

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents sub-topics: (1) background, (2) research problem, (3) objective and (4) significance.

#### **I.I. Background of the study**

English is an international language as means of international communication among nations in the world. Furthermore, Sneddon (2003) stated that as a global language, it is obvious that English plays an important role in the international interaction. The spread of English provided unlimited access to the modern world of science, information and communications technology (ICT), money, power, international communication and intercultural understanding as well as entertainment and many more fields (Crystal 2001) . The English language has been used by more than half the world's population. Also, it was supported by Ilyosovna (2020) that there were 67 countries have English as their official language and there are 27 countries that have English as their secondary official language. With more than 350 million people around the world speaking English as a first language and more than 430 million speaking it as a second language , there are English speakers in most countries around the world. Its function not only as a tool or medium to communicate between nations, but also increasingly widespread and important, namely as a language of science, technology, socio-economic, cultural, and even art.

So, English mastery is very important because almost all sources of global information on various aspects of life using English. By studying and mastering

the English language, then someone will open the insight and knowledge internationally. Therefore, teaching English is very important to give the increasingly global world of information for the students. Concerning it, Nishanti (2018) stated that learn English is significant as it empowers you to communicate effectively with your kindred worldwide residents. English is one of the compulsory subject needed by the students, not only for the students in general but also students with special needs must study English. Based on Badan Standar Nasional Pendidikan (2006) that English subject has been standardized by BNSP of Indonesia that English is include as subject that is taught in special school. In order the students can complete to face the globalization era.

Therefore, students with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities (Efendi, 2006). Then, different characteristics from students in schools in general encourage the teacher to give special treatment. Learning provided by teachers in public schools will be different from special schools, it depends on the type of student needs. Overall there are various kinds of students with special needs, one of them is students with learning disability. Students with learning disability children are a classification used to determine individuals with IQs ranging from 50-70 (Hallahan, Kauffman, and Pullen 2009).

Furthermore, students with learning disability children usually also have retardation in adjusting to their environment. In addition, Lucas (2011) stated that the common characteristics of students with learning disability include of their

social relationships and life skill. He explained that their social relationships can show behavioral problems, immature, compulsive behavior, lack the understanding of verbal or non verbal clues and often have difficulty following rules and routines. Then, students with learning disability means substantial limitations in age appropriate intellectual and adaptive behavior (Hawkins, Eklund, James, and Foose 2003). In short, the students with special need are they who need some encouragements and guidance from normal people such as their parents, society or teacher to motivate their interest in learning.

Students with learning disability have disability because of the development barrier, such as intelligence. That make students with learning disability assumed that learning English vocabulary is difficult material. While, vocabulary plays an important role in improving our skills in English. It becomes one of aspects for improving communication skill. Without having enough vocabularies, communication will end up in unpleasant situation and make the students difficult to continue their sentences or ideas. Therefore it is highly essential for English teacher to help their students in mastering vocabulary. According to Richards & Renandya (2002) vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. However, teaching English vocabulary for students with special needs such as students with learning disability has its own challenges. Students with learning disability have limitations in language acquisition. They are not damaged articulation, but the processing center vocabulary less working properly for that reason they need concrete words are often heard. Therefore, the

teacher must ensure through material analysis that students are beginning with the simple material before moving to the complex ones (Taylor 2014). The teacher has to be mentally and emotionally prepared to give the students adequate support.

Teaching English vocabulary to students with learning disability more complicated than normal EFL students, and it requires specific strategies. Moreover, Cohen (2017) stated that language learning strategies include strategies for identifying the material that needs to be learned, differentiating it from various materials, and grouping it for easier and simpler learning. In addition, Brown (2001) also stated that teachers have to choose the appropriate method and strategy for students with different quality and quantity. Pointedly, the strategies to teach disable students is different with normal students (Chamont, 2005). Then, the Minister of Education and Culture of the Republic Indonesia Number 157 of 2014 verse 2 (a) explains that special education is education for students with disabilities or special needs, namely those who have a level of difficulty in participating in the learning process due to physical, emotional, mental, intellectual disabilities, and students who have the potential for intelligence or special talent. Hence, teachers' strategies in teaching English vocabulary for students is very essential to make the learning processes went as expected and then the use of appropriate strategies can also help teachers face the challenges of learning English vocabulary for students with special needs.

Based on the preliminary study that was conducted at SLB C Karya Ibu Palembang, it was found that teacher at SLB C Karya Ibu Palembang had difficulties in teaching English, teachers' said its hard to apply the English

teaching practice accordance with the curriculum because the students couldn't cope the syllabus and also the teacher stated that students cannot learn English sentences so the teacher stated teaching English just word by word that conclude the teacher just teach English vocabulary. (A., informal communication, February 27, 2021).

In addition , it was supported by a research Maulani (2018) found that problems that can be identified from teaching English to students with learning disability such as giving the lesson and instruction, lack of pronunciation, interest and enthusiasm, hard to find the right method toward their characters, time management, and limited room and space in the school area. In order to solve the difficulties, the teacher should have some strategies in teaching English to students with learning disability. Moreover, this findings were supported by Maulida & Palupi (2019). The result showed the teacher only used English books and whiteboard as media for introducing new vocabulary and teacher's activities in teaching vocabulary for the students with learning disability are not fulfill the standard of theory yet. So, the appropriate method in teaching English is needed to make the students with learning disability understand the material well. In conclusion based on some previous studies and some facts during the preliminary study in teaching English vocabulary to students with learning disability, the researcher interested to conduct a research study entitles: "Teaching English Vocabulary to Students with Learning Disability: Teacher's Difficulties at SLB C Karya Ibu Palembang".

## **I.2 Research Problems**

Based on the background of the present study mentioned above, the research question is formulating as follows:

1. What were the teacher's difficulties in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang?
2. How did English teacher overcome the difficulties in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang?

## **1.3 Research Objectives**

The objective of the study, concerning the statement of the problems are

1. To find out teacher's difficulties in teaching English vocabulary to students with learning disability.
2. To find out how the English teachers overcome the difficulties in teaching English vocabulary to students with learning disability.

## **I.4 Significance**

Based on existing problem, the result of this study was expected to be as follows: First, for the researcher it is used to increase knowledge and become a reference in conducting further research in the same field. This research also to give more information for other researchers about teacher difficulties in teaching English vocabulary to students with learning disability. Second, for the teachers this research is expected that it can be taken into consideration in overcoming the difficulties of teachers in teaching different students such as students with learning disability. Third, for the students with learning disability, this research is expected

that it can give a high spirit of motivation in the process of learning English vocabulary and can motivate them to increase their interest in learning English as Foreign Language.