

CHAPTER I

INTRODUCTION

This chapter will include the background of the research, problem identification, limitation of the research, research questions that will lead to find the answer, the objectives, and the significances of the research.

1.1 Research Background

Every person deserves to have the same level of education. Moreover, education itself is a foundation for people in order for them to live well (Sumarsih et al., 2022). In Indonesia, there is a law that regulate about education. According to Nur et al., (2023) and Sumarsih et al. (2022) Law Number 20 regulated that every citizen in Indonesia have the same rights of education. Then according to Amaliyah (2021) that cited in Gading et al. (2024) every citizen has rights to get better education as a tool for their potential development. In addition, in Indonesia, every citizen is required to study for 12 years starting from elementary school until high school (Sumesari & Suartama, 2022). Therefore, students with special needs also have the same rights to get the same education as the other students. According to Sari et al. (2022), the implementation of education has to be adapted to the condition and social situations that exist in the community. Diversity is also needed in education, especially for students with special needs. An observation that was conducted

by Hidayati (2023), according to the Human Resources (HR) that has been found in TKIT Asunnah Cirebon the services and learning for students with special needs are still limited. Moreover, to make diversity for the students with special needs there has to be a program that has to be held and inclusive education is the answer for this problem. According to Lukitasari et al (2017), cited in Hidayati (2023), inclusive education is a service that has been made as a service for Early Childhood Education institutions therefore students with special needs will have the same opportunity to get equal education as the other regular students. According to Padmadewi et al. (2024) that cited in Padmadewi et al. (2025) the purpose of this system is to give solution towards the conflict and discrimination.

According to Sumarsih et al. (2022), inclusive education is an open education that means school have to accepts students with special needs so that they could study in the same environment as the regular students. With inclusive education, it will help the students with special needs that have potential intelligence and talents to participate in learning with the other regular students Nur et al. (2023). In conclusion, inclusive education is an answer for students with special needs to have the same opportunity to study as the other regular students.

However, inclusive classroom also means that the teachers have to teach with many preparations since they will handle a class of special needs students which is different from handling regular students. According to Putri & Ain (2022) teachers that were not ready or lack of readiness in handling students with special needs make the learning process to become not optimal. Moreover,

from a study by Mishra (2024) teachers are still not capable of preparing and facilitating the students in which to make the inclusion classroom as a place for students with special needs to learn as the regular students. Therefore, the teachers have to be ready and more prepared when it comes to teaching students with special needs. According to Khofifah & Anugerahwati (2024), the certainty of inclusive education services needs to be advanced in the planning because the teachers will face many types of students with special needs such as autism, intellectual disability, hearing impairment, and giftedness.

Teaching students with special needs is not easy, especially when teachers have to teach many types of special needs students. For example, one of the previous studies by Tiraeni et al. (2024) discussed that in order to teach students with autism and mental retardation, the teacher has to use the right strategy where they use active and cooperative learning. Moreover, from another previous study by Putri & Ain (2022) students with disabilities on left eyes have difficulties in learning. They also had difficulty seeing clearly and prefer to study alone. Aside from those examples of some types of special needs students, there are also some of the previous studies also mentioned students with intellectual disability which would be the focus of this recent study.

In teaching students with intellectual disability, especially in English language subject, there are some things that need to be considered by the teacher. According to Nurfitriani & Hidayat (2020), students with intellectual disability is known for poor cognitive aspect. Moreover, from the same study, intellectual disability (tunagrahita) according to American Association on Mental Deficiency (AAMD) that cited in Geniofam (2010) stated that the IQ

result of students with intellectual disability is less than 84 points. Students with intellectual disability, according to Armianti & Taufan (2024), have difficulty in managing feelings and emotions. Moreover, according to American Association on Intellectual & Developmental Disabilities (AAID) 2010, that cited in Anidi & Anlianna (2022), stated that intellectual disability characterize by having disability on their intellectual and social behavior.

Moreover, teaching in an inclusive classroom can be considered as a challenge. If the teachers are not capable in teaching students in inclusive classroom, then the learning process cannot fully served optimally (Nur et al., 2023). In addition, teachers are needed to be ready when it comes to teaching in an inclusive classroom. Some of the previous studies already studied about the inclusive classroom, especially on the English language teaching. Most of the research found out the challenges and strategies of teaching students with special needs in inclusive classrooms. One of the previous research found out some challenges when teaching in an inclusive classroom such as students' emotional, behavioral, and communication problems (Shilvani et al., 2024). From the same study also found out some strategies to cope with the challenges such as building a good relationship with the special needs students, implementing differentiated learning, and collaborative teaching where the teachers work together in teaching students with special needs. Another previous study also found out about the challenge the teachers have to face during teaching in inclusive classroom where the teachers have to be patient when teaching the students with special needs and prepare some strategies such as giving fewer questions, repeating the material, and giving more attention to

students with special needs (Khofifah & Anugerahwati, 2024). Moreover, a previous study by Armianti & Taufan (2024) also found out that a student with intellectual disability was still having difficulty in mastering English vocabularies and to overcome this, the researchers used modeling method in order to teach the student how to express the feelings using vocabularies in English. However, some of the previous research was conducted in Indonesia, and even some of them that conducted in Indonesia, there is still a little research that was conducted in Bali about the implementation of teaching in an inclusive classroom. There is also still a lack of studies that focus on students with intellectual disability. Therefore, this study observed more about the implementation of the teacher according to teaching the students with special needs in the inclusive classroom, especially students with intellectual disability at SMP PGRI 6 Denpasar.

According to the preliminary observation that has been done before, this school is chose based on the program of an inclusive classroom that has been implemented since 2016. There some students with special need that study together with the regular students. Based on the preliminary observation, it finds out that this school open for many types of students with special needs. However, according to the data that was given by one of the counseling teachers at school, it shows that there are only students with intellectual disabilities that signed as students in the school. According to one of the teachers, parents who want to sign the children using inclusive pathways have to bring documents that state their children are special needs. The students in this school were divided from grade 7th to 9th where according to one of the teachers, all of the classes

consist of regular students and intellectual disability students. In each class there were about 27 students that consist of regular students and intellectual disability students, however, not every class is having intellectual disability students. Moreover, this study was held on grade 9th students, specifically class 9C where there was a student with intellectual disability and regular students that have been learning together since 7th grade. Furthermore, since the teacher has been teaching and meeting with the students since 7th grade, it became one of the reasons to hold the observation in the class and get deep information of how the English teaching is implemented, especially the procedure of the teaching, the challenges when teaching and the strategies that are used to cope with the challenges.

1.2 Problem Identification

Every child deserves the same right of education and it is clearly stated as what is regulated by the law in Indonesia. It also means that children with special needs deserve to get the same right of education, specifically students with intellectual disability. According to Armianti & Taufan (2024) students with intellectual disability are difficult to teach since they have difficulties in understanding the concept of feelings and emotion. Teaching students with intellectual disability will be a challenge for the teacher to find the strategy to teach the students. Hence this will be difficult for the teacher, especially in teaching the English language.

All of the previous research that had been conducted already focusing on the inclusive classroom and the implementation on teaching students with

special needs. Most of the studies also already conducted research on the English teaching. However, the research that focusing on students with intellectual disability still little, especially that conducted in Bali. Therefore, this research will be focusing at SMP PGRI 6 Denpasar that already practicing inclusive classroom program since 2016. Moreover, the school is chosen since they open for many types of special needs students, however according to the data information that given by the school there is only students with intellectual disability that signed up as the students in the school. There are also few of intellectual disability students that study with regular students in the school. According to the preliminary observation, there is also one English teacher that still active teaching from 7th grade to 9th grade. Based on this, the research will be focusing to observe the implementation of English language teaching by the teacher, specifically the procedure of the teaching, the challenges, and the strategy that the teacher use in order to handle the challenges.

1.3 Limitation of Study

Therefore, there is a limitation on the recent study where it only observing on the implementation of the teacher teaching English subject in an inclusive classroom. This study is only focusing on the procedure of the English teaching process in an inclusive classroom, where it observes how the teacher is teaching. It also only observing on the challenges that the teacher has to face during the teaching process along with the strategies that can coped the challenges. Moreover, this research observes only in one class of SMP PGRI 6 Denpasar

that consists of one English teacher, student with intellectual disability and regular students from grade 9th.

1.4 Research Questions

1. How is the English teaching procedure conducted in an inclusive classroom in SMP PGRI 6 Denpasar?
2. What are teacher's challenges in teaching English in an inclusive classroom at SMP PGRI 6 Denpasar?
3. How does teacher cope with these challenges?

1.5 Research Objectives

There are some objectives of this study such as.

1. To know how the teacher conducted the English teaching procedure in an inclusive classroom in SMP PGRI 6 Denpasar.
2. To know the teacher's challenges in teaching English in an inclusive classroom at SMP PGRI 6 Denpasar.
3. To know how the teacher cope with the challenges.

1.6 The Significance

Theoretical significance: the result of this study will enriches the theory of how the teachers handling students with special needs in the inclusive

classroom, especially students with intellectual disability in learning English subject

Practical significance:

1. For English Teacher:

This study will be useful for the teachers to see how other teachers handling students with special needs in the inclusive classroom. Moreover, in teaching students with intellectual disability in learning English subject.

2. For Other Researchers:

This study will be useful for other researchers that want to study the same topic and can do further researchers on the implementation of teachers in teaching students with special needs in the inclusive classroom.

