

## Chapter 1

### INTRODUCTION

#### 1.1. The Background

The presence of children with special education needs (SEN) has become a common phenomenon in classrooms (Arends, 2007) and the number of children with SEN has been increasing recently. On The International Day for Autism, October 8<sup>th</sup> 2009, it was found that 10 from 100 children are those with SEN. Further, World Report on Disability 2011 shows that there were 106 million children with special education needs.

Despite the large number, these children are seemingly taken for granted; many people tend to have negative perception towards them. A research in 2009 in Bandung showed that there were around 53.000 children with their respective special education needs who had not been accepted by schools (Supriyadi, 2010). Some people think that due to the particular disability SEN children have, he/she would not be able to participate in the society. These perceptions influence some parents of SEN children in that they think that their children cannot study well and, therefore, choose to put them in a school for disabled children. Some other parents may even assume that their SEN children would fail to live in a society. In some extreme cases, it gives a reason for the parents to isolate their SEN children at home instead of sending them to school or to interact with other people. It is an unfortunate paradigm as despite difficulties in learning, those children have equal right to grow and develop as other children do (Jobling & Kan, 2004).

The presence of children with special education needs is actually not a new issue. UN actually had held World Summit for Children, an international conference which declared that every child has equal access to live and get proper education. In relation with this declaration, the government has enacted The Law of Children Protection (UU RI No. 23, 2002). It ensures and protects children and their rights to live, grow, develop, and participate in the society to the full in accordance with humanistic values. It also states that each child should be protected from violence and discrimination. Therefore, every child, including those with special needs, should not be alienated from the society as they have the right to live, grow, develop, and participate in the society as other children do.

The realization of the regulation is the enactment of inclusive schools. Inclusive school is the school in which the students with special education needs are engaged in education activities along with normal students. While in the past students with special needs tended to go to school in schools for handicapped ones, some recent research shows that certain degree of mental disorder can be tolerated and some students with such ail can be included in normal classes. This inclusion is necessary as child with SEN needs to interact with other “normal” children order to grow and develop, particularly, their self esteem (Muijs & Reynolds, 2008).

In Indonesia, inclusive education program has been running for some years. Yet, it seems that the program has not given benefit to the full. Although the number of schools which conduct the program tends to increase, the schools which are ready to deploy the program are relatively limited. One of the main reasons is the lack of competent teachers (Rudiyati, 2011). In private schools, the presence of SEN children may not be a major problem as the schools are able to employ special staff to assist both

the schools' teachers and the children. The condition, however, may be the opposite in public schools. Although there are some public schools being chosen to be inclusive school and becoming research sites for the program, most schools are forced to be “creative” in including SEN children in mainstream classroom (Isdiyono, 2014). Under these circumstances inclusive schools seem to be forced to define what inclusive education program is and how it should be implemented.

Due to the fact, the implementation of inclusive program still needs further research on how it is implemented in the field, especially when it comes to the teaching of particular subject, such as English. As we live in a global community with information technology touches every aspect of communication, the ability to use a language, both receptively and productively, is essential (Sri Lengkanawati, 2007). As each subject has its own nature, the researcher is interested in investigating how a teacher compromise subject is being taught, regular students in the classroom and the presence of students with special education needs. Thus, the current study is aimed on investigating the ways teachers in inclusive schools teach English and the factors influencing the ways.

## **1.2. Research questions**

This study focuses on investigating two main problems:

1. What are the teaching techniques used by teachers in teaching English in inclusive school?
2. Why do the teachers select the techniques?

### **1.3.Aims of the study**

Given the research questions, this study is aimed at the following matters:

1. To describe the teaching techniques that teachers used in teaching English in inclusive school.
2. To investigate the factors that influence the selection of techniques the teachers used in teaching English in inclusive school.

### **1.4.The Scope of the Study**

Teaching is a complex activity which includes many aspects that are inseparable one another. Hence, the scope of the study is in portraying the teaching techniques used by English teachers in the classroom in teaching English in inclusive context.

### **1.5.The Significance of the study**

Considering that the number of children identified with special education needs seems to be increasing recently and the implementation of inclusive school is relatively new in Indonesia, the researcher believes that the study will give some benefits to several parties. From theoretical perspective, this study would serve as a basis for developing materials for SEN students, teaching materials to the students, and assessing the students' performance.

The research also portrayed the process of teaching in which teachers have to collaborate with psychologist and/or teaching assistants, the research would also provide information of collaboration patterns of responsible personnel, such as psychologists and teaching assistants, in helping students with special education needs to learn English.

From practical perspective, it would give information, to both students of English Departments and English teachers who work in an inclusive school or teach students with special needs, about things which need to be considered in teaching students with special education needs and collaborating with other personnel at school. In terms of policy, the study would help related stakeholders to make appropriate policies related with the implementation of the program of inclusive education. The results of the research may also help faculties to arrange preparation program for students to be able to help the children properly. Eventually, the SEN students would benefit in that they can improve their linguistic ability from the implementation of the program.

#### **1.6. Clarification of terms**

1. Children with special education needs (SEN). In conceptual level, children with special education needs are those who have any kind of problem which hinders them to access proper education. The problem may be economical, social, or even political. However, in this study, the term “children with special education needs” is referred to children who have specific mental condition, such as autism or slow learner syndrome.
2. Inclusive school. It is a school which includes children with SEN to learn in regular setting. In practice, the children may spend most of their time in regular classes while for a certain amount of time they may study individually/separated from their peers, with the help of teaching assistants.

3. English teacher. In this study, an English teacher refers a teacher who teaches English both to regular and SEN students. In practice, he may be helped by other professionals such as psychologist and teaching assistants.
4. Classroom teacher. It is referred to a teacher who is responsible for teaching only in one class, teaches more than one subject in the class, and acts as the *wali kelas* of the students in the class.
5. Teaching assistant (also known as tutor or helper). In general, it refers to personnel who assist the students with special needs to 1) follow the academic program designed by the teacher and 2) to develop their social and psychological aspects. Commonly, his/her educational backgrounds are from special education. His/her help or guidance proportion is determined by the level of mental disorder the student has and with coordination with classroom teacher.

### **1.7. Organization of the paper**

This paper is divided into five chapters. Chapter I is introduction. It encompasses the background research, reason for choosing the topic, limitation of the problem, research questions, and aims of the study, research methods, data analysis, clarification of terms, and organization of the paper.

Chapter II is about Literature Review. It provides theoretical framework of the topic related to the topic being studied in the paper.

Chapter III presents Research Methods. It presents the method of how to analyze the data collected. The approach is qualitative and the method is descriptive one.

Chapter IV reports of the findings (or data) as the result of the study, analysis of the data, and the discussion.

Chapter V provides the conclusion and the suggestion based on the analysis and the discussion in Chapter IV.

The paper ends with references.