CHAPTER I

INTRODUCTION

This chapter outlines the research background, problem identifications, scope of the study, research question, research objective, and research significances.

1.1   RESEARCH BACKGROUND

Every student has the same chance to get a good education that supports their potential. A good education system should cover all students to achieve a certain goal of learning. The goal of learning develops students' potentials without addressing the students' diversity (Ediyanto, Atika, Kawai, & Prabowo, 2017). Moreover, a good education system should create an equitable society and respect to diversity of students' needs regardless of some factors such as disability, gender, age, ethnicity, and geographical location (Ediyanto et al., 2017; Efendi, 2018). Respecting to diversity means that teachers should consider the ways of teaching because every student has different needs and characteristics. Whereas, creating equitable society indicates that disabled students have opportunity to get an education with regular students besides learning in school with special education. Special education has a weakness in developing disabled students' potentials because it excludes them from their real social life and makes a social breach for disabled students to communicate with their environment (Steven, Utami, Sahidin, & Desetyadi, 2016). As the effort of creating a good education system, the government provides an inclusive education.

Inclusive education is an education system that gives opportunities for students with special needs to learn and improve their learning potentials with regular students in inclusive schools (Mølster & Nes, 2018). Inclusive schools are public schools that accept students with special needs to learn with regular students (Ediyanto et al., 2018). The typical inclusive classroom consists of various students including disabled students, regular students, talented students, or gifted students (Mulyadi, 2017). The type of disabled students are described as students with communication problem, mentally disabled, learning difficulties, autism, deaf, blind, slow learner, physical impairments, intellectual problem, motoric/movement problems,etc (Sunardi, Yusuf, Gunarhadi, Priyono, & Yeager, 2011; Mulyadi, 2017).

SMK Negeri 3 Singaraja is an inclusive school that has implemented an inclusive education setting since 2015. In 2019/2020, there are three disabled students. Those are one male student who has physical impairments in X MM[1] (multi media) class, one male student who is measured as a slow learner with physical impairments in XI MM[2] (multi media) class, and one male student who has hearing impairments in XII MM[1] (multi media) class. SMK N 3 Singaraja has some policies in implementing an inclusive education. First, the school opens a registration path especially for disabled students that started in one week before open registration for regular students. The reason is the school needs more time to assess disabled student categories. Second, the school selects and accepts disabled students in mild until medium categories that calculated from expert documents through psychologist document. Third, every teacher should join workshops on how teach disabled students. Because the teachers had joined the workshop, the

researcher is interested to know the ways of the English teacher teaches disabled student in an inclusive classroom. Fourth, this school already has one special teacher for disabled students. Fifth, there is psychiatry at school. Sixth, this school performs anti-bullying program.

In reality, the implementations of teaching disabled students in an inclusive school have some problems. The problems are teachers have lack of competency to manage an inclusive classroom, lack of facilities, lack of knowledge about disabled students, and lack of instructional practices (Sunardi et al., 2011; Thwala, 2015). Based on the initial interview with an English teacher in SMK Negeri 3 Singaraja, it was found that the teacher had difficulty to teach disabled student because she should also consider regular students at the same time. Besides, disabled student should learn based on 2013 curriculum in an inclusive school.

2013 Curriculum consists of content standards, process standards, assessment standards, and graduation standards (Ediyanto et al., 2017). The teacher gives content standard by giving various levels of texts, using concrete examples of the topic, providing content that relevant to student's level, etc. Meanwhile, the implementations of process standard should consider how students understand the content. For example, the teachers use cooperative learning strategies and activities that seek multiple perspectives on a topic (Ediyanto et al., 2017). Cooperative learning strategies used by the teacher such as jigsaw, numbered head together, think-pair-share, etc. When learning in group, students usually understand the material quickly. They will do collaboration to find the answers and to solve the problems. Students who have good understanding level can help other students to understand the concept. In this case, regular students can also help disabled student

to know the concept. Therefore, cooperative learning strategy is a good way to involve disabled student and regular students in the learning process. Assessment standards are given to asses students' level of understanding based on the products or projects (Ediyanto et al., 2017). They also said that teachers use some criteria based on curriculum for regular students or modify the criteria that are relevant to the academic levels of disabled students. Then, graduation standards are given when disabled students follow the national exam (Ediyanto et al., 2017). To help disabled student learns based on 2013 curriculum, the teacher should consider on the teaching strategy. One of the strategies to teach various students in an inclusive classroom is differentiated instruction.

Differentiated instruction entails as the strategy for the reorganization of classroom instruction by providing different options for all students to access the information (Siam & Natour, 2016). Tomlinson & Allan (2000) stated that the teacher can do differentiated instruction in terms of content, process, product, and learning environment. Content is what students will learn, process is the learning activities, product is how students demonstrate their understanding, and learning environment is classroom conditions (Tomlinson, 1999).

Based on the preliminary interview with the English teachers in SMK N 3 Singaraja, there was only one teacher used differentiated instruction. The teacher used differentiated instruction to teach a disabled student who was measured as slow learner with physical impairments. The English teacher said that she implemented differentiated instruction because this student had low level of understanding and needed more time to understand the material. Meanwhile, another English teacher who taught student with hearing impairments did not

implement differentiated instruction. The teacher said that student with hearing impairments wore special tool to help hearing the sounds. The academic achievement of this student in English course was also good. Therefore, the teacher did not use different treatments for student with hearing impairments.

There are some studies about differentiated instruction conducted by the other researchers. Gaitas & Martins (2016) found that all the instruction practices in the remaining domains were considered to be difficult except learning environment. Another study from Jahan, Khan, & Asif (2017) found that differentiated instruction was relevant in an English classroom because it caould accommodate the needs of diverse students who have different levels of readiness, interest, motivation level, and backgrounds. Moosa & Shareefa (2019) also did a research about the impact of teachers' experience and qualification on efficacy, knowledge, and implementation of differentiated instruction. The result showed that there was no significant different in teachers' knowledge and implementation of DI based either on their experience or qualification.

Those previous studies give essential information about differentiated instruction practices. One interesting finding shows there is no significant different in teachers' implementation of differentiated instruction based either on experience or qualification. It is interested because the reseacher want to investigate the ways of the English teacher who already attends workshops of teaching disabled student to implement differentiated instruction in terms of content, process, product, and learning environment. From this research, the researcher knows whether the English teacher often, sometimes, or rarely implements differentiated instruction.

Overall, the researcher can find out the the English teacher's ways and the most term of differentiated instruction used by the English teacher.

1.2 PROBLEM IDENTIFICATION

Disabled student learns based on 2013 curriculum in an inclusive school. The problem is disabled student has different academic level from regular students. Therefore, the teacher should use an appropriate teaching strategy to help disabled student follow the learning based on 2013 curriculum. Differentiated instruction is a good teaching strategy that allows the teacher provides various options based on students' characteristics or levels. There is only one of the English teachers in SMK N 3 Singaraja who teaches disabled student using differentiated instruction. Therefore, the focus of this study is how the English teacher in SMK N 3 Singaraja implements differentiated instruction to help disabled student learn the material based on 2013 Curriculum.

1.3 SCOPE OF THE RESEARCH

The researcher limits the problem that is only related to the implementation of English teacher's differentiated instruction to a disabled student at SMK N 3 Singaraja as an inclusive school. There are 4 terms of differentiated instruction as the focus of this study namely content, process, product, and learning environment.

1.4   RESEARCH QUESTION

Based on the research background above, the research question of this study: How does the English teacher implement differentiated instruction in terms of content, process, product, and learning environment to disabled student?

1.5   RESEARCH OBJECTIVE

Based on the research background above, the purpose of this study is to investigate the implementation of English teacher's differentiated instruction in terms of content, process, product, and learning environment to disabled student.

1.6   RESEARCH SIGNIFICANCE

The results of this research are expected to give positive contribution in terms of theoretical and practical significance.

1.6.1   Theoretical Significances

The result of this study is useful for differentiated instruction theory because it gives information how differentiated instruction used by the teacher to teach disabled student in an inclusive classroom.

1.6.2   Practical significance

    a.   Teacher

       The result of this research is expected to enrich teachers' knowledge mainly about the implementation of differentiated instruction for disabled students.

b. Student

The result of this research is expected to give information about the ways of students follow differentiated instruction used by the teacher in the classroom.

c. Other Researchers

The results of this study can be used by the other researchers as references when conducting a similar study in the other places to make the results become reliable.