

CHAPTER I

INTRODUCTION

This chapter presents background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and organization of the study.

A. Background of the Study

There is no doubt that language is the main key for human being to socialize themselves with others. Language facilitates human to express whatever they think, feel, and need. It helps human communicate themselves to others so they can share everything. They use language to share ideas both in written and oral forms. So, the communication has important part in daily life, especially in teaching and learning process. In the teaching and learning process, communication occurs especially for teacher in delivering materials to students who are either normal or those belong to students with special need.

Brown (2000: 7) stated that “teaching cannot be defined apart from learning.” Teaching is guiding, facilitating learning, enabling the learner to learn, setting the condition to enable the students to learn. Teacher simply taught the way that had been taught to children, youth, or apprentices. Teaching is exerted the creation of situation that is possible to learning process persisted. The systems of teaching consist of components which influence each other, such as the instructional purposes would be reached. Teaching is an organized activity to help students in learning. The essence of teaching is seen as a process, in which the

process done by teacher is for the purpose to facilitate or to guide students learning.

Moreover, teaching is a process done by teacher to guide, help and give direction for student to achieve the goals of learning process. The goals can be achieved through some activities done by the teacher, such as selecting and presenting materials, selecting appropriate strategies and also evaluating students' learning result. Thus, teaching is a purposive activity. It means that the activities of teaching are associated with the purpose. That is why, teaching is directed to achieve the goals of learning process.

English is taught in schools with certain purposes. One of the purposes is to facilitate the students to be able to communicate in a foreign language. This proficiency is also addressed to students with special need (SLB). Hence, the purpose of English teaching is to help the student master not only their first or their second language but their foreign language as well. Referring to the goal attainment of English instruction, every student, including the SLB students, is insisted to display his or her English proficiency reflected in listening, speaking, reading, and writing.

Practically, teaching English is not only done for normal students but also for students with special needs (SLB or it is called Sekolah Luar Biasa). In SMALB Kemala Bhayangkari 1 Trenggalek, teaching English for students with special needs is given for all categories. Those categories are A, B, C, and D.

Delphie (2006: 1) stated that the category A or it is called *Tuna Netra* is intended for the students who have a problem in their seeing. They are normal to

hear the material delivered by teacher. Actually, the students of *Tuna Netra* are normal in their cognitive aspect. They cannot see everything around them, but they are sensitive to their surrounding. Although they cannot see, sometimes they can write when teacher gives dictation using a tool called “Braile”

Ahmadi and Supriyono (2008: 61) stated that the category B or it is called *Tunarungu* is the students who have a problem in their hearing or *hearing impairment*. The students of *Tunarungu* often experience what so called education retardation. In general, *Tunarungu* students catch the material from teacher through the use gestures. Teaching English in the category B is a little bit difficult due to the teacher must spell words clearly, correctly, and loudly. The teacher needs more power in presenting the materials. It is done to help the students achieve the goal of learning process.

The category C or it is called *Tunagrahita* is the students who have low IQ or in Indonesian language it is called “Idiot”. The students of *Tunagarahita* have a problem in IQ, social, and psychology in skeleton (Delphie, 2006: 2). So, teaching English in the category C is very difficult for teacher. The teacher must teach them more seriously to help the students achieve goal in learning process.

Finally, the category D or it is called *Tunadaksa* is the students who are normal in their IQ but they loss some parts of their bodies. *Tunadaksa* is a condition caused problem in shape of skeleton or got accident and make part of body lose (Somantri, 2007: 121). Another term used to say this category of students is “cacat”. Although they loss part of their bodies, especially their right hand, they can write using their foot. Teaching English for students of the

category D is easier than of in the category A, B, and C. The students in the category D can understand the material delivered by teacher as it commonly happens for normal students. In the category D, the students get loss of their parts of the body not only since their birth, but also as a result of getting injured.

All of the categories are given the same facilitation for the purpose of learning. Teacher must manage the condition of the class and they should know the characteristics of each student from each of category. Besides, the teacher must know the students' need related to material and she must select the media used in teaching and learning process for each category. Moreover, due to the students with special need are in different categories, the teacher must know an appropriate strategy will be employed in the classroom.

Huda (1999: 7-8) stated that learning is conscious process of role internalization which result either from overt teaching or a self- study of linguistic rules. It profits from error correction and rules explanation. To learn means “to gain knowledge through experience”. The problem is how to build up motivation of the student in learning language. In general, the students are highly motivated but it is primarily a motivation toward practical use of the language. Psychologically, learning is a process of behavior changes of an individual as a result of interaction to the environment in fulfilling the needs of his/ her life. It means that learning offers a change of, the student from do not know becomes knowing especially about the application of foreign language learned.

The student with special needs or in Indonesian it is translated as *Anak Berkebutuhan Khusus* is a term to substitute the word “Anak Luar Biasa”. They

have characteristic that is different from one and another (Delphie, 2006: 1). The student with special needs actually has competency to learn. However, the students with special need just achieves 2 (two) SKKD. On the other hand, the normal student get 4 (four) SKKD. Although the students of category D are only provided by two SKKD, it needs extra power and strategies to facilitate them during teaching and learning process. It includes preparation, application, and evaluation of the teaching and learning result. Furthermore, an extra energy is also needed to give guidance or facilitation to learn.

SMALB of Kemala Bhayangkari 1 Trenggalek is a school for student special needs. In this school all of students with special need conduct teaching and learning activities as it normally happens to normal students. SMALB helps students achieve the expected goal in learning process. To achieve the set goals, the school provides curriculum and GPP and other facilitations to support students learning. Moreover, the teacher needs to design teaching activities suited with the students needs and their condition. The researcher chooses three categories from four categories that consist A, B and D. This study is directed to know how the teacher conducts teaching and learning English for student with special needs covering students of category A, B and D.

In teaching the students in category A, B and D, the teacher must know the material given and she must choose the strategy appropriately for students with special needs. In teaching practice, the teacher must follow some activities covering preparation, application, and evaluation. Besides, the teacher needs to present material delivered by using media in teaching and learning process. The

last, the teacher held the evaluation appropriately for students special need to measure students' mastery of the material.

B. Formulation of the Research Problems

Referring to the background of the study above, the study is directed to answer the following major research question, "How is EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek conducted?"

The major research question above is elaborated into the following minor questions, as follows:

- a. How does the teacher prepare EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek?
- b. How does the teacher present the material in the teaching activities?
- c. What kinds of strategies are employed to help the students understand the material?
- d. How does the teacher conduct evaluation to measure the students' English mastery?

C. Objectives of the study

The objectives of the study in this research are to know:

- a. How the teacher prepares EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek.
- b. How the teacher presents the material in teaching activities.
- c. Kinds of strategies employed to help students understand the material.

- d. How the teacher conducts evaluation to measure the students' English mastery.

D. Significance of the study

The results of the study are expected to give contribution for: The readers, The teacher and other researcher. For the readers, they are expected to know how the teacher prepares EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek for student with special need categories A, B and D. The readers become know that the teacher must have extra energy when she teaches student with special need three categories in one class.

Meanwhile, for the English teacher, the results of the study can be used as reference to improve the quality of teaching to student with special needs.

Finally, for other researchers, the results of the study can be used as a reference to conduct another study related to EFL instruction for students with special needs.

E. Scope and Limitation of the study

In order to avoid the possible deviation from the topic of the study, this study is focused only on A Study on EFL instruction at SMALB Kemala Bhayangkari 1 Trenggalek including: The teacher preparation in EFL instruction at SMALB Kemala Bhayngkari 1 Trenggalek, the teacher's way to present the material in teaching activities, the kinds of strategies employed to help students understand the material, and the way how the teacher conducts evaluation to measure the students' English mastery.

F. Definition of Key Terms

To avoid misunderstanding, some terms used in this study need to be defined as follows:

1. Teaching is a process held by teacher to guide, help and give direction for student to achieve the goal of learning process through selecting and presenting materials, and evaluating the students' competency.
2. Learning refers to the formal study of language and it is a conscious process. According to Krashen, "however, learning is available only as a "monitor". The monitor is repository of conscious grammatical knowledge about a language that is learned through formal instruction and is called upon in editing of utterances produced through the acquired system (Richards and Rodgers, 1986: 18).
3. SMALB is a school for student special need. In this school all of student with special need experience teaching and learning activities as it is experienced by normal students.
4. Delphie (2006: 1) stated that the category A or it is called *Tuna Netra* is intended for the students who have a problem in their seeing. They are normal to hear the material delivered by teacher.
5. Ahmadi and Supriyono (2008: 61) stated that the category B or it is called *Tunarungu* is the students who have a problem in their hearing or *hearing impairment*. The students of *Tunarungu* often experience what so called education retardation.

6. According to Somantri (2007: 121) tunadaksa or called category D is a condition caused problem in shape of skeleton or got accident and make part of body lose. On other hand, the condition caused by disease, accident, or carriage of born.

G. Organization of the Thesis

The organizations of the thesis in this research are as the follows:

Chapter I is introduction, it consists of background of the study, statement of the problem, objectives of the study, significance of the study, scope and limitation of the study, definition of key terms, and organization of thesis.

Chapter II deals with of review of related literature. This chapter presents notion of English teaching, English learning, approach, method, technique, SMALB, integrating skill, and three different students consisted category A, B, and D.

Chapter III deals with research method which consists of type of research method, subjects of the research, data and data source, method of collecting data, and data analysis method.

Chapter IV deals with the data presentation and research finding. This chapter provides the presentation of data taken from the results of observation and interview and it presents research findings related to the proposed research questions.

Chapter V deals with discussion related to the research findings.

Chapter VI is conclusion and suggestion based on the findings.