

## **CHAPTER I**

### **INTRODUCTION**

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

#### **1.1 Background**

In Indonesia, almost all schools learn English. The Ministry of Education (2009), as cited in Hasugian, Gaurifa, Warella, Kelelufna and Waas (2019), states that English in schools aims to improve students' ability to communicate in English to achieve quality educational excellence. Therefore, English has become a critical and international language, and indeed English is the most widely spoken language in the world (Quirk, 1972 as cited in Sari, 2017).

As for those who learn English not only for normal children but also for children with special needs, Based on the Constitution of 1945 and article 31, paragraph 1 of Law No. 20 of 2003 on National Education System Chapter IV Article 5 as cited in Pratiwi (2017) stated that every citizen has equal opportunity to obtain the qualified education, including children with disability. It means that not only for normal students can get a proper education but also for children with special needs. Some people think that children with special needs who have disabilities are indeed difficult to understand English. However, children with special needs usually learn English through pictures or media. Hasugian et al., 2019 stated that there are two special services for children with special needs in Indonesia. There are inclusive schools and segregated schools, which is an inclusive school. Children with special needs can go to normal classrooms with

normal children. Meanwhile, segregation schools are independent classrooms filled with students with certain disabilities. Segregation is usually a "Special Education" school (Dixon cited in Sweeney, 2005). It means the segregation is a school that separates children with special needs from the regular school system, where segregated children are united in one class based on their respective needs.

Children with special needs are children with various disabilities due to their mental health and health conditions that require special interventions, services, or support. Children with special needs have different disabilities. The special needs include challenges with learning, communication challenges, emotional and behavioral disorders, physical disabilities, and developmental disorders. Students with special needs refer to children with learning difficulties that make it more difficult for them to learn or access education than ordinary students because every child has different abilities and characteristics. Heward (2003) said children with special needs have special characteristics that are different from children in general without always showing mental, emotional, or physical disabilities. Based on the Individuals with Disabilities Education Act (IDEA). There are thirteen categories of children with special needs such as Autism, Blindness, Deafness, Emotional Disorders, Hearing Disabilities, Intellectual Disabilities, Multiple Disabilities, Orthopedic Disorders, Other Health Disorders, Special Learning Disorders, Speech or Language Disorders, Traumatic Brain Injury, and Visual Disabilities (The National Dissemination Center for Children with Disabilities, 2012 as cited in Adi, Unsiyah & Fadhila, 2017).

The characteristics possessed by children with special needs differ individually from one to another. More specifically, children with special needs show physical, intellectual, and emotional characteristics that are lower or higher than normal children as usual. According to Blackhurst and Berdien (1981), as cited in Maulani (2018), around the world, there are many children with their disabilities, such as those who cannot hear, cannot see, physical disabilities, or children whose abilities are below the average of children in general who have difficulty learning outside the classroom and inside the classroom like a normal child.

Mixed disability is a combine of various types of disabilities mixed in one class. For instance, the types of disabilities that mixed in one class includes four deaf students, two autism spectrum disorder students, and one of mentally retarded student. For this reason, Indonesia has launched several kinds of education systems for students with special needs, including inclusive education and segregation. Wang (2009) states that students with special needs, students who cannot hear (Deafness), who have mental disabilities (Tuna Grahita), or children whose abilities are below average (Autism Spectrum Disorder). Generally, students who cannot hear the term refer to hearing loss of varying degrees from hard of hearing to total deafness. The main difficulty for deaf students is communication. It causes students to less understand the material from the teacher.

Therefore, deaf students usually face several challenges in the teaching and learning process, especially in understanding the material compared to

students without disabilities. Therefore, they need teachers who can transfer materials appropriately according to their level of deafness. Students with hearing loss vary widely in how they communicate with each other. The deaf students expressed their body language to help them convey the ideas they wanted to express. For example, they will use their hands to describe something. Therefore, it becomes a challenge for a teacher to teach deaf students-Teachers who understand how to teach deaf students (Mpofu & Sylod, 2013).

Deaf students are who have hearing impairments. According to Salim and Yusuf (2009), deaf students and hearing impairment students are among those who suffer hearing loss due to problems in verbal communication. Even though deaf and deaf students also have hearing aids, they must remain standing to get education in special needs schools like other normal children. There were many deaf students who could speak because most deaf students have normal speech organs and can learn through speech therapy. But some deaf students cannot automatically control the tone and volume of their speech, so their speech may be difficult to understand.

As for other children with special needs who have communication disorders, it is called Autism Spectrum Disorder (ASD). Where this autistic child has a disorder in social communication or social interaction, autism is a developmental disorder that is generally seen in the first three years of a child's life. This disorder affects communication, social interaction, imagination, and attitudes (Wright & William, 2007).

Students with Autism Spectrum Disorder (ASD) are less likely to initiate conversations with other normal peers and are also less likely to respond appropriately to conversations. He also shows a poor understanding of other people's circumstances and uses facial expressions to show his emotions. (Cummings cited in Padamdewi, 2017). Autism was first identified in 1943 by Kanner, an American psychologist. Kanner noted a general characteristic peculiar to a group of children in which another mental disorder was diagnosed. Kanner was aware of the inability of this group of children to relate to others in these situations, and he described this behavior as "extreme autism" loneliness "(Kanner, 1943 cited in Ratajczak, 2011). As a result, for decades, the disorder has been called Autism Spectrum Disorder (ASD). Furthermore, Muhammad (2008) writes that children with Autism Spectrum Disorder (ASD) often make mistakes for their caregivers because they look normal but show different behavior and developmental patterns. And also Autism Spectrum Disorder (ASD) is a pervasive developmental disorder whose main characteristic is a qualitative disturbance in the development of communication both verbally (speaking and writing) and non-verbally (unable to express feelings and sometimes to show inappropriate expressions) (Peeters, 2004).

The conclusion of several statements according to experts, children with Autism Spectrum Disorder (ASD) is a brain disorder that makes it difficult for them to concentrate so they cannot communicate to express what they are talking about so that communication with other people is disturbed and it is difficult to understanding what people talk about. As for other children with special needs,

there is Mentally Retarded, which is mentally retarded, a child who has intelligence below average, or a child who experiences behavioral obstacles. According to Somantri (2007) as quoted in Widiastuti (2014), it is stated that "the word" Tuna Grahita "comes from the words" Tuna "and" Grahita." Tuna means lost, while Grahita means mind. It means that mental retardation is a condition in which a child has intellectual abilities below average compared to other children in general. Mentally retarded is a substantial limitation in age-appropriate intellectual and adaptive behavior (Hawkins, Eklund, James & Foose, 2003). And then, Amin (1995) defines mentally disabled as a disorder that includes general intellectual function below the average, namely an IQ of 84 and below based on tests and appears before the age of 16 years. In addition, Muhammd Effendi (2006), as cited in Hallaji et al. (2016), also said, Mentally Retarded is not a disease but a condition. Based on this statement, it can emphasize that mentally retarded is a condition that any drug cannot cure.

There are deficiencies in cognitive function and the characteristics of the learning styles of mentally disabled individuals, including poor memory, slow learning speed, attention problems, difficulty generalizing what they have learned, and lack of motivation. That is why students with mental retardation often have difficulty focusing on learning tasks (Zeaman & House, 1963 cited in Hallaji & Salehi, 2016). Mentally retarded has different causes, such as genetic and physiological factors.

Then, schools for special needs is segregation. Segregation is school for students with special needs that separate with normal children. According to

Casmini (2007), segregation comes from the words segregate (which means to separate) and segregation (meaning separation). Scientist define segregation as the process of separating from one group to another.

Preliminary study was conducted at SLBN Toboali, Bangka Selatan through interview, regarding to the teaching and learning process, the teacher gave statement that has seven students in one class are two deaf students, two autism spectrum disorder students, and the only mentally retarded students at SLBN Toboali, Bangka Selatan. There is a phenomenon that combined students' of various disabilities mixed into one class. And this phenomenon has been going on from 2007 to 2021.

This statement also supported with several previous studies in SLB schools, there were many difficulties for teachers in teaching children with limitations such as being unable to hear, slow brain development, and children with mental retardation. One of the difficulties of teachers in teaching deaf children by Adi, Unsiyah, Fadhila (2017) is the inability of students to hear any material and media in the form of audio or sound made by the teacher, needing to adjust and convey material in a way that is appropriate to the right media. The second difficulty is that sometimes students make mistakes in understanding the words because the lip movements are similar to other words, and it is also difficult for them to guess the words of the teacher because they only see the movement of the lips. They cannot hear the teacher's voice. The third difficulty, when students find it difficult to distinguish similar words. The fourth difficulty is students'

inability to listen to any material in the form of audio or voice from the teacher. And the last one has difficulty catching their attention.

The difficulty of teachers teaching children with Autism Spectrum Disorder (ASD) by Hasim, Yunus and Norman (2021) is a problem that teachers usually face during the teaching and learning process of ASD children are Due to time constraints and teacher shortages. In addition, teachers find it difficult to adapt their own material to get motivation and attention to learn. Difficulty of teachers in teaching children with mental retardation by Maulani (2018), the difficulty in attracting students' attention, in pronunciation, such as when students said names of body parts, the pronunciation is not correct, and other difficulties the teacher has difficulty in giving instructions to students.

The conclusion from several studies is that teachers have difficulties in educating children with special needs for deaf, autistic, and mentally disabled children. I am interested in researching and finding out what difficulties teachers have in teaching children with hearing impairment, autism, and mental retardation combined in one class. The similarity from previous studies that both studied in SLB schools, the difference between previous studies in one class was that there was one type of disability while in this study researching various types of disabilities (Deaf students, Autism Spectrum Disorder, and Mentally Retardation), which were combined into one class. In Indonesia, in general, the system is segregated schools, or SLB has a separate class system for each disability. As for each of these disabilities, According to Wardhani (2012) as for SLB A (Tuna Netra), SLB B (Tuna Rungu), SLB C (Tuna Grahita), SLB D (Tuna Daksa) and



SLB E (Tuna Laras). However, at SLBN, Toboali has seven students in one class are two deaf students, two autism spectrum disorder students, and the only mentally retardation students at Bangka Selatan. There is a phenomenon that combines children of various disabilities mixed into the same class. And this phenomenon has been going on from 2007 to 2021, with the title "Teachers' Difficulties in Teaching to Segregation School in mixed disabilities. A case study at SLBN Toboali, Bangka Selatan.

## **1.2 Research Problems**

Based on this background, the formulation of the research problem is

1. What are the teacher's difficulties in teaching English to mixed disabled learners at SLBN Toboali, Bangka Selatan?

## **1.3 Research Objectives**

In accordance with the above problems, the purpose of this study is

1. To find out the teacher's difficulties in teaching English to mixed disabled learners (Deaf Student, Autism Spectrum Disorder, Mentally Retardation).

## **1.4 Significance of the Study**

1. For researcher

To add experience about the difficulties of educating children with special needs in one class is 3 types of disabilities.

2. For Teachers

To be used as material for consideration, reference, input for the future because of the difficulties of teachers in teaching English to students in segregated schools.