CHAPTER I
INTRODUCTION

A. Research background

English is the main language that is the standard of world communication.English as an international language reaches various aspects in modern fields ranging from trade, culture, and education[1]. English is placed as a compulsory subject from elementary school to high school level which is applied to general and extraordinary school levels.This indicates that children with special needs are encouraged to learn English as well as normal children in general.

Education is the right of all citizens without exception.The government has guaranteed equal distribution of education for all Indonesian people, especially for children with special needs.Having the same education system as normal children in general, children with special needs also receive education starting from kindergarten, elementary, junior high, and high school.

In line the UUD'45, states that every citizen has the right to get the same education, both normal and special needs. As stated in Law on the National Education System No.20 of 2003, concerning the implementation of democratic education and fair manner and not discriminatory by upholding human rights, religious values, cultural values, and national pluralism.[2]

In practice, some children with special needs are placed in inclusive schools.Inclusive schools are formal education levels where children with special needs are placed in the same school as normal children. In the context of equal distribution of education to obtain learning opportunities in formal education, the government provides special schools for students with special needs called SLB[3].

Sekolah Luar Biasa (SLB) are formal educational institution for children with special needs. SLB is divided into several types based on the needs or disorders suffered by the child. SLB plays an important role in aligning the same educational program with the

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[1]Ayu Agustina Dewi, Umi Yawisah, and Syahreni Siregar, "Teaching English To Children With Hearing Impairment: A Case Study in Special School", Pedagogy Journal Of English Language Teaching 7, No.1 (2019): 10-11.

[2]UU RI, "20 Tahun 2003", Sistem Pendidikan Nasional.

[3] Revita Putri Utami, Suharyadi, Utari Praba Astuti, "EFL Teachers' Problem and Solutions in Teaching English To Students With Intellectual And Developmental Disability", Indonesian Journal Of English Language Teaching And Applied Linguistics 6, no. 1 (2021): 174.

dynamics of the development of science and technology.The function of the school is important, to develop the potential, independence, and social participation of the community[4].

The existence of special educational institutions for children with special needs of course, supported by teacher resources.Teachers as educators are responsible not only for the cognitive abilities of children with special needs but also responsible for shaping the mental and character of children.

It should be understood that students with special needs are children who have physical, mental, or social deficiencies or retardation.The shortcomings they have to cause them to experience problems when learning.Therefore, there is a need for special support and attention to them.Several important differences, in the difficulty of learning a second language for children with disabilities, occur due to various factors ranging from phonological awareness, difficulty distinguishing the voices of second language speakers, and repeating L2 sounds which of course are not in L1[5].

Teachers have an important role in this regard, namely as facilitators and overcoming obstacles in student learning.Teaching English to people with disabilities is not easy, there are several challenges that English teachers will face during the learning process.Teachers must be aware of the challenges they face when dealing with students with special needs to find ways to overcome them. Determine relevant indicators related to personal competence which includes learning situations, social relationships, or interactions between teachers and students interpersonally and intrapersonally[6].

Teachers for children with disabilities are required to be able to manage students with vulnerable disabilities ranging from mild to severe[7]. Teachers are required to be able to adapt and adjust the curriculum according to the needs of students.Teachers must also

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[4] Desi Puspitasari, "English Language Teaching In Inclusive Class: A Challenge", *Jurnal Pendidikan , Sosial, dan Agama* 11, No. 1 (2019): 38-39.

[5] Jimalee Sowell & L Sugisaki," An Exploration Of Efl Teachers' Experience With Learning Disability Training", *Latin American Journal Of Content & Language Integrated Learning* 13, No. 1 (2020): 119 Https://Doi.Org/10.5294/Laclil.2020.13.1.7

[6] Susan Tetler & Kirsten Baltzer, "The Climate Of Inclusive Classrooms: The Pupil Perspective", London Review Of Education 9, no. 3 (2011): 334-335.

[7] Azhar A &Norshidah Mohamad Salleh, " Analysis Of Problems Faced By Special Education Teacher In Teaching Multiple Disabilities Students", *Journal of ICSAR* 1, no.1 (2017): 61-62

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understand the learning process, apply strategies that are appropriate to children's needs, and be able to create a comfortable learning environment for children.

Not only the teacher's role as a teacher but parents also have an important role in this.Mentoring and supervising children with special needs from the smallest environment such as family is the most influential internal factor.The support and motivation that is given can be a race for them to develop better.

From the explanation above, of course, English teachers will find many difficulties when teaching a second language to children with intellectual disabilities.On this occasion, researchers will examine the problems faced by English teachers when teaching English to children with disabilities.

B. Research Focus and Scope

This study focuses on the problems faced by teachers when teaching English to children with intellectual disabilities at SLB N Patirelated to four skills in English namely, reading, writing, listening, and speaking.Material adjustment for children with intellectual disability, and student focus in receiving learning.Then, the solution to this problem when a teacher teaching English to intellectual disability students.

C. Research Problems
1. What are the problems faced by teachers in teaching English to intellectual disability students at SLB N Pati?
2. How does the teacher solve the problems faced when teaching English to intellectual disability students at SLB N Pati?

D. Research Objectives
1. To discuss the problem teachers faced in teaching English to intellectual disability students.
2. To discuss the teacher solves the problems faced when teaching English to intellectual disability students.

E. Research Significances
1. Theoretical significances
This study will provide useful information for teacher in teaching English to intellectual disability students.This research is expected to be a reference for other researchers and the results of this research can be useful for teachers, students and readers.

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2. **Practical significances**
   a) For students, the results of this study can be used to facilitate students with special needs in learning English.
   b) For teachers, this research can help teachers solve problems they face when teaching English to children with special needsparticularly for children with intellectual disabilities.
   c) For readers, The results of this study are expected to provide benefits to readers, especially researchers and other academics as a reference for future research.

F. Definition of Key Term

1. Teaching English

Teaching English to intellectual disabilities is not easy because children with disabilities need more attention.They need more time for some things that are difficult for them to learn.The teacher must have extra patience and teaching strategies for certain materials.

2. Intellectual Disability Students

Intellectual disability is a term used for someone who has limitations in communication, social skills, and intellectual function. Children with intellectual disabilities have intelligence less than 70 and adaptive behavior[8].

3. Sekolah Luar Biasa (SLB)

SLB is a formal education intended for children with special needs.Where the child has difficulty in learning or participating in the learning process due to physical, mental, emotional,or social limitations or has the potential for intelligence and special talents[9].

G. Organization of Thesis

The thesis paper contains several components of the supplementary pages, the main body, and the closing section.First, at the beginning of the thesis or Complementary Pages, it contains a cover or title page, approval pages, statement of work's originality/declaration, abstract, motto, dedication page,

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[8] Al-Hassan Bawa & Mavis Osei, " English Language Education And Children With Intellectual Disabilities", *International Journal Of Development and Sustainability* 7, no.11 (2018): 2704-2715.

[9]Filaili Nur Azizah, "Teacher's Challenges Of Teaching English For Deaf Students In Slb-B Yrtrw In The Academic Year Of 2019/2020" (Thesis, IAIN Surakarta, 2020), 37-38.

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acknowledgments, preface, table of contents, list of abbreviations/table /figures/illustration /appendices.

Second, the main body contains several chapters.Chapter I provides background information and the rationale of the research.Chapter I is divided into 6 sections: Research Background, Research Focus and Scope, Research Problems, Research Objectives, Research Significances, Definition of Key Terms, and Organization of Thesis.Chapter II presents an overview of theoretical writings related to the study material.This chapter includes several sections including theoretical description, theoretical framework, and review of previous studies.Chapter III describesthe research and analysis methods.Chapter III consists of the following sections: research method, a research setting (qualitative research), research participants/subjects, instruments and data collection technique, research data validity, data analysis technique, and research ethical considerations.Chapter IV research findings and discussion consists of research results and discussion.Chapter V conclusions and recommendations.

Third, the final thesis consists of references, appendices, and curriculum vitae.All are written in order according to the applicable guidelines in qualitative research.