

CHAPTER I

INTRODUCTION

This chapter presents the background of the study that explains the descriptions about the topics. The statement of the problems and the delimitation will be clearly explained. This chapter also includes the research questions, research objectives, as well as the significance of the study.

Background of the Study

English as the international language has become the most used language in most communities and in every aspect of life. Therefore, English is included into the curriculum of schools and becomes one of the subjects taught in regular schools from the middle to upper levels and beyond (Indonesia Ministry of Education and Culture, Article No. 060 / U / 1993). English is included in the curriculum for both regular schools and special schools. Therefore, based on the article 16 of Law 72 of 1991, the curriculum that special schools use is similar to regular schools in Indonesia with some adaptations in terms of students' needs.

The Government of the Republic Indonesia established special schools for students with special needs, based on Law No. 72 of 1991 which states that every child with special needs has the right to pursue education. Schools with special needs serve and help special needs students with facilities to develop them in language, culture and behavior. A special needs school is a school which is specifically

designed to provide and support the needs of special education for students with special needs (Adi, Unsiah, & Fadhilah, 2017). Special Education is an education which fulfills the needs of special students with adaptation to their needs.

Teaching regular students and students with special needs is different, especially in teaching foreign languages like English. The process of learning English for regular students and special students, especially hearing-impaired students, is not the same. Hearing-impaired students often show significant delays in language production (Cawthon, 2001). They cannot fully process the information in the form of sound, while regular students can process them (Adi et al., 2017). Based on the challenges faced by students, it becomes a challenge for teachers to teach English for hearing-impaired students. Therefore, special education teachers will usually modify the general education curriculum to meet the children's individual needs and provide the required instruction based on Law No. 72 year 1991.

The roles of special educators in the educational system are both complex and multifaceted. A study by Hastings and Brown (2002) indicated that Special Education teachers have higher levels of anxiety, feel less supported and have lower job satisfaction than their contemporaries. All the factors stated above are stresses and strains to special needs teachers. These include skillful anticipation of students' difficulties, then helping in the adaptation and accommodation of special needs in the society. Special educators must also have the knowledge of general education curriculum and adaptation to suit the needs of the exceptional children, and assisting

in homework as well as adequate linkage between the school and home (Adeniyi, Fakolade, & Tella, 2010). Such expectations may also constitute stress or burnout to teachers of special needs children.

On the other hand, the work also can be emotionally demanding and physically draining. Many special education teachers are under considerable stress due to heavy workload and administrative tasks (Ghani, Ahmad, & Ibrahim, 2014). They need to produce a large number of documents that document the progress of each student and have the responsibility to show to the parents that their children are receiving adequate education. This stress is able to reduce teacher's motivation, as Miller, Brownell, and Smith argued that when special education teachers are strongly emphasized by their inability to manage their workload, they are more likely to leave special education classes (as cited in Ghani et al., 2014). The ability to successfully manage the pressures associated with teaching is essential if special education teachers want to survive and thrive in the classroom.

Therefore, teachers in special needs schools need to receive more attention and equal treatment with teachers in public schools. This is based on how teachers in special schools should strive to convey more materials to students with less hearing and are able to carry a heavier responsibility than teachers in general. Furthermore, the researcher wants to have research done by special education teachers. The researcher wants to find out how teachers in special needs schools feel when teaching

English and how teachers cope with difficult situations when teaching English. This research will focus on teachers in one state special needs school in Yogyakarta.

Statement of the Problem

Through casual conversations between the researcher and the vice principal for the Curriculum Affairs in one of the special needs schools, he stated that teaching students with special needs, especially those with hearing loss, is not easy. These students must learn from very simple things with the right teaching techniques. They also need a teacher who can deliver the material in the right way and consider their deafness. Teachers need to have special considerations to adjust student or behavior disability (Mpofu & Chimenga, 2013). On the other hand, what is really important is the attitude of all teachers in the context of learning is one of the ways to involve students in learning. Special education teachers generally have an abundance of expertise, care and compassion that stand out. Therefore, the aim of this study is to find out about the teachers' feels and strategies on teaching English to hearing-impaired students.

The Limitation of the Problem

This research focuses on the teachers' feels and strategies in teaching English for hearing-impaired students. In this case, the researcher will explore teachers' feelings about their experience teaching English for hearing-impaired students and how they cope with difficult situations. Moreover, the researcher only focuses and

explores more on the teachers at one special needs school in Yogyakarta where the teachers teach English to students with hearing-impairment.

The Research Questions

This research questions are constructed below:

1. How do the teachers feel when teaching English for hearing-impaired students in one of the state special needs schools in Bantul, Yogyakarta ?
2. How do the teachers cope with difficult situations when teaching English for hearing-impaired students in one of the state special needs schools in Bantul, Yogyakarta ?

Objectives of the Study

The objectives of this study are to investigate:

1. To find out how the teachers feel when teaching English for hearing-impaired students at one of the state special needs schools in Bantul, Yogyakarta.
2. To find out how the teachers cope with difficult situations when teaching English for hearing-impaired students at one of the state special needs schools in Bantul, Yogyakarta.

Significance of the Study

This study is expected to give a positive contribution in the educational and research field for the process of teaching and learning English, especially in the context of special students or special needs education. The findings of this research

are valuable for other researchers, lectures or teachers/pre-service teachers, and students. The significances are listed below:

Special Needs Students. When teaching English to hearing-impaired students, teachers use various strategies to help them. Therefore, special needs students, especially students with hearing impairment, will have more interest and become more aware in learning English.

Teachers and pre-service teachers. Significance is present for the teachers, especially for teachers who teach students with hearing-impairment. After reading this research, hopefully the teacher can find out more on how to improve their teaching skill in teaching English. Then, teachers also become aware on how they cope with difficult situation in teaching English to hearing-impaired students.

Other researchers. Hopefully, this study can be a reference for other researchers who are interested to find out and conduct a research about teachers' feelings or students with hearing-impairment in the teaching and learning process. The researcher hopes that the future researcher can explore on this research and have an interest to discover more about the related topic then there will be more references in the future.