

CHAPTER I

INTRODUCTION

This chapter discusses the research context, reseach focus , reseach objectives, significance of study , scope and limitation of study, definition of keyterm and previous study.

A. **Research context**

Education is one of the efforts to overcome the loss and poverty of a country. Education is expected to be able to cover human resources. Education is very important for the survival of humans. Education provides a lot of knowledge and information that will make life and behavior better. Everyone has the right to get a proper education, regardless of status, religion, ethnicity, race or certain group. This has been regulated in the law on education article 31 paragraph 1 which states that “every citizen has the right to education”.¹ children with disable are no exception. The importance of education for children with disable is to help reduce their limitations in living in society and increase their potential optimally. Education for children with disable is very important to maintain life in society because through education children can interact with other people and are treated the same as other normal children. Children with disable also have the right to education. There is no human who does not have flaws. In the eyes of god, all people are the same, the only difference is their piety.

¹ Undang-Undang Dasar, ‘CHAPTER XIII, Paragraph 1 about Education’, 1945.

Learning English is very important, because English has become a international language. Language is used for communication.² English is very important to anybody who wants to progress themselves. In modern science and technology, everyone should have the proficiency to speak with international language, especially in English language. The importance of learning English is not only for those who are normal but also for those with special needs. learning English for students with special needs is based on their abilities and needs, unlike normal students who can develop English skills such as speaking, listening, writing and reading. Children with disable are limited to basic abilities such as learning about vocabularies and pronunciation.

Learning English for children with disable is quite different from schools in general, learning English at this school is focused on students' needs and learning style, as is the case at the Bugih Pamekasan state SLB school. Based on observations and interviews conducted by researchers, in the SLB negeri Bugih Pamekasan that is consists of approximately 54 students in total, consisting of three levels, namely elementary school, Junior high school and senior high school. At the elementary school level they do not learn English, so the researcher only focuses on junior high and high school level students who learn English. At the lower secondary school level, there are 3 classes held by different teachers, consisting of a class of students holding 5 students with deaf needs, in mrs. Ratna's class consisting of 4 students with mentally impaired needs and mrs. Ratna's class consisting

²Douglas Brown, *Principles of Language Learning and Teaching* (Prentice Hall Regents: New Jersey, 1994). P.5

of 2 people with the needs of the deaf. At the high school level, there are two classes held by Mrs. Erna's As with 4 mentally impaired students and Mrs. Erna's class with 2 deaf people. According to Ms. Masruroh Hidayati, teaching English to children with special needs requires patience and understanding for them because they have different needs, so the treatment given to them is also different. Teachers must be able to communicate using SIBI letters, one example.³

The challenge of learning English for children with disabilities is based on their level of need. Students with different needs will also face different challenges. The challenge of teaching in schools with special needs is that teachers must be patient and creative and able to teach well. Because dealing with one child with special needs is like taking care of 5 normal children⁴. Students with special needs have their own strengths and weaknesses so teachers must know what they need. Therefore differentiated instruction is needed to overcome these different needs.

Differentiated instruction is an approach used by teachers to improve students' abilities based on adjusting students' characteristics to the process of learning activities in the classroom. Differentiated instruction is needed to teach students with disabilities because in teaching they require different treatment from one another based on their needs. The implementation of differentiated instruction in this school is based on the needs of students, where the teacher adjusts the material being taught based on students' abilities and

³ Observation and interview to Principal Mr. Sugeng Riyanto S.pd and English teacher Mrs. Masruroh Hidayati S.pd in SLB Negeri Bugih Pamekasan

⁴ Interview to the English teacher Mrs. Masruroh Hidayati S.pd in SLB Negeri Bugih Pamekasan

learning styles, one the teacher holds one student and accompanies him in learning to the next level. Just like dealing with deaf children with mental retardation, because they cannot speak, the teacher uses sibi letters to communicate and for deaf children with mental retardation they cannot make sentences but memorize faster than normal people, therefore the teacher gives English lessons by memorizing long sentences and then they wrote it down.

The function of this study aims to determine the use, kind and role of teacher as well as the advantages and disadvantages of differentiated learning to teach English to disable students.

Based on the phenomena above, this research is interested in knowing the use of differentiated instruction to teaching English to disable student's in SLB negeri Bugih Pamekasan.

B. Research focus

The problem investigated is stated as follows:

1. What kind of differentiated instruction used in teaching English to disabled student's in SLB Negeri Bugih Pamekasan in 2023?
2. How is the implementation of differentiated instruction in teaching English to disabled student's in SLB Negeri Bugih Pamekasan in 2023?
3. How is the role of teacher in differentiated instruction teaching English to disabled student's in SLB Negeri Bugih Pamekasan in 2023?

4. What are the advantages and disadvantages in differentiated instruction in teaching English to disabled student's in SLB Negeri Bugih Pamekasan in 2023?

C. Research objective

Research aims to solve problems. Therefore, this section contains a description of what objectives to be achieved in the research. Its content is closely related to the research problems that have been formulated.⁵ The function of the giving research objective is to know problem solving in research. That would be the answer to the question of research problems. Based on the research problems above, the researcher can determine the research objective of the study namely :

1. To describe kind of differentiated instruction used in teaching English to disabled student's in SLB Negeri Bugih Pamekasan in 2023
2. To describe implementation of differentiated instruction in teaching English to disabled student's in SLB Negeri Bugih Pamekasan in 2023
3. To know role of teacher in differentiated instruction in teaching English to disabled student's in SLB Negeri Bugih Pamekasan in 2023
4. To know are the advantages and disadvantages in differentiated instruction in teaching English to disabled student's in SLB Negeri Bugih Pamekasan in 2023

D. Significance of study

The research purpose that can be taken from this research are:

⁵ Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, Pedoman Penulisan Karya Tulis Ilmiah, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), p.38.

1. Theoretical significance

The results of this study are expected to increase knowledge about the importance of efforts to practice the use of differentiation in teaching English to disabled students at SLB Bugih Pamekasan in 2023.

2. Practical significance

- a. The English Teacher

It is hoped that this will motivate and be useful for English teachers to use differentiation instruction before teaching their students to know their students' needs.

- b. The students with disable

It is hoped that this will become a passion for learning for students with special needs because teachers can find out what their students are interested in learning.

- c. The next researcher

It is hoped that this research can be used as a reference for those who wish to conduct research in teaching English, especially the use of differentiated instruction in teaching English to students disable.

- d. For IAIN MADURA

This research is expected to be useful as additional literature and as an insight into IAIN MADURA library's.

E. Definition of keyterm

1. Differentiated instruction

Differentiated instruction is an approach used by teachers to improve students' abilities based on adjusting student characteristics to the process of learning activities in the classroom.

2. Teaching English

Teaching is the process of providing knowledge and insight as well as exchanging information to students. Teaching means giving instructions, trying to help students learn and for them to understand the information they are learning. In class the teacher not only provides the necessary information to facilitate students, but guides, motivates, and advises students to understand the lesson. In the teaching and learning process, the teacher is an important element because the success or failure of the teaching and learning process depends on the teacher during the implementation process.

3. Student's with disable

Students with disable are students who have more abilities and special needs that are different from students in general. Student with disable is children who experience limitations or extraordinary abilities, whether physical, mental-intellectual, social, or emotional, have a significant influence on their growth or development process compared to other children of the same age.

F. Previous Study

The existence of previous studies is to provide some guidelines and a benchmark which will be used as comparison material to get an update from research that will be carried out with the same theme. There are so many previous study related to this issues.

The first study, by lifia alex sandra and lemmuela alvita kurniawati “ differential instruction in teaching English for students with autism spectrum disorder” in april 2020. They focus on to explore the use of differentiated instructions in teaching English for students with autism spectrum disorder (ASD) and investigate English teachers’ views on the extent of differentiated instructions in teaching English for students with asd.⁶

The results of this study is there are three themes generated the extent of differentiated instructions in teaching students with asd in English.theme 1 teachers used differentiated class-assignments for the students with asd.theme 2 teachers used differentiated-content materials for the students with ASD. Theme 3 teachers provided outside-class assistance for the students with ASD.

The similarity between lifia alex sandra and lemmuela alvita kurniawati research and the researcher is the same in variable x, about differentiated instruction. While the difference with lifia alex sandra and lemmuela alvita kurniawati research with researchers in the object of lifia alex sandra and lemmuela alvita kurniawati research is students with autism

⁶ Lifia Alex Sandra and Lemmuella Alvita Kurniawati, ‘Differential Instruction in Teaching English for Students with Autism Spectrum Disorder’, April 2020.

spectrum disorder in Yogyakarta while this study is disable students in SLB negeri Bugih Pamekasan.

The second study is by aprilia purnama sari, dewa ayu eka agustini, lub diah surya adnyani “ the implementation of English teacher's differentiated instruction to disabled student in an inclusive school” in november 2020. This study focus at investigating the implementation of English teacher's differentiated instruction to disabled student in an inclusive school.⁷

The results of this study showed that the English teacher differentiated the topics of the text, examples, sources, and the ways of explaining and renewing the material in term of content. The teacher also gave pre-assessment to determine the topic for shidwats video in terms of process, the teacher sometimes differentiated the choices and instructions for disabled stodest and regular students. The teacher did not differentiate the product made by disabled student and regular students but sometimes differentiated the challenge, the topic, and the criteria in term of learning environment, the teacher usually provided enough space, arranged the seatmate and seat for disabled student than regular students. She gare different rules or instructions depending on where the learning took place.

The similarity between aprilia purnama sari, dewa ayu eka agustini, lub diah surya adnyani research and the researcher is the same in variable x, about differentiated instruction. While the difference with aprilia purnama

⁷ Aprilia Purnama Sari and Dewa Ayu Eka Agustini, ‘Lub Diah Surya Adnyani “ The Implementation of English Teacher’s Differentiated Instruction to Disabled Student in an Inclusive School’, November 2020.

sari, dewa ayu eka agustini, lub diah surya adnyani research with researchers in the object of aprilia purnama sari, dewa ayu eka agustini, lub diah surya adnyani research is disabled student in an inclusive school at multi media class at SMKN 3 Singaraja while this study is disable students in SLB negeri Bugih Pamekasan.