

CHAPTER 1

INTRODUCTION

4.1. Background of the Report

English is an international language which is now starting to be commonly used in daily conversation and it becomes an added value for each person. English language skill is a benchmark for some educated people where if someone is mastered English then he/she has added value in him/her self and are more outstanding than others. Nowadays, there are various ways people can reach any websites or tools to learn English; it means everyone in this world has the ability to learn foreign language. By learning a language other than the mother tongue, a person has unconsciously developed the brain's ability to recognize a new language. Other than that, when a person is able to communicate in English, it means that the person is able to deliver the message in each sentence. (Juriana, 2017)

From the exposure, the writer wants to explore how a new language is taught to students with special needs when sometimes they find it difficult to communicate and show expression to people around them because surely the method of teaching students with special needs is different from teaching ordinary student in regular school, whether from the way of teaching, the application of teaching and the challenges teacher face while teaching. Seeing this phenomenon, the writer wants to find out how is the difference to teach English at the special needs school and how the students respond to that. She wants to analyze the form of application and challenges in introducing English

to students with special needs because of the fact that the target is not the same with students in regular school and give the writer challenge in what action she should take to finish the observation.

The writer is interested in choosing this topic because of her curiosity about the world of teaching children with special needs. Teaching in regular schools is common with predictable challenges, but not teaching English in schools with special needs. The writer did several things that were considered effective to answer the perceived anxiety. With the lessons and provisions that have been taught in the 4th semester lecture, the writer feels ready to be directly involved in this teaching action.

4.2. Statements of the Problems

There are two problems in this report as follows.

1. What were the methods used in introducing English to children with special needs in Pendidikan Khusus Layanan Khusus (PKLK) Lentera Fajar Indonesia?
2. What were the challenges in the teaching process?

4.3. Limitation of the Report

These are restrictions and constraints which have been come up during the internship.

1. This is the hardest thing to do because there were no sources for English class in this school. All they do for English is just learn how to count, Basic English for naming things around them and so on. The writer looks for her source before teach them.

2. Lack of Time. For some materials, the writer needs a little longer time to finish some subjects such as Telling Story and Speaking Class. The writer needs more time to identify the best way to keep their concentrate so that the class goes smoothly.
3. Data Collection. The writer used Interview to collect the data. It is because the teacher was not as many as usual because of the pandemic. The writer did the interview to one of the teachers. Even though the data she got was not enough, the writer can still process by doing her other duties.

4.4. Objectives of the Report

The purposes of the report in the internship are in the following.

- a. To find out the method of delivering English lesson used in PKLK Lentera Fajar Indonesia.
- b. To get to know the challenges, difficulties and obstacles in teaching in inclusive school.

4.5. Significance of the Report

1.5.1. For the writer

This final report is beneficial for the writer in:

- a. Understanding the problems found in the internship.
- b. Able to apply the theory obtained from lectures.
- c. Gaining experiences and being directly involved in teaching students with special needs.
- d. Discovering the work atmosphere in schools for children with special needs
- e. Understanding the level of difficulty and challenges faced in practice.

- f. As a self-evaluation to further develop abilities.

1.5.2. For other interns

- a. Able to produce graduates who have experience in the field of English.
- b. Information from the apprenticeship or apprenticeship program can be used to improve performance and systems to match the development of the teaching world.

1.5.3. For almamater

- a. As a means to further collaborate between PKLK Lentera Fajar Indonesia and Universitas Airlangga.
- b. Knowing the quality of education in the Diploma III English Study Program, especially in the field of teaching English lesson.
- c. As a means of recruiting workers when they need HR.

1.5.4. For institution

- a. Providing new references in the aspect of teaching English for PKLK Lentera Fajar Indonesia.
- b. With the presence of apprentices, the writer can help with work or make it easier for teachers to complete their work.
- c. The realization of good cooperation between D3 English Language Universitas Airlangga and PKLK Lentera Fajar Indonesia.