

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

The Indonesian 1945 Constitution section 31 item 1 states that all citizens have the same right to education. The Indonesian Act No. 20, 2003 section 5, item 1 about the system of national education also states that each citizen has the same right to high quality education (cited in Budiyanto, 2009, p. 3-4). These two policies become the two considerations in giving a chance to all Indonesian citizens to get education, and they do not make any exception for the students with special needs who have some physical or mental limitations.

Nowadays, Indonesian government has attempted to improve the quality of education. There have been some improvements in the educational systems in Indonesia. One of them is the development of inclusive education, as the new system of education provided for the children with the special needs. In inclusive school, normal students and students with special need study together in the same room. This class is developed in order to equalize the education for the special needs students and the normal students.

As we know, the education for special needs students is so far conducted only in special schools; in Indonesia the institution is called *SLB* (*Sekolah Luar Biasa*). The parents of students with special needs can not send their children to study in public or regular schools. Thus, they send their children to study at special schools where their children will obtain what they

need and get more attention from their teachers. However, unconsciously the facilities that are provided at special schools will build clear and exclusive barriers for the students with the special needs. In special school, special need students, who are provided special treatments and facilities, are totally separated from normal environment. As the result, the students with the special needs become separated from social interaction in the society (Masduqi, 2008). Thus, according to UNESCO (2004) that states the implementation of inclusive education can reduce the exclusion within and from education (adapted in Miles, 2005).

The segregate education (*SLB*) with provided special facilities, will create students with special need accept devalued social role and make them dependence to another. Thus, the government has been conducting inclusive education with a new program with expectation to help and fulfill the requirement of students with special needs, especially for social interaction. According to the Regulation of National Education Minister about inclusive education section 1 item 1, the definition of inclusive education is the implementation of education system which gives chance for all students in any conditions and backgrounds to join the learning process together in the same environment (quoted in Budiyanto, 2009,p. 2). Inclusive class is one of the models of special education, and it is different with exclusive class (in *SLB*) where the students with special needs are totally separated from social interaction. In inclusive class, students with special needs integrated to a

regular class together with normal student and it uses the modified systems to accomplish the requirements of students with special needs.

The Government Regulation (PP) number 19 in 2005 about the national education standard section 41 item 1 (“Implementasi Pendidikan Inklusi”, 2009, p. 11) states that the government supports the success of inclusive education system by stating, *“Each educational institution conducting inclusive education should have good teachers with good competences to the teaching-learning process for the students with special needs.”* It considers that teacher is one of the essential components in the implementation of education. However, teaching the students at inclusive school is actually not an easy task to do. All teachers should be able to control and manage the class well. The inclusive school’s teachers must have extra ability not only to control and manage the class but also understand and fulfill what the students’ needs. It can be done by understanding what is needed by all students in order to make the teaching-learning process run well, since the objective of school is actually to provide the chance for all students to obtain a high quality education which includes both intelligence and attitude.

In fact, there are some inclusive schools especially the pilot project ones that do not have special educators who are able to teach, handle and accompany students with special needs better. They only have regular teachers who are usually teach the normal students in a regular school. The problem appears when the regular or public school teachers do not have enough knowledge and experiences in conducting the inclusive education, specifically

in dealing with special needs students. The fact shows that one of the problems in the implementation of inclusive education is the teachers' lack of knowledge and skill to handle the students with special need with certain limitations (Masduqi, 2008).

In conducting the inclusive education, the teachers should have at least the knowledge on how to handle the students with special needs. Thus, they need some specialized training about the practical implementation of inclusive education. Some trainings or workshops for teacher will help them to conduct the class activities better. It will give them additional knowledge or information about what inclusive education is, how to manage the students with special needs, what methods or techniques can be applied for them, etc. It is because they may not adequately possess particular knowledge and skills needed in conducting the teaching-learning process (Richards, 2001, p. 213).

When we talk about inclusive school, we deal with students who have some disparities whether physically or mentally or we called as students with special needs. According to Winzar, Students with special needs are students who have difficulties in realizing their potency, emotion, intelligence, and socialization ability that are under average (in Sudarto and Achmad, 2007, p.2).

The implementation of inclusive school is a phenomenon in the education world which is interesting to be observed. In this case, there have been some studies on the same topic conducted in the inclusive schools. For instance, Septamiarsa (2006) of UNAIR studied the general communication

used in teaching-learning between teacher and special need students of an inclusive elementary school, SDN Klampis Ngasem 1 Surabaya. He found that the teachers of inclusive class are not only use verbal, but also non-verbal communication in order to introduce the environment by giving students' freedom to express ideas. Another study, Wahyuningtyas (2009) from Malang University, focuses on the learning management of inclusive school in SMP Negeri 18 Malang. She found that technically special needs students require the learning process in both inside and outside class. She also found that the teachers make strategies to manage the class and arrange an adjustment curriculum based on the students' needs.

Other implementation of inclusive education can be seen in Sidoarjo. In this study, the writer focuses on observing the inclusive school in Sidoarjo which have begun to conduct the inclusive school in less than a year. Inclusive school system begins to be applied in two public junior high schools: SMP Negeri 4 Sidoarjo and SMP Negeri 1 Wonoayu. Those two schools become the pilot projects for the implementation of inclusive education in Sidoarjo. Now, there are four students with special needs studying in those schools. However, in this study the writer only focuses on the implementation of inclusive education conducted in SMP NEGERI 4 Sidoarjo with two learning-disabled students there.

The phenomenon of inclusive school implementation in Sidoarjo is interesting to be observed. Actually there have been some inclusive schools in the elementary level for years. However, Sidoarjo is one of the "new comers"

conducting the inclusive education in the junior high school level. Thus, there might be some new information from that implementation, especially about the practical teaching process in inclusive class, and the adjustments effort from the teachers in adapting the new system and students of inclusive school in the beginning period.

When the writer asked one of the teachers of SMP Negeri 4 Sidoarjo about the implementation of the inclusive school itself, they said that there must be some adjustments from each teacher with the new condition in class and different types and abilities of the students. Unfortunately, there has never conducted a training to introduce what and how the inclusive education should be conducted in Sidoarjo. Also, there is no special teacher provided to help the regular teacher in conducting it well. In this transition time of combining the regular public school situation into the inclusive one, many teachers with little knowledge to deal with special needs students, have been facing some difficulties in knowing and understanding how to control and manage the special needs students in order to achieve the objectives of the study.

As the beginner, the teachers of SMP Negeri 4 Sidoarjo need some adjustments to deal with the system or model of inclusive school which is different from that of the regular school. Teachers should adapt the condition of each student especially for students with special needs and also find the best ways to teach them in order to make them understand the material, such as finding some teaching techniques as one of the important component of teaching, which can help the students understand the material taught.

Therefore, teachers should be able to conduct or manage the inclusive class and solve all problems, as well as deal with the difficulties or challenges in order to make the process of teaching-learning run well.

Since the teaching techniques are very essential for the process of teaching-learning and there are mixed ability students in inclusive class, the writer is interested to study about it in teaching English lesson at SMP Negeri 4 Sidoarjo, as one of the two pilots of inclusive junior high school in Sidoarjo. The writer wants to know what teaching techniques of English teaching used by the regular teacher of SMP Negeri 4 Sidoarjo who still possess inadequate knowledge in teaching students with special needs especially learning-disabled students in English lesson that is considered one of difficult subjects to master. The writer also expects to know whether there is any different teaching technique for the regular students and learning-disabled students. Thus, the writer will observe the activities of inclusive class during the English lesson. Some different teaching techniques might be conducted by the teacher with consideration of the students' condition in an inclusive class in order to make all students whether normal or special need students understand the material taught.

In this study, the writer needs to refer to certain theories as a guide to analyze the information found during the research. Here, the writer uses the theory by Crookes and Chaudron (quoted in Brown, 2001, p. 129) about the taxonomy of teaching techniques in English. This theory is used to analyze the data of teaching techniques used at SMP Negeri 4 Sidoarjo as one of the pilot

inclusive schools in Sidoarjo. Teaching techniques refers to the activities applied in the classroom in order to reach the objectives of teaching. According to Crookes and Chaudron (1991), the language teaching performances in the four skills, which are listening, speaking, reading and writing, have been divided into three big categories: *controlled techniques*, *semi-controlled techniques* and *free techniques*. Each category is detailed into several kinds of techniques that can be applied for teaching English in class.

## 1.2 Statements of the problem

Based on the background above, the writer formulates the problems of this study as follows:

1. What are the teaching techniques that the regular teacher used to teach English at inclusive class in SMP Negeri 4 Sidoarjo?
2. What is the teaching technique specifically applied to learning-disabled students?

## 1.3 Objectives of the Study

Based on the statements of the problems in above, the objectives of this study are:

1. To identify the teaching techniques of English lesson that includes the four skills of language learning, at one of pilot inclusive junior high schools, that is SMP Negeri 4 Sidoarjo.

2. To find out whether there are any different teaching techniques used for the two learning-disabled students or not.

#### 1.4 Significance of the Study

This study is expected to give contribution to the English Department, Faculty of Humanities, in Airlangga University, both theoretically and practically. Theoretically this study is expected to contribute ideas to English teaching in general, and particularly the English teaching at the inclusive school. In addition, the result is able to use as reference for the further research about English teaching.

It is also expected to become new reference for the teachers who are interested to be educators of inclusive school and also for other teachers as well. It can lead them to know what teaching technique can be used for the class with students of special needs.

#### 1.5 Definition of Key Terms

1. Inclusive education : Education service involving special need students together with other normal students in a regular school (*Direktorat PSLB, 2007, p. 3*)
2. Teaching technique : Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives (*Brown, 2001, p. 16*).

3. Students with special needs : Students who have difficulties in realizing their potency, emotion, intelligence, and socialization ability that is under average (in Sudarto and Achmad, 2007, p.2).