

CHAPTER I

INTRODUCTION

This chapter presents the following sub-topics: (1) background of the study, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

1.1 Background of the Study

Education means getting to a decent living which is necessary to develop education for all circles. It concerns when there are differences in the government's treatment of children with special needs in education that have not been accommodated by the government. Therefore, many children who have special needs cannot get the proper education as received by regular students in general. This is a particular concern to the government in fostering and developing inclusive education solutions to several public schools which are places for children with needs specifically to be able to get and feel the education as it should regular kids. As a result, government of Indonesia created a program, The program is called inclusive school.

In creating an inclusive school, teachers play a very important role in the succession of this program. Even with strategies to uphold the class, inclusive classes still have so many problems that occur in the process of teaching and learning process. One of the problems is stated by Clark (2012) in his journal .which include the observation that many children were misclassified as mentally challenged when they were not, many special classes showed few beneficial results and that those classes tended to be understood as classes for

problem children instead of remedial centres. Despite, many efforts being put forth for the successful implementation of inclusive education in primary schools in Swaziland there are still numerous challenges teachers face in the implementation of the programme. Many teachers find it difficult to implement inclusive education because of various reasons.

The Ministry of Education and Training in Indonesia (2009) declared that all children in the country should be admitted to the nearest community schools to access education regardless of ability or disability. The government of Indonesia then built a program to build an inclusive school. It means that if students have special needs, they can get education in general schools, which means that they will adapt with normal students. This appeared to be a major challenge to schools. They were not ready for this sudden increase in enrolment. It was doubtful that the teachers were prepared to accommodate children with challenges in the mainstream schools.

Education for participants with SEN Students' in Indonesia has been accommodated through Government Regulation Number 72 of 1991 concerning Special Education. Education for students with disabilities is provided in three types of educational institutions, namely: Extraordinary Schools (*SLB*), Extraordinary Primary Schools (*SDLB*), and Integrated Education. Extraordinary Schools (*SLB*) as the oldest educational institutions, accommodate students of the same type of disorder. For examples: *SLB Tunarungu*, *SLB Tunagrahita*, *SLB Blind*, *SLB Tunadaksa*, *SLB Tunalaras*, and so on. *SDLB* accommodates various types of children with special need together, so that in one school or even one class

consists of various SEN Students', for example, deaf, blind, mentally retarded, and so on. Integrated education is a regular school that accommodates SEN Students' with the same curriculum, teachers, teaching facilities, and teaching and learning activities. But this type usually only accommodates blind children, and sometimes there are still many schools that object to it.

The government's effort to implement inclusive education is poured through Government Regulation (PP) Number 72 of 1991 concerning Special Education, RI Law Number 20 of 2003 concerning the National Education system for education for students with disabilities, *Permendiknas* number 70 of 2009 concerning Inclusive Education education for students who have disabilities and have special intelligence and/ or talent potential, as well as the Circular of the Director General of Primary and Secondary Education Management of the Ministry of National Education Number 380 / C6 / MN / 2003, dated January 20, 2003, namely: " Every district/ city is required organizing and developing inclusive education in at least 4 (four) schools consisting of elementary, junior high, high school, vocational school ". Even though there has been a government effort to organize inclusive education through laws or government regulations, it does not mean that everything has been completed. In reality, for various reasons many schools still object to accepting students with special needs, even though there are, sometimes the implementation has not been as expected in accordance with the concept of inclusive education itself. In addition, other technical issues related to the implementation of inclusive education, there still needs to be a lot of attention from policy makers. It is therefore, from such a premise that I found it imperative to

investigate challenges encountered by teachers in managing inclusive classrooms in Junior High School 13 Palembang.

One of provinces in Indonesia which has done this program is Palembang. I did a personal interview in Junior High School 13 Palembang with one of teachers in there. He explained that since 2016 the school have already implemented inclusive school program which have been made by the government. Every class in Junior High School 13 Palembang from 10-12 have a minimum of one special education needs student (SEN Students). However, there are only some schools which have been chosen as an inclusive school, starting from elementary grade until senior high school grade in Palembang. The schools have implemented as inclusive school are Elementary School 30 Palembang, Elementary School 118 Palembang, Elementary School 141 Palembang, Elementary School 220 Palembang, Elementary School Bina Warga Palembang, Elementary School Bina Potensi Palembang, Elementary School Patmajaya Palembang, Elementary School Xaverius 1 Palembang, Elementary School Pusri Palembang, Elementary Kartika II-2 Palembang, Junior High School 13 Palembang, Junior High School 14 Palembang, Junior High School 18 Palembang, Junior High School 36 Palembang, Palembang Harapan School, Al-Azhar Islamic School of Cairo Palembang, Natural School Palembang, Yayasan Bina Autis Mandiri, Senior High School Xaverius 1 Palembang, and High School Aisiyah 1 Palembang.

Considering that Junior High School number 13 Palembang was one of the first schools to be promoted to become an inclusive school and also looking at the

fact that they have the biggest responsibilities upon the awareness of the inclusive students', I'm interested to do this research with the title "English Teacher's Difficulties in Teaching Inclusive Classrooms: A Case Study at Junior High School 13 Palembang.

1.2 Problems of the Study

What are the teachers' difficulties in teaching English to inclusive classrooms in Junior High School 13 Palembang?

1.3 Objectives of the Study

To find out the teachers' difficulties in teaching English to inclusive classrooms in Junior High School 13 Palembang.

1.4 Significance of the Study

The study was expected to give valuable information and contribution to some parties: (1) The English teachers at Junior High School 13 Palembang. The result of this study is expected to give some valuable information to the English teachers at Junior High School 13 Palembang about the difficulties in teaching English to inclusive classrooms. Therefore, the teachers will learn, will be better, thus the process of teaching and learning will run successfully and (2) future researchers. This study is also hoped to be one of references for other researchers to get valuable information about teacher perceptions and experiences in teaching English to inclusive classrooms in general ways.