

CHAPTER I

INTRODUCTION

A. Background of the Study

As teachers, we get to know students and their various traits. Some students have special needs from birth. Children with special needs are children who are different from other children in terms of types and characteristics, and face obstacles in their development. However, despite their shortcomings, every child born into the world has the right to education. According on the National Education System, “Every citizen has the same right to a quality education”.¹ Only a small number of formal and non-formal education institutions can meet the needs of students. In this case, the government should have the ability to provide schools for students with special needs. Since only ordinary children can go to school with the government's guarantee, they hope to enter public schools.

As we know, the Indonesian government has decided that English should be a compulsory subject for all students to learn. In other words, even for students with special needs, learning English as a second language is not allowed. According Sadiku English has four basic skills: listening, speaking, writing and reading.² Teachers need strategies that work for delivering learning materials, especially for children with special needs.

¹ Republik Indonesia, “Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional”, *Pasal 5 ayat (1)–(2)* (Jakarta: Departemen Pendidikan Nasional, 2003).

² Lorena, C., & Sadiku, M, “The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour”, *European Journal of Language and Literature Studies*, Vol. 1, No 1 (2015).

Therefore, the teacher's ability to apply learning strategies is very important not only to teach but also to guide students through the applied strategies.³ Therefore, the teacher must choose the most suitable strategy to be applied in a class with different types of students.

Teaching English in inclusive schools is a different challenge for teachers. Students have special needs, which require flexible and inventive teaching methods. Inclusive education in Indonesia has developed rapidly. Now students with special needs can attend both mainstream and inclusive schools. However, many teachers do not have the necessary skills or experience to teach students with special needs, especially in English language teaching. Therefore, it is important to understand how teachers teach English in inclusive schools, the problems they face and the methods they use to overcome these problems.

Although the ten studies made significant contributions to the understanding of the problems and strategies of teaching English in inclusive schools, there are not many studies that talk about teachers' overall experiences in dealing with these challenges and how these strategies are applied in the wider environment. Consequently, this study explores teachers' personal and professional experiences of teaching English in inclusive schools.

³ Aristiawan, D., & Herman, H., "EFL Teachers' Strategies in Implementing the 21st Century Skills Applied in 2013 Curriculum", *PIONEER: Journal of Language and Literature*, Vol 13, No. 2, (2021), 227. <https://doi.org/10.36841/pioneer.v13i2.1278>.

Teaching English in SLBs is a unique challenge for teachers because it must be tailored to the unique needs of students with various disabilities. In reality, many teachers face problems such as inadequate learning facilities or a lack of teaching aids for students with sensory or intellectual disabilities. In addition, many teachers who teach English in SLBs do not have a relevant educational background or specialised training in special education. As a result, it is difficult to develop effective teaching strategies. Furthermore, teacher evaluation and training are insufficient to improve the quality of learning. This situation indicates that teachers' experiences in teaching English at SLB are greatly influenced by complex issues, and that special strategies are needed to ensure that the learning process is effective and inclusive.

Therefore, this study not only complements the existing literature, but also provides relevant theoretical and practical directions for teachers and policy makers working in the field of inclusive education. The author will conduct research in a inclusive school in Tangerang district to find out teachers' experiences in teaching English to children with special needs, the problems teachers face, and the approaches they use to teach English to children with special needs.

B. The Identification of the Problem

In the process of teaching English in inclusive schools (SLB), teachers face many challenges. One of the main problems is inadequate

learning facilities. Many SLBs do not have the necessary tools to help students with special needs in learning English, such as Braille books and audio-visual devices.

In addition, the educational background of English teachers in SLBs often differs from the subject they teach. Some teachers face difficulties in creating appropriate learning strategies that are tailored to their students' circumstances because they do not come from an English education background or have specialised training in English education. This has an impact on the effectiveness of learning in the classroom.

Furthermore, there is an issue with the lack of evaluation and ongoing training for teachers. The limited number of teacher performance evaluations makes it difficult to determine the success of the approaches used, and the lack of ongoing training makes it difficult for teachers to improve their ability to teach students with special needs. These three issues indicate that teachers face many challenges in performing their work optimally in a special education environment.

C. The Focus of the Study

The writer focus of the study by the following:

1. In this research the author focuses on the experience of teachers in teaching English in inclusive schools.
2. This research also focuses on the problems faced by a teacher in learning English to children with special needs.

3. This research also focuses on the use of methods and strategies used by teachers and the effectiveness of English learning methods and strategies provided by teachers for children with special needs.

D. Statements of the Problem

In conformity with the title about, therefore, the writer analyzes the problem as follow:

1. What are the problems faced by teachers in applying English teaching methods in inclusive schools?
2. What are the strategies teachers use to improve the effectiveness of English language teaching in inclusive schools?
3. What methods are effective in English language teaching strategies in inclusive schools?

E. The Aims of the study

Based on the explanation in the literature review, the objectives of this study are:

1. To understand the problems faced by teachers in this contents.
2. To asses the effectiveness of these teaching methods on students learning outcomes.
3. To determine whether the method used is effective with the strategy employed.

F. Significants of the Study

For several stakeholder groups related to English language education in inclusive schools, this research has important value.

1. For Teachers: This research will show the problems that teachers often face when teaching students with special needs English and effective ways to overcome these problems. The findings will help teachers develop better learning approaches, change their teaching approaches, and create an inclusive and supportive learning environment for students with special needs.
2. For Schools and Administrators: The results of this study can be used by schools and administrators to create appropriate policies, support programs, and training for teachers. Therefore, schools have the ability to improve the quality of English language learning as well as assist teachers in overcoming teaching difficulties in inclusive schools.
3. For Educational Researchers and Academics: This study can contribute to the existing literature on English language teaching in inclusive schools. It can also serve as a basis for further research on effective strategies and approaches in English language teaching for students with special needs and enrich academic understanding of the challenges faced in inclusive education.

4. For Policy Makers: This research can serve as a reference for policy makers in designing more inclusive and supportive education policies for English language education in inclusive schools. With a deeper understanding of the challenges and effective teaching strategies, the resulting policies can be more targeted and beneficial for the development of special education in Indonesia.