# CHAPTER I

# INTRODUCTION

This chapter provides background of the study, statement of the problem, aim of the study, scope and limitation of the study, significance of the study, and definition of key terms.

## Background of the Study

English is now essential in almost every aspect of human life. If you can speak English, you will probably be able to communicate with someone in just about any major country you could visit, says Nutt (2007:1). Despite the difficulties of learning English, it is worthwhile because the language is used in almost every aspect of life, including technology, science, education, politics, economics, commerce, and communication (Order & Eisenschmidt, 2018). To accomplish learning objectives and create a productive learning environment, the teacher must be qualified to make connections between students' prior knowledge and the material being studied (Ntinda, Thwala & Tfusi, 2019). However, it will have a significant impact on this student's understanding of the subject. As a result, every teacher must be creative in the classroom at all times in order to make learning engaging and understandable (Adi, Unsiah & Fadhilah, 2017).

Today, teaching English as a foreign language (EFL) to students with special needs is a difficult task for teachers. Students with disabilities have lower language skills than their peers. Students with special needs, as a result, require a different type of language acquisition therapy than students who can hear (Dewi, Yawisah & Siregar, 2019). Learning English for students with special needs differs from learning English for students who can hear. Students with special needs frequently exhibit significant delays in phoneme development, vocabulary, and syntax (Adi, Unsiah, & Fadhilah, 2017). Students with special needs are unable to fully interpret information in the form of sound, and this can have an impact on their reading abilities due to a lack of vocabulary caused by the sounds they are unable to process (Musyoka, Gentry & Bartlett, 2016). According to Ninda, Thwala, and Tfusi (2019), students with special needs prefer to be visual learners, which is difficult in an environment where the most important knowledge is provided solely through word of mouth.

Nobody wants to be a disabled person. However, being disabled does not preclude them from doing anything. There are many people who, despite their disability, can have a better life than other students. According to Efendi (2006), the term "special needs" refers to children who are thought to have abnormalities or deviations from the average condition of normal children in terms of physical, mental, and social behavior characteristics. As a result, all humans have different needs, including children with special needs. One of these things is educational requirements. By meeting the educational needs of children with special needs, they are expected to be able to care for themselves and become less reliant on others.

Children with special needs will almost certainly face a variety of issues due to their uniqueness. Children with special needs, according to Heward (2002), are children who have abnormalities or deviations from their conditions. The typical child has normal physical, mental, and social behavior characteristics. Then there is a child who has special characteristics that distinguish him or her from the majority of children without always displaying a mental, emotional, or physical disability.

Accommodating children with special needs as much as possible in educational institutions means that some of their needs are met. It is hoped that the education they receive will allow them to broaden their horizons in life. so they can think creatively, innovatively, and productively.

According to Heward (2002), "Children with social abnormalities are children who have difficulty adjusting their behavior to the surrounding environment." Children in this category are referred to as "barrels." According to this understanding, children classified as normal in the physical aspect include those with abnormal abilities, known as gifted children or superior children, as well as those with very low mental abilities (abnormal), known as mentally retarded.

Special education has to be one of the most difficult jobs in the teaching profession. Professionals must provide highly specialized teaching methods to assist with a wide range of different learning conditions, balance social and emotional development with solid learning progress, and ultimately prepare their students for a world that poses many real challenges and where any type of learning method has understandably been a monumental challenge. As a result, the situation appears bleak after disrupting carefully scaffolded structures and physically separating special-needs students from their dedicated educators. However, it is far from deterring dedicated educators who are working hard to help their students regardless of the circumstances (Karamer, 2020). Furthermore, teachers must develop strategies in order to create a positive environment for their students.

The word "challenge" is probably the most commonly associated with the near-global movement to close schools and replace them with online education systems (Susandari, Warsono, & Wahidi, 2018). Indeed, any type of special education learning method has been more difficult than most school closure journeys. The sudden and total disruption of carefully planned and often individually developed routines was by far the most significant challenge to overcome. It is supported by the realization that despite the efforts of staff and parents, many students lack the necessary tools to participate in school.

Then, education should improve teachers who teach children with developmental disabilities, as well as raise societal awareness about accepting children with special educational needs. As a result, children with developmental disabilities require additional attention in terms of curriculum adaptation, teaching methods, and the availability of teaching and learning materials, assistive technology, assessment systems, as well as resources and funds to help them adapt to the school environment.

## Reasons for Choosing The Topic

As in line with the research question above, the reasons of this study is to knowing the strategies does an English teacher use when teaching students with special-needs.

## The Research Questions

The present study is about teaching English to students with special needs. Then, the problem of this study is *"What are strategies used by the English teachers in the classroom for special-needs students?"*.

## The Research Objective

As in line with the research question above, the purpose of this study is to determine the strategies that English teachers teach in the classroom to special-needs students.

## Scope and Limitation of the Study

The scope of this study is conducted in one of the special needs schools located in Jalan RSU No. 62 Kelurahan Sukakarya, Tarogong Kidul-Garut, Jawa Barat. It is because of the experience that this school has senior teachers in the field of teaching for students with special needs and are active in every teacher association and seminar. The participant involved in this research is one of the teachers in Sekolah Luar Biasa (SLB).

Then, the teacher becomes the focus of this study. The teacher who was chosen is a senior English teacher for students with special needs who is always active in every teacher association and seminar.

## Significances of the Study

The researcher hopes this study can give useful contributions to the researcher, teachers, students, and readers based on theoretically, practically, and professionally.

1. Theoretically and professionally, to clarify the teacher's role in understanding and internalizing special-needs students' teaching. Moreover, the researcher hopes this study may be used by the next researcher who is interested in analyzing English for students with special needs or special-needs schools.
2. Practically, this study is expected to be able to help teachers comprehend and internalize the values of character education in the teaching process. Moreover, teachers will be more careful and motivated to improve their English skills.

## The Definition of Terminology

To avoid the controversial or ambiguous terminology that is used in this research, the researcher presents several specialized terms. Those are:

1. Disability

the ADA’s definition of disability is a person who has a physical, mental, cognitive, or developmental impairment that substantially limits one or more major life activities is said to have a **disability**. This includes people who have a record of such an impairment, even if they do not currently have a disability. It also includes individuals who have a disability but are regarded as having a disability.

1. EFL Teacher

"EFL" stands for "English as a Foreign Language." It is mainly used to talk to students (whose first language is not English) who are learning English in their own country. The teacher teaches English to students in a country where English is not the native language. The study discusses the challenges faced by English teachers when teaching students with special needs.