

## **CHAPTER I**

### **INTRODUCTION**

This chapter explained an introduction to the topic of this research. The subsections in this chapter were the background of the research, statements of the research problem, objectives of the research, significance of the research, scope of limitation of the research, and definition of key term.

#### **A. Background of the Research**

Being aware of the fact that education belongs to all people from all circle of society of life regardless of their gender, faith, social status, race even intellectual background, the writer draws a point of view that education is one of the most essential parts of one's life. By gaining a decent and good quality education, one's dignity will be lifted up and meet one's expectation to adapt to his or her community. Furthermore, one's knowledge and skill will be indeed useful to be applied in a community.

Education is an important aspect of our life because but conducting the education, people know many things that make their life get better than previously. Sardiman (1992:4) states that "Education has a meaning as the effects which are done by someone or a group of people to be adult people or get better life of higher life." According to Webster as cited from Hasbullah (2005:9) states that "Education is the process of training and developing the knowledge, skill, mind, character etc, especially by formal schooling." It can be said that education

gives a crucial contribution in making a better life among people around the world. Meanwhile, the education organization does efforts to give benefit science to improve (the students) skill and ability. This statement is proved by regulation No. 20/2003 on the National Education System (Ministry of Education, 2006) as follows:

*The national education function in developing the capability, character, and civilization of the nation for enhancing its intellectual capacity, and is aimed at developing learners potential that they become persons imbued with human values who are healthy, knowledgeable, competent, creative, and all citizen democracy, and responsible.*

To reach the purpose of national education, the government holds nine-year compulsory education program that is stated in Regulation No 47/2008 “Compulsory education functions to enlarge and equalize the chance to get a quality education for all Indonesia citizens (Ministry of Education, 2006)”. It means that the government guarantees all Indonesian citizens to get an education at least in the Junior high level. To support the nine years of compulsory education, the government provides the schools and some facilities related to education.

Indonesian government adopted English as a compulsory subject taught to students in every formal school level, elementary, high, and even in university. English should be learned by all students in every level of education, not only for regular students but also for students in every level of education, not only for regular students but also for students with special needs. Based on the Constitution Republic of Indonesia it is widely known as UUD 1945 that regulated all the system government such as politics, educations, and others. It states that education in UUD 1945 is included in section 31 subsection 1: “Every

people in the country has the same right to have an education”. While special needs students in Indonesia itself also have the same right to have education, it has been regulated in UU No. 20 2003 about national education system on section 5 subsection 2: “Citizen which has physical disorders, emotional, mental, intellectual and social has to obtain special education”. Based on the statement above can be concluded or indicates that every student including special needs students has the same right in receiving education in Indonesia.

Language (Crystal. 2000:212) is the systematic, conventionally use of sound, signs in human society for communication and self expression. It means that language is used by a particular country or community. They can express their ideas, thoughts, and wishes. They also understand one other as a result or a shared opinion or value. It is stated by Hornby (1955:662) that language is the system of sounds and words used by humans to express their thought and feeling. By using a language one can gain knowledge, information, express one’s feelings, and emotions. They also understand one other as a result of shares opinions or values. Therefore language is really important for a human beings.

English is a language of power and more important in the world because it provides the means for social, economic, and academic upward mobility. Furthermore, it is considered as an international language. English is one of the compulsory subjects which are taught in all education levels, namely elementary school, junior high school, senior high school, and all department of the university. As an international language, the system of English is different from the Indonesian language. Therefore English is considered difficult to be learned. Nowadays, the ability to communicate in English is an important skill for

students. Julian Edge (1992) said that English serves for many people as a bridge into the worlds of higher education, science, international trade, politics, tourism or only other venture which interest them. Automatically, English becomes a basic tool to make a relationship with other countries. That is the factor why we must know and can use the English language well.

The role of English place important role for disabled students to be taught at school based on the situation and condition of the object area. The condition of every child born is not always the same as what their parents imagine. Parents themselves always hope that their children will be born normally, physically and mentally, without any shortcomings. But, in some cases, the expectations are not following reality. Parents expect their children to inherit the genetics possessed by both parents, but instead the child is bor with a different condition from the others with deficiencies that he has both physically and mentally. The physical deficiencies that occur are that the child is born with incomplete limbs, while from a mental perspective the child usually has intelligence below average which requires the child to receive special guidance according to his abilities. And children like this are usually called children with special needs (ABK)

Children with special needs or special children are those who experience significant differences or deviations from normal conditions, which causes them to need special education services. Their existence is quite diverse depending on the field of development that is experiencing disabilities, including (1) children with visual impairment, (2) hearing problems, (3) mental retardation, (4) physical and health disorders, (5) learning difficulties, (6) slow learning, (7) hyperactivity, (8) gifted and talented, (9) communication disorders, (10) autism, (11) children

with multiple disorders. From the above understanding, it can be concluded that every child basically needs a different educational service strategy, both concerning material, methods, media, and methods of evaluation. (Haedari, 2010:151)

From the definition above, it can be concluded that every child basically needs a different educational service strategy, both concerning material, methods, media, and method of evaluation.

There are many classifications of children with special needs, one of which is children with intellectual disabilities who experience real differences from normal children in terms of intelligence (intelligence). Empirically the skills and behavior and self-adjustment of special needs children are far different from the average child in general, both in academic, motor, emotional, and social skills. They have weaknesses in terms of memory, understanding complex ideas, academic tasks, self-control or emotions, and in meeting the demands of group norms (Haedari, 2010:152).

In this effort, the government also intervened in providing educational services for students with special needs. The government's efforts to provide guidance and direction to students with special needs are manifested in the form of learning designs specifically designed for children with special needs. This education is built in various regions, namely in the form of Special Schools (SLB). In this school, several educators or teachers are assigned the ability to teach children with special needs. Likewise, media, methods, materials and a set of lessons are prepared according to the established curriculum.

In this opportunity, the researcher is interested in researching SLB Nurul Ikhsan Ngadiluwih Kediri. Adequate facilities and infrastructure are reasons for this school to be in demand for students. The interest of parents and students to enter this school is also supported by good graduate and the achievement of students in SLB Nurul Ikhsan Ngadiluwih Kediri for academic and non-academic achievement. It has located in Jl. Tambangan Ngadiluwih Kediri. SLB Nurul Ikhsan Ngadiluwih Kediri stands upon 2011.

The researcher focuses on the English teaching and learning process for intellectual-disability students, who significant obstacles or underdevelopment in their intellectual functions. So they need a special educational service to be able to develop their potential.

In this research, the researcher limits the scope of the research on English as an International language that all people should learn. There are previous researches that have a similar topic with the researcher. Hilyati (2017) state that this research aims is to know teaching English as a foreign language to students with autism (a descriptive was conducted at SMA Lazuardi Global Islamic School Depok). She was found the most decent treatment, approach, and method in teaching English to the students with autism.

The second thesis from Wardaniek (2017) said that this research aims is to know the strategies in Learning English for students with Autism (A case study at the Eight Grade of SMA Al-Firdaus Sukoharjo in the academic year 207/2018). She was found three strategies used by the teacher based on O'Malley and Charlot in mastering their English skill.

Based on the explanation above, the researcher finds the differences and the similarity between the previous research from the other researchers. It has the same object that the special needs students as the object in this research and have its difficulties in the process of teaching learning English. The researcher is curious to know the activities that the teacher was taken to facilitate students' English learning in SLB Nurul Ikhsan Ngadiluwih Kediri. The researcher looks English is important for all people because of English as an international language. It is not an exception for disabled people especially intellectual-disability students. The Intellectual-disability students who has under developmental in their intellectual functions or can be called mental retardation, that need a special method to learn English. From that idea, the researcher interests in choosing the topics of the study under the title **“Teaching English to Intellectual-Disability (Tuna Grahita) Students at SLB Nurul Ikhsan Ngadiluwih Kediri Academic Year 2019/2020.”**

### **B. Statement of Research Problem**

Based on the identification of the problem above, the researcher formulated the statements in this thesis is How do the teachers facilitate the students' learning at SLB Nurul Ikhsan Ngadiluwih Kediri

### **C. Objective of the Research**

The objectives of the research is to describe the attractive activity taken by the teacher to facilitate the students' learning at SLB Nurul Ikhsan Ngadiluwih Kediri.

#### **D. Significance of the Research**

Theoretically, the researcher hopes that the result of the study is useful to bring the contribution and benefit for the educational sector especially in teaching English, and can be an inspiration for the future researchers related to know the teacher activities to facilitate students' learning.

In practically, the researcher hopes that the result of the study is useful for:

1) Intellectual-Disability students at SLB Nurul Ikhsan Ngadiluwih Kediri

Especially, this research becomes a teaching material, consideration, opinion, and evaluation from the problems or the mistakes that happen in teaching English. This study may give a piece of new knowledge about how to create the language center for students who will improve the English language for the future, and we can learn the purpose of the teacher and the method in the English language Teaching.

2) Teacher in SLB Nurul Ikhsan Ngadiluwih Kediri

This research hopes can make the teacher more sensitive to know and handle the problems in teaching English, especially to intellectual-disability students. So, this research can help and lead the students to solve their problem in English assessment. If so, they will feel happy, active, satisfied, getting attention, and also reaching a good result.

3) SLB Nurul Ikhsan Ngadiluwih Kediri

It can take ways to build the personality of students to more understand the sphere. With realistic teaching and to achieve the goal of English education and to enrich educational activity in this world.

4) Research

To get the information about the activities that the teacher has taken to facilitate students' teaching and learning activities. So, the researchers can know the English teaching and learning process. Hopefully, it will be used in the future.

5) Reader



As an illustration how are teaching strategies to facilitate students' learning in the English teaching and learning process.

#### 6) Government

This research, the government can know and cooperate in choosing SLB Nurul Ikhsan Ngadiluwih Kediri to handle and teach English, especially for students disability candidates of workers in using international language or for other needs related to English. At least, the government can cooperate with SLB Nurul Ikhsan Ngadiluwih Kediri in some things. There are: a) teaching English to student disability, b) developing potential of English skill, c) supplying young generation disability with English capability to reach a job wider

### **E. Scope of Limitation of the Research**

There are many activities that the teacher has taken for the disabled in their learning. But in this study, the researcher limits the study only on the teacher activities to facilitate the students' learning for intellectual-disability students in learning English at SLB Nurul Ikhsan Ngadiluwih Kediri

There are so many activities that is used by the English teacher in the class. However, the scope of the study is the teacher's way to facilitate the students in learning English.

### **F. Definition of Key Terms**

The term is needed to avoid misunderstanding, it would necessary limitation of the study

#### 1. Teaching English

According to Brown (1997:7) teaching is showing or helping someone to learn to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. From the idea above, it can be concluded that teaching is some activities that instruct for helping students to learn something (knowledge or skill).

## 2. Intellectual-Disability Students

Intellectual-Disability also is known as a general learning disability and mental retardation (MR) is a generalized neurodevelopmental disorder characterized by significantly impaired intellectual and adaptive functioning. It is defined by an IQ under 70, in addition to deficits in two or more adaptive behaviors that affect everyday, general living

