacher faced a problem which is the students could not understand well the material given by the teacher. The teacher’s way to cope with this problem was doing a lot of repetition in teaching until the students could understand the material well.

As the researcher stated before, there are several rules in Indonesia that manage these special need children. Actually, it is also managed internationally in world conference year 1994 at Spain on Salamanca Statement committed to Education For All (EFA). This commitment explains about the importance of education for all children without any exception. This is one of proclaimed statement:
Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (1994: 3)

Based on that statement, it can be concluded that children with special needs can study together with the normal ones so that they can study happily without any discrimination. Furthermore, inclusive education is still new in Indonesia education system. Most of teachers are not familiar yet to apply this system in class. Therefore, this research is done to know how the teacher teaches in inclusive class specifically in teaching English. In this opportunity the researcher wants to know about the teaching method used by the English teacher in inclusive class at SDN Sumbersari I Malang Malang because this school has conducted the inclusive class as one of their programs.

1.2 Problem of the study

1. What are the methods used by the English teacher in teaching inclusive class at SDN Sumbersari I Malang?

2. How does the English teacher implement the methods when teaching in inclusive class at SDN Sumbersari I Malang?

1.3 Purposes of the study

1. Knowing methods used by the English teacher in teaching inclusive class at SDN Sumbersari I Malang.

2. Knowing and describing how the English teacher implements the methods when teaching in inclusive class at SDN Sumbersari I Malang.
1.4 Significance of the study

The researcher hopes that this research can be useful for everyone. For the readers it will inform about the teaching method used in inclusive class. For teachers or lecturers, it might be able to improve the method in teaching English in inclusive class. They can choose or adopt the best way which appropriate with their class. For the students, it is hoped they can study better than before. Thus, the teaching and learning process will be run smoothly.

1.5 Scope and limitation

The researcher chose one of the English teachers SDN Sumbersari I Malang as a subject and two classes where he/she teaching. Therefore, the scope are the methods used by the teacher of V and VI grade. Moreover, the limitation two inclusive classes at SDN Sumbersari I Malang.

1.6 Definition of Key Terms

The researcher provides some definitions, which may be able to help the reader understood with some terms used in this research as follows:

Teaching is an activity where the teacher explains about certain material to the students so that students get something new called as knowledge.

Teaching method is a systematic way to teach about something, so the students can achieve the objective language. Usually there are several steps from the beginning till the end of once meeting.

Inclusive class is a class which is provided to all students, including those with significant disabilities, equitable opportunities to receive effective educational services, with the needed supplementary aids and support services, in age appropriate classrooms in their neighborhood schools.
SDN Sumbersari I Malang is a public school located at Jl. Bendungan Sigura gura 1/11 Malang and has inclusive classes as one of their programs.