

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, research questions, objective of the study, significance of the study, and definition of key terms.

A. Background of Study

English education has been implemented in Indonesia for many years. In Indonesia, English is a foreign language but has a significant role, so that every school provides it. Therefore, the implementation of good English education should be one of the concentrations for the government.

However, English education is still not optimal. Especially for people with disabilities. This is evidenced by the lack of English language education models prepared for people with disabilities even though they have a different approach model from students in general. Without focusing on developing education for students with disabilities, it is the same as creating a distance between us. The Qur'an says that we are all brothers. As Allah says in Surah al-Hujurat verse 10 that every believer is a brother. Here's the presentation

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ فَأَصْلِحُوا ۖ بَيْنَ أَخَوَيْكُمْ ۚ وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُرْحَمُونَ

According to Quraish Shihab in his book Tafsir Misbah, believers who are solid in their faith and united by faith, even though they are not descendants, are like descendants. Thus they have a typical relationship in faith and are also related like descendants (Shihab, 2009). This shows the close relationship between fellow Muslims as close to our relatives. Although the believers are of different nationalities, ethnicities, languages, skin colors, customs, and stratifications, they

are in the Islamic brotherhood. So that education must be sought equality for all Indonesians, especially those with disabilities.

Given that, this study will investigate English language learners (ELLs) who have disabilities, as well as the sorts of strategies that may be used to inspire and engage them in the topic that they are learning. The findings indicate that According to Nguyen (2012), the number of English language learners has increased by around 50% in the recent decade. Amka (2019) shows that local government policies have resulted in inclusive pedagogy in schools in South Kalimantan. Most principals support the undertaking of inclusive classes, most teachers are willing to task with disabilities' students, and regular students' parents approve the inclusive concept. According to the Regional Office of Social Department of Kalimantan Selatan Province (2018), there has been significant growth in varied populations, namely 19.621 special needs students for the whole of South Kalimantan. They also considered the importance of developing specific strategies for English language learners and those with individualized education plans. With the increasing artistic and linguistic diversity of Indonesian students, teachers must seek and apply solutions that can successfully discuss and meet the needs of English language learners. According to Mason (2006), clear strategies must be implemented for children to be successful.

Successful outcomes for ELLs with disabilities in a general education context have been shown. Examples of general education settings that fall under this category include co-teaching environments, experimental settings, and main common education settings, such as physical education classes. Various skills and interventions must be expressed when dealing with ELLs with disabilities in the mutual education classroom. Cooperative learning strategies are one kind of intervention that has been shown to be effective (Kagan, 1994).

When it comes to educating ELLs with disabilities, there is no "one-size-fits-all" method that works for everyone. Not only are these kids enduring difficulties as a result of their impairment, however they are also learning other language that is foreign or distinct of their native tongue. Many solutions may be used in the classroom to adapt both disabilities' students and English language learners. These teaching strategies may recognize and accept cultural differences while also encouraging student-led learning. These strategies may also be effective for a wide range of learners, including kinesthetic, tactile, pictorial, and auricular learners.

According to many researchs, the figure of students with disabilities that are English language learners is rising, as are the difficulties these students' faced. According to Khasawneh (2021), all English language learners in public schools in Indonesia are additionally affected by a specific form of impairment. Many ELLs with disabilities continue to be included in practically every classroom, challenging to learn and understand the new language and theme. These sorts of English language learners who attempt are not simply limited to speakers of a single language, but the diverse types of English language learners that challenge come from a wide range of different languages. A study published in 2004 by Albus et al. and another in 2005 by Liu et al. Found that ELLs with disabilities, particularly Hmong and Latino students, had the worst academic achievement and participation ratios on statewide examinations of educational success mandatory by No Child Left Behind (NCLB). Students with disabilities find it difficult to maintain concentration, study, and absorb the material in class. ELLs have difficulty keeping up with demanding curricula, like the common core standards. In order to be successful, a student with a handicap who is also an ELL must overcome some hurdles and overcome them.

Students with disabilities, ELLs, and ELLs with disabilities are subjected to a significant number of problems that they get demotivated. According to Abedi et al. (2008), it has been observed that individuals with learning difficulties find it difficult to sustain their interest in academic activities on the whole. Numerous students who fall under this category lose their confidence and become dissatisfied. When students lose their self-confidence and feel upset, their level of motivation begins to dwindle. Baker et al. (1997) asserted that motivation plays a significant influence in developing reading and writing skills. Moreover, they noted that research has demonstrated that disparities in motivation may lead to inequalities in accomplishment within Latino homes, independent of socioeconomic condition or the educational level of the parents' (Baker et al., 1996; Guthrie & Wigfield, 1997).

Planty, Hussar, Snyder, Provasnik, Kena, Dinkes, and Kewalramani (2008) acknowledge that an increasing number of English language learners have disabilities. According to Abadi et al. (2008) Students classified as ELLs make up a large portion of this linguistically and culturally diverse student community. This research aims to provide additional data and statistics on English language learners with disabilities, as well as recommendations for what educators can do to improve their students' learning environment. According to Abedi et al. (2008), English language learners with any form of disability require specially adapted instruction to meet their language learning and disability-related needs. Aiming to give information on cooperative learning methodologies and student motivation, this project will collect data. There are a variety of compelling reasons why this study should be pursued. The first conclusion is that there has been a significant increase in ELLs with disabilities. According to Padmadewi & Artini (2017), ELLs with disabilities are a demographic that has grown in recent years and is now present in

schools all around Indonesia. In order to accommodate and assist the growing number of students, further research must be completed.

Furthermore, this study is worth looking into since ELLs with disabilities face various challenges in the classroom forming. Nguyen (2012) investigated how English language learners with disabilities experience many difficulties while learning in a formal educational environment. We, as educators, must adopt a variety of strategies in our classrooms to encourage and engage the students in order for them to achieve tremendous success. This research will be beneficial to all teachers and ELLs with disabilities.

The lack of motivation is a problem for ELLs with disabilities, but they also have problems dealing with an abundance of varied sources. Paneque and Rodriguez (2009) investigate the factors that put these students in danger of failing their academic endeavors. They also point out that students who exhibit two or more risk indicators are more likely to fail their academic courses. To meet the needs of students with disabilities and students who do not speak English, alternative educational methods must be used in conjunction with standard teaching methods (Paneque & Rodriguez, 2009). Liu and Barrera (2013) have a similar view of English learners with disabilities. They noted that English-language learners with disabilities are becoming an increasingly important segment of the K-12 education population. Liu and Barrera (2013) examine how English language learners with disabilities struggle to develop English skills while still needing to demonstrate academic competence. Special and bilingual education laws protect ELLs with disabilities, making them the most vulnerable children in the classroom (Liu & Barrera, 2013).

In this study, the researcher would like to know the type of cooperative learning strategies, such as Kagan strategies, may help English language learners

with disabilities. A secondary goal of this research is to find out the challenge and obstacles for the teachers while implementing the cooperative learning strategies towards ELL students with disabilities in the classroom.

B. Research Questions

I addressed several research questions in this study. So, this study will investigate those research questions. The research questions are as follows:

1. What are the types of Cooperative Learning strategies that used by the teachers for ELLs students with disabilities?
2. What are the challenges faced by teachers in implementing Cooperative Learning strategies for ELLs students with disabilities?

C. Research Objectives

This study will analyze the research issues that have been raised so far. In this research, the following objectives are pursued:

1. To find out the types of Cooperative Learning strategies that used by the teachers for ELLs students with disabilities.
2. To find out the challenges faced by the teachers in implementing Cooperative Learning strategies for ELLs students with disabilities.

D. Significance of Study

1. Theoretical

The findings of this study allow us to place the aspect in the suitable image, which corresponds to the characteristics of EYL in terms of multimodality, and these characteristics are presented in the relevant image, as shown below. This research is intended to provide helpful information and references for future research in order for the findings of this study to be

beneficial to the next researcher who wishes to research the same topic area. The results of this research are intended to be beneficial to the next researcher who wishes to research the same topic area.

2. Practical

For students, the findings in this research may show that students perform better when courses are provided in a realistic atmosphere, which supports the results of the previous study. Many factors contribute to their more outstanding performance, including that they are better able to sustain their attention for more extended periods, construct a more meaningful image in their thoughts, and enhance their capacity to remember the information afterward. Additionally, in addition to offering outstanding English language instruction for young learners, the findings of this study may serve as a model for teachers who are relatively new to the area of English language teaching.

E. Definition of Key Terms

In order to avoid misunderstanding, the key terms used in this study are defined as follows:

1. Cooperative Learning

In education, cooperative learning is a strategy that seeks to combine classroom activities into academic and social learning experiences by bringing them together in groups. Cooperative learning will focus on Kagan's Cooperative Learning Model in this research.

2. English Language Learners (ELL)

English Language Learners are students from non-English speaking backgrounds and studying English as a second language. Although many English language learners have gained fundamental communication abilities in English, many nevertheless struggle with academic language. In this

research, the ELL will focus on students with disabilities at the elementary level.

3. ELL with a disability

A student qualified for both special education and English as a second language (ESL) or bilingual education programs is known as an ELL with a disability. In this study, the students have multiple categories of disability such as Borderline, Low Vision, Indigo, Congenital Disease, and Medium Speech Impaired.