

CHAPTER I

INTRODUCTION

A. Background of Study

Education for students with special needs is very important. As in the Qur'an surah Al-Alaq verse 1-5:

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . أَلْفَرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ
مَا لَمْ يَعْلَمْ

On the basis of the sources of the Qur'an above, it is clear that God has commanded all humans to read. The purpose of reading here is to continue to learn about everything as long as humans life. Teaching and learning English for students with special needs also a form of explanation of the above surah. In Indonesia, English is not the first language so it means English is a foreign language. Gebhard (2000:401) defines that "English as foreign language means that English is studied by the people who live In the country where English is not the first language". Lynne T (2004:81) states that "EFL learners of English who live in places where English is, by and large, and academic subject, functioning narrowly in that culture as a tool for communicating with outsider". Learning a foreign language is an integrated process that the learner should study the four basic skills : Listening, speaking, reading and writing.

Westwood (2003) defines students with special needs as those who have difficulties in learning, speech or language disorders, intellectual disability, autism, emotional disturbance, hearing impairment, visual impairment, deaf,

blind, traumatic brain injury, chronic health condition, attention-deficit hyperactivity disorder (ADHD), and severe multiple disabilities. In order, to teach students with special needs, there are many ways of teaching that can be applied in the classroom. Special education schools are places where children with special needs are entitled to a proper education to develop their potential even with the specific needs they have. Special education schools are certainly different from general schools, in terms of students, educational curriculum, to school facilities. The teacher who teaches at special education school also different, because they must have the ability to teach students with special needs. Like extra patience, strong mentality, and extraordinary physical endurance, because teaching students with special needs is not arbitrary (Taylor, 2005).

In Pangkalan Bun, Central Kalimantan, there are some special education schools. One of them is SLBN 2 Pangkalan bun, which have 3 level educations in one building. In pandemic COVID-19, that school applied visiting teacher which means the teachers have to come to students' house once for a week to give the lesson. This is very interesting to study it because this is different with another research before, who did the research about the same topic not in pandemic COVID-19. We can know more how the English teachers be able to teach students with special needs who do not yet master their mother tongue but they learn foreign language, especially to give the lesson in pandemic condition. For English teachers, have to face students with oral communication disorder, reading and writing difficulties are the most common difficulties they

encounter. It will become a challenge to English teachers when they must teach foreign language to students who do not yet master their mother tongue. That is why English teachers must have a good skill and knowledge on how to teach students with special needs with an appropriate preparation (Abdallah, 2015).

In this thesis proposal, the writer will provide how is teaching EFL learners with special needs at SLBN 2 Pangkalan bun. The writer will provide what strategies are used by the English teachers to teach students with special needs and also what their problems or challenges are faced while teach them. Not only that, the writer also will find out whether English teachers have different strategies or not while teach in different level. Therefore, the writer is interested to conduct a research about **“Teaching EFL Learners With Special Needs at SLBN 2 Pangkalan bun”**.

B. Research Questions

1. What strategies are used by the English teachers in teaching EFL learners at SLBN 2 Pangkalan bun?
2. What problems or challenges are faced by the English teachers in teaching EFL learners at SLBN 2 Pangkalan bun?

C. Objective of Study

Based on the research questions above, the objectives of this research are:

1. To find out strategies are used by the English teachers in teaching EFL learners with special needs at SLBN 2 Pangkalan bun.

2. To explain the problems or challenges are faced by the English teachers in teaching EFL learners with special needs at SLBN 2 Pangkalan bun.

D. Significance of Study

1. For the teachers, this research considering be benefits for the teachers as a guide and evaluate teachers' strategies in teaching English for students with special needs, especially students with mental retardation and students with hearing impairment.
2. For the researcher, this research considering be benefits for the researcher to increase the researcher knowledge and mastery in the field of teaching, especially to teaching students with special needs in teaching English according to the researcher's major.
3. For other researchers, it can be reference for further research for the next researcher who want to conduct a research about paraphrasing.

E. Definition of Key Terms

Thus will be explained the operational definition of a few title words to avoid misunderstanding of the intended editorial, they are:

1. Teaching strategies in this research means the strategies that used by the teachers' who teach students with mental retardation and student with hearing impairment at SLBN 2 Pangkalan Bun.
2. EFL in this research means that students who learn English as a foreign language which special needs who study at SLBN 2 Pangkalan Bun.

3. Special education needs are schools that serve children with special needs
In order to get appropriate education using competency-based curriculum
and special teachers to teach them.