

CHAPTER I INTRODUCTION

A. Research Background

One of the things that determines the birth of quality human beings is education, because with education humans are able to understand essence of life that has been bestowed by God to him. An educated human being will also be elevated in rank by Allah. This is in accordance with the verse of Al-Qur'an verse 11th Al-Mujadalah:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۗ وَإِذَا قِيلَ انشُرُوا فَانشُرُوا فَيَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

Meaning : “O you who believe, when it is said to you “Make room in the majlis, then make it easy, Allah will make room for you, and if it is said: “Stand Up,” then stand up, Allah will exalt those who believe among you and those who are given knowledge by degrees, and Allah is aware of what you do.” (Q.S. verse 11th Al-Mujadalah).¹

This verse quote explains how God sets the standard of those who seek knowledge many times higher than those who do not. This gesture shows that people can be made nobler knowledge rather than by wealth or lineage. Following the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, article 5 paragraph 1 "Every citizen has the same right to obtain quality education". From this it is clear that every citizen has the right to education, be it normal citizens or people with disabilities. In addition to the family, there is also the role of educational institutions that have an important factor in helping develop children's talents and potential so that they can succeed in the future. In an educational institution responsible for the development of children is the supervising teacher. Each individual (student) needs a mentor to know about the identity of the individual. In the process of conducting guidance, of course, it is necessary to have an interaction between the supervising teacher and students. In the process of educating children with special

¹ Al-Qur'an Surah Al-Mujadalah ayat 11, Al-Qur'an dan Terjemahnya, (Surabaya: Departemen agama RI, 2004). 543.

needs, of course, a supervising teacher is needed who in addition to being competent in the knowledge of education he is also required to have special abilities to understand children with special needs, this is needed so that the interaction between supervising teachers and students with disabilities runs smoothly to support the learning process.

Based on the CRPD (Convention on the Rights of Persons with Disabilities) article. Persons with disabilities Individuals with physical, mental, intellectual, or sensory disabilities. This can be an obstacle in combination with various obstacles to full and effective participation in society based on the principles of equality. Choice of the term "person" Obstacles are considered sufficient to represent minimal needs as an alternative term to the term "disabled".² This term is considered more subtle than the word "imperfect." Based on the results of UNICEF research, disability is a factor dominant barrier to school participation in children in all corners of the world, bigger than other factors such as gender, status socioeconomic, and geographical conditions. The relationship between disability and poverty and the low level of educational services is one of the most widely discussed topics.

The relationship between poverty and disability is a circle, Devil. That is, disability is a cause at the same time consequence of poverty. On the one hand, poor people are always vulnerable to malnutrition, limited access to health services, sanitation, clean water, and the spread of violence. While on the other hand, persons with disabilities must bear more bars in going access to health services, including rehabilitation and assistance programs, they are excluded from social aspects of education and work, which impacts income and their consumption people in poverty have a higher risk of being a person with a disability, while Persons with disabilities are at higher risk be poor.³ Five needs must be met by the family of children with disabilities, namely: financial needs,

² Elna Lestari Saputri, "Analysis of Accessibility of Education Services for Persons with Disabilities in Higher Education: A Case Study of Makassar City," *Journal of Humanity and Social Justice* 1, no. 2 (2019): 185–204, <https://doi.org/10.38026/journalhsj.v1i2.23>.

³ Irsyad Zamjani, "Inklusivitas Program Indonesia Pintar: Studi Kasus Pelaksanaannya Bagi Anak Berkebutuhan Khusus Di Lima Daerah," *Jurnal Pendidikan Dan Kebudayaan* 4, no. 1 (2019): 15, <https://doi.org/10.24832/jpnk.v4i1.1095>.

service-related needs for disability, need for family cohesion and community, information needs, and needs emotional.⁴

The term English learner (ELL) is a learner whose native language is other than English and may affect the learner's English proficiency.⁵ Whereas English as a Foreign Language (EFL) is a term used to describe learning English by non-native speakers in countries where English is not the main language. This should not be confused with English as a second language (also known as English as an additional language). This is the habit of learning English mainly in English-speaking countries. EFL students with learning disabilities may not receive effective support if the educator does not appropriately respond to their needs. Educators need to ensure that their students are taught in quality in the following way sufficient to achieve the expected academic progress.⁶

Speaking is one of the English skills that play role in communicating ideas both officially and informally. In a formal situation, such as academia, many factors need to be considered, such as how we speak, the ideas we convey, and our words like informal situations, speakers and listeners focus only on ideas provided without regarding the use of grammar used. Both teachers and student scholars may find it difficult to convey their thoughts in these situations. In this situation, students can easily lose their words. This is not surprising, as most of us are accustomed to less chatter in new situations where the feels unstable.⁷ Speaking is considered one of the most important means of effective communication. Teaching English skills to elementary school student is a particular challenge. The biggest challenge for teachers is to enable students to apply the knowledge they have learned in class to real-world situations. To be able to speak well,

⁴ Reshma Parvin Nuri, Heather Michelle Aldersey, and Setareh Ghahari, "Needs of Families of Children with Cerebral Palsy in Bangladesh: A Qualitative Study," *Child: Care, Health and Development* 45, no. 1 (2019): 36–44, <https://doi.org/10.1111/cch.12624>.

⁵ Si Dwi Karmila and Jamie Harrison, "A Library Research: Teaching English to English Language Learners with Learning Disabilities," *JELTIM (Journal of English Language Teaching Innovations and Materials)* 1, no. 2 (2019): 36, <https://doi.org/10.26418/jeltim.v1i1.25501>.

⁶ Wan-jeng Chang, "Teaching a University Student with Learning Disabilities Who Qualifies for Regular English as a Foreign Language Course Placement: A Case Study" 1, no. 1 (2022): 18–25, <https://doi.org/https://doi.org/10.21467/ijm.1.1.4874>.

⁷ Reski Yusrini Islamiah Yunus Musliadi, "The Strategies Dealing with Speaking Confidence in Speaking," *Gastronomía Ecuatoriana y Turismo Local*. 1, no. 69 (1967): 5–24.

several things are needed, such as vocabulary, improvement in speaking, and level of self-confidence.

The biggest problem with low-level students is their lack of motivation and self-confidence when speaking. They are usually very quiet and passive. They hesitate to answer any questions or take self-initiative when needed to participate in-class activities.⁸ Communication skills are an important aspect of the language curriculum. This is. This is also an important evaluation target. This capacity can be used as an efficient means of communication. Developed and improved. The inability of students to speak a foreign language can lead to this problem. It is difficult to express one's thoughts in a simple conversation.⁹

Learning disabilities are not yet common in Germany Development of countries other than the Anglosphere Teachers rarely identify the existence her classroom. Students with disabilities and no learning obstacles, probably have inappropriate Expectations leading to inappropriate recommendations for special education. In addition, identifying learning disabilities Teaching English is more complicated a country that does not speak English. Teachers often consider the student's imperfect English skills Because English is their second language.¹⁰ Teaching English as a Second Language is very complicated it's a teacher's job because there are certain patterns and rules in the language. Teachers, we need effective teaching methods to motivate students to learn English. Teachers need to stimulate students' interest to learn English.¹¹ In addition to learning motivation, teachers also need to increase students' self-confidence, for ordinary students, it might be a little easier because their self-confidence is already there. It may be a little different

⁸ Merita Ismaili and Lunturije Bajrami, "Information Gap Activities to Enhance Speaking Skills of Elementary Level Students," *Procedia - Social and Behavioral Sciences* 232 (2016): 612–16, <https://doi.org/10.1016/j.sbspro.2016.10.084>.

⁹ Lismiyati Lismiyati, Baginda Simaibang, and Mulyadi Mulyadi, "Correlations among Learning Strategy, Learning Motivation, and Speaking Ability of Students in Junior High School," *JPGI (Jurnal Penelitian Guru Indonesia)* 6, no. 3 (2021): 683, <https://doi.org/10.29210/021110jpgi0005>.

¹⁰ Karmila and Harrison, "A Library Research: Teaching English to English Language Learners with Learning Disabilities," *JELTIM (Journal of English Language Teaching Innovations and Materials)* 1, no. 1 (2019): 36, <https://doi.org/10.26418/jeltim.v1i1.25501>.

¹¹ Alkhansa Munawwarah, "Teacher's Effort in Builiding Students' Motivation in Learning English," *Register Journal* 2, no. 2 (2018): 54, <https://doi.org/10.1016/j.gecco.2019.e00539%0A>

when the teacher teaches English to students with disabilities. Considering that students with disabilities usually feel inferior because of their physical limitations. This certainly affects the process of learning English as a foreign language. Especially in speaking learning which requires students' self-confidence, this certainly hinders the students' speaking learning process. Based on the explanation above, the researcher is interested in conducting a study with the title "Teacher's role in enhancing the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus.

B. Research Focus and Scope

Researcher think that teacher find it more difficult to teach English to students with disabilities because of their limitations. Therefore, the researcher wanted to know "What is the role of the teacher in enhancing the self-confidence of students with disabilities in learning English, especially in speaking skills".

C. Research Problems

1. How is the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus?
2. What are the factors that affect the students' self-confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus?
3. What is the teacher's role in enhancing the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus?

D. Research Objectives

1. To describe the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus
2. To describe the factors that affect the students' self-confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus
3. To describe the teacher's role in enhancing the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus

E. Research Significances

This research is expected to provide a significant contribution both theoretically, practically, and pedagogically as follows:

1. Theoretical significance

This research is expected to be useful, add insight and develop knowledge related to the teacher's role in increasing the self-confidence of students with disabilities in speaking English.

2. Practical significance

Practically, the results of this study are expected to be useful, as follows:

- a. For students

This study is expected to contribute to students' increase confidence in speaking English

- b. For teacher

This research is to contribute to English teachers in increasing self-confidence with disabilities in speaking English.

- c. For school

Schools can improve the quality of learning so that learning in the school was increased.

3. Pedagogical significance

This research is expected that teacher to be able to increase the self-confidence of students with disabilities especially in speaking skills through the right ways, so the students feel that they are capable of developing like other students.

F. The Organisation of Thesis

This paper is divided into five chapters:

Chapter I: Introduction. It contains the research background, the research focus, the research questions, research objectives, research significance, and the organization of the thesis.

Chapter II: Review of related literature. It contains the theoretical description, theoretical framework, and review of the previous study.

Chapter III: Research methodology. It contains the research method, research setting, research participants, instruments and data collection technique, research data validity, and data analysis technique.

Chapter IV: Research findings and discussion. It contains the research result and discussion.

Chapter V: Conclusions and recommendations. It contains conclusions and recommendations.