

CHAPTER 1

INTRODUCTION

This chapter presents an introduction of the research paper which describes the background problems of this research, research questions, aims of the research, significance of the research, scope of the research, research methodology, clarification of key terms, and organization of the paper.

1.1 Background

“Stories are motivating and fun and can help develop positive attitudes towards the foreign language and language learning. They can create a desire to continue learning”

(Ellis & Brewster, 1991)

Based on the statement above, we can see that stories give a big influence in learning. In line with Read (2007), stories help young learners develop concentration skill, emotional intelligence, and they can also build thinking skill and language skill. Mostly, children love stories because stories are fun and motivating, that is why they like to hear a story repeatedly.

Young learners are children from the first year of formal schooling to eleven or twelve years of age (Žigárdyová, 2006). Teaching young learners is different from teaching older students. They are more enthusiastic than older students but easy to get bored (Cameron, 2001). Teachers need to develop successful activities based on students' needs in learning (Pinter, 2001). On the other hand, Stories are interesting media to teach young learners. In fact, learning and teaching through something fun and pleasure is easier in order to reach the goals or objective of teaching (Žigárdyová, 2006).

Beside the learning strategy or learning method which have been applied by the teachers in different level of education, a caretaker of education also does not want to miss to participate in

improving the quality of education by offering some programs. One of the programs is inclusion which could be found in several schools, especially in big cities. This fact refers to the Decree of Minister of Education in Permendiknas No. 70/2009 about inclusive education, inclusive school, which is the needs of all children, disability and non-disability children, should be met in the mainstream of school (Reid, 2005), teachers should create activities which can cover all needs of the children in the mixed ability classroom such as inclusive classroom (Pinter, 2006).

In inclusive classroom, the teachers do not only face students with ability, but they also face disability students. Many types of disabilities or special needs nuisances might be faced. One of them is dyslexia. Dyslexia can be described as a continuum of difficulty learning to read, write and/or spell, which persists despite the provision of appropriate learning opportunities (Scottish Government, 2009). The problem comes up is how to use stories as media for teaching in inclusive classroom with dyslexic student, considering that dyslexic student has a difficulty in literacy, for example, reading or writing stories.

In teaching, the teacher uses so many media. Media or teaching aids such as pictures, flash cards, and stories could help students in improving their reading skills. Even though media such as a story is not peculiar for English teacher in a process of teaching, but using stories for teaching in inclusive school with dyslexic student tend to have not explored yet. Besides, the term of dyslexia tends not to be well-known enough in Indonesia and the literature of teaching English for dyslexic student is very hard to find. Therefore, a study about how to use story as the media in teaching English in inclusive classroom with a dyslexic student needs to do. Moreover, the use of media such as story tends to be a challenge in applying it to inclusive classroom with a dyslexic student, which has several difficulties in literacy and language. In this study, the

researcher also investigates the difficulties encountered by the teacher during teaching session. This study is conducted in an inclusive school in Bandung, at a third-grade of elementary level.

This study is concerned with the use of stories in teaching English in inclusive classroom with a dyslexic student especially in activities conducted by teacher and the difficulties encountered by the teacher during teaching session.

1.2 Research Questions:

Many things occur as matters to be discussed in this study after doing preliminary research and preliminary field research in one inclusive school in Bandung. However, research questions of this study are as follows:

1. How does the teacher use stories in teaching English in an inclusive classroom with a dyslexic student?
2. What difficulties are encountered by the teacher during the teaching session?

1.3 Aims of the study

Reflecting on curiosity to answer the problems, this study was conducted to gain information related to the research questions. The aims of this study are:

1. To find out the strategies in teaching English by using stories in inclusive classroom with a dyslexic student.
2. To investigate the difficulties encountered by the teacher during the teaching session.

1.4 Significance of the study

Hopefully this study gives advantages and contribution in teaching and learning process, especially to help students with dyslexia in improving their skills in English.

For teachers, this study is expected to be a reference concerning the use of media stories in teaching English in inclusive classroom with a dyslexic student. This study also elaborates some difficulties encountered by the teacher during the teaching session. After the teachers know, it is hoped that they will apply the strategies in the same field or to teach individually a dyslexic student, so it can develop teaching methods in education and improve teachers' professionalism.

For other researchers, hopefully, the result of this study could be one of the references to conduct research in the same field or especially for those who conduct research on dyslexic student.

For the institution of special needs educations, since it is such a difficulty to find the research which was conducted to gain information about dyslexia. Hopefully, this study could give a contribution or input in the wealth of teaching strategies in the special needs education field, especially, in learning English through stories as the media in inclusive classroom with a dyslexic student.

Finally, this study is expected to enrich the activities of stories and learners' language learning.

1.5 Limitations of the study

This study was conducted with only three times observations. It is because the schedule of teaching with using stories is limited to once a month and teaching by using stories ended on April 2011. This study also just used field notes in observation and two video observations.

Furthermore, this study focuses on teacher's strategies of learning activities in teaching English by using stories in inclusive classroom with a dyslexic student. The focus of activities is in preparation and follow-up activities in process of teaching in inclusive classroom. There are

also the difficulties in teaching English by using stories encountered by the teacher during the teaching session.

1.6 Research Design

This study used a case study. A case study is a research method commonly used in social science. It is based on an in-depth investigation of a single individual, group, or event to explore causation in order to find underlying principles (Steepard and Greene, 2003; see also Merriam, 1988) and it presents a detailed account of the phenomenon under study (Merriam, 1988).

1.6.1 Research Site and Respondent

This study was conducted in an inclusive school in Bandung. There is only one respondent in this study who is the teacher of third-grade of elementary level. In this class, the teacher teaches 24 students with no-disability and one dyslexic student.

1.6.3 Research Instruments

This study used three instruments to gain the information. There were class observation, document analysis and interview.

1. Observation

A dyslexic student in inclusive classroom was observed as the main instrument. By observation, the researcher has their own understanding about theory-in use and even point of view respondent that could not be analyzed by interview or survey (Alwasilah: 2008). This instrument is aimed to investigate the strategies in teaching English especially in activities that teacher used in teaching by using stories at inclusive classroom with a dyslexic student in the

natural setting. Recording the activity in the classroom and taking field notes was used in observation.

2. Document Analysis

Lesson plan and syllabus for teaching were observed and analyzed as one way to know how teacher's strategies in teaching English by using stories in inclusive classroom with a dyslexic student.

3. Interview

This study used interview to find out the information that could not be reached by observation and document analysis, because in observation and document analysis, the researcher could not find the information about mind, thought and feeling the participant (Merriam, 1988). The teacher was asked some questions toward the activities in teaching through stories and difficulties encountered by the teacher. The interview was undertaken through structured consisting of open-close-ended questions and semi-structured interview consisting of open ended questions.

1.6.4 Data Collection Procedures

This study is organized by using a qualitative case study design. In this study, the data was obtained by observation, document analysis, and interview. In collecting data, the triangulation technique was used to cross-reference a number of participants' perceptions of an event (Elliot, 1991 see also Alwasilah, 2008). Some steps were used in this study in order to gain the information through some instruments that were applied.

The first step was preliminary research, from this research the researcher found the problems in the field and gain little information.

The second step was conducting literature study. The researcher browsed, learning supporting theories of this subject by reading books, looking for articles of dyslexia, and finding the journals.

The third step was making a record of the whole teaching activity inside and outside the classroom by using field notes, and class observations, this step is required to investigate the techniques used in teaching by using stories in inclusive classroom with a dyslexic student. The class activities were written in field notes and several meetings were recorded by video tape.

The fourth step was gaining data through document that was observed to obtain the information, it was lesson plans that the teacher used in teaching, syllabus for third-grade of elementary level.

The fifth step was interviewing the teacher in order to find out some information that could not be revealed by observation and document analysis. Some questions were asked to the teacher is aimed to gain full information that is intended to answer the research questions.

1.7 Data Analysis

The data obtained through observation, document analysis and interview were analyzed by coding and categorization. In this study, several theories were used to analyze; the theory of activities in teaching through stories proposed by Ellis and Brewster (1991) and basic goals in inclusive classroom proposed by Parson and Beauchamps (1995).

1.8 Clarification of Terms

To avoid misinterpretation in understanding this study, several terms are clarified as follows:

1. Inclusive classroom is included in inclusive education that is the process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as key of strategy to achieve EFA.
2. Dyslexia is a learning disability which has characteristics of problems in expressive or receptive, oral or written language. Problems may emerge in reading, spelling, and writing, speaking or listening.
3. Story is a record or narrative description of past event or a pieces of fictions that narrates a chain of related events.

1.10 Organization of Paper

This paper is presented into five chapters.

1. CHAPTER I introduces background problems, research question, aims of the study, significance of the study, scope of the study, research method, clarification of terms and paper organization.
2. CHAPTER II presents related theories and literature. Basic principle of teaching young learners. Theories of teaching through stories especially the activities and task.
3. CHAPTER III describes the method and research used by researcher in conducting this research. This chapter includes research design, data collection, research subject, research instruments, and data analysis.
4. CHAPTER IV elaborates findings and discussion. It presents the finding of the study and its discussion.
5. CHAPTER V presents conclusions and suggestions. In this chapter, the researcher draws the conclusions about this study and gives the suggestions for further study about the same field.