

**ENGLISH TEACHING METHOD FOR
STUDENTS WITH SPECIAL NEEDS AT
EXTRAORDINARY SENIOR HIGH
SCHOOL OF MUTIARA HATI
BUMIAYU IN THE ACADEMIC YEAR
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Abstract

This study reveals the English teaching method for students with special needs at Extraordinary Senior High School of Mutiara Hati Bumiayu. The study investigates the process of classroom instruction, teaching methods, obstacles, and alternative strategies of the English teacher during teaching-learning activities. The study uses a case study as the research design, and there are two data collection methods; interview and observation. Both interviews and observation are applied to gain data on the English teacher and inclusion teacher's strategies in teaching students with special needs. The findings discover the teachers teaching methods i.e. the Grammar Translation Method (GTM) and

Total Physical Response (TPR). There are some obstacles in teaching English, such as the students' moods change and lack understanding of the materials. In this case, the English teacher had alternatives to handle the obstacles, such as guiding the students with behavioral approach, and reducing the learning standard.

Keywords: *English Teaching Method, Students with Special Needs, Extraordinary Senior School.*

A. Introduction

Education is human need. The absence of education will let human undeveloped and tend to be backward. It is a right for every citizen in the world, one of them in Indonesia. According to the law and government, children with special needs can get the same rights as normal children. Law number 20 of 2003 stated that all Indonesian children have the right to obtain a quality education without exception. Thus, education no longer belongs to a particular community or group. Even children with special needs must get education guarantees from the government.

Children with special needs generally attend special schools that provide special services or special education for their needs. Educational institutions specifically for children with special needs are Extraordinary Schools. As an institution that manages children with special needs, schools are expected to be able to provide services for them to get a proper education. One of the educations in Extraordinary Schools is English.

In teaching English, a teacher must be creative, flexible, committed to learning progress, and willing to learn from students. As a professional teacher, teaching method is one of the important steps which are needed by the teacher to teach in a classroom. The learning

target in teaching-learning activities includes the development of self-confidence in children and feeling proud of themselves for their achievements. Children can learn independently by trying to understand and apply their lessons at school to their daily lives.

The method of learning English will be different from normal children because there are many characteristics of students with special needs such as deafness, mental disability, and down syndrome. Normal students will have difficulty in understanding the material if the method is not appropriate. This can be used as a reference in choosing effective learning methods for students with special needs.

B. Literature Review

The theories reviewed here covers teaching strategies for students with special needs, students with special needs, slow learner students, the English materials and teaching methods for special needs students, and the extraordinary school.

1. Teaching Strategies for Students with Special Needs

Mitchel (2008) mentions some several strategies that probably can be applied in teaching students with special needs. Such as cooperative group teaching, peer tutoring, collaborative teaching, parent involvement, school culture, school-wide positive behavior support, indoor environmental quality, classroom climate, social skill training, cognitive strategy instruction, mnemonics and other memory strategies, reciprocal teaching, phonological awareness and phonological processing, cognitive behavioral therapy, behavioral approaches, functional

behavioral assessment, direct instruction, review and practice, formative assessment and feedback, assistive technology, augmentative and alternative communication.

2. Students with Special Needs

Cullata, et al (in Juriana, 2016: 9) state that students who are classified as extraordinary students are those who are different from most normal students in terms of mental characteristics, sensory abilities, physical, or brain nerves, emotional behavior, communication skills, or some disadvantages that require modification of learning in schools or education services specifically. Therefore, their potential can develop optimally.

a. Classification of Students with Special Needs

Juriana (2016:7) states that the classification or grouping of types of students with special needs, in general, there are 11 types, namely:

- 1) Vision problems are those who experience significant visual impairment.
- 2) Hearing loss is difficulty hearing from mild to severe.
- 3) An intellectual disorder is a term that is often used for those who experience intellectual impairment or mental retardation.
- 4) Multiple disorders often called severe disabilities usually have more than one disability.
- 5) Physical and health disorders are those who have physical limitations or health problems.
- 6) Emotional and behavioral disorders are behaviors that are not in accordance with the environment.

- 7) Learning difficulties are a special type of need where students are not able to take part in learning.
 - 8) Slow learning is students who have intellectual potential slightly below normal, but not including mental retardation.
 - 9) Autism is a developmental disorder that includes verbal and non-verbal communication disorders, and social interactions.
 - 10) ADHD (Attention Deficit Hyperactive Disorder) is a condition where a person has difficulty focusing attention, controlling behavior, and hyperactivity.
 - 11) Smart and special talent is a term for those who have prominent abilities and can give high achievement.
- b. Characteristics of Students with Special Needs
- Based on Geniofam (2010:10), there are some categories students with special needs can be classified such as students with visual impairments (blindness), students with hearing loss (deaf), students with mental retardation, students with learning difficulties, students with autism spectrum disorders.

3. Slow Learner Students

Reddy, et al (in Purwatinings' thesis, 2014:20) state that characteristics of slow learning students in terms of their causal factors, including limitation of cognitive capacity, low memory, disorders and lack of concentration, inability to express ideas.

Arjmandnia, et al (in Purwatinings' thesis, 2014: 27) suggested that the common problem of sluggish learning students found by classroom teachers includes: having low achievement in all subjects, having difficulty reading, writing or math, low memory, hyperactivity or lack of attention.

4. The English Materials and Teaching Methods for Special Needs Students

Lituhayu (2017:19) states that several methods carried out in teaching English for special needs students, especially in inclusion settings are Direct Method or Natural method, Total Physical Response – TPR, and Lexical Approach.

5. The Extraordinary School

According to the Law on the National Education System Law No. 20 of 2003 article 32 states that special education for extraordinary education is education for students who have a level of difficulty in participating in the learning process due to physical, emotional, mental, and social disorders and or have the potential for intelligence and special talents. It means that education for students with special needs is regulated by law and their right to education is the same as for non-students with special needs.

C. Method of Investigation

The writer use qualitative research. In addition, the source of data in this study is the tenth grade of Extraordinary Senior High School of Mutiara Hati Bumiayu. Besides, the instruments for collecting the data are observation, interview, and documentation.

D. Findings and Discussion

In this research, the writer act as observer and interviewer. Based on the data result, the writer found some students with special needs who are taught by an English teacher in a classroom. There are five students who have special needs. Some students with special needs have different needs such as deafness, mental disability, and down syndrome. Three students have a mental disability, one student has deafness, and one student has down syndrome in the class.

The teacher's activities in learning English contain the preparation of learning English or the application of English in the classroom includes class interaction (opening), application of the components of the learning process (content), and evaluation steps (closing). The activity involves several components, which are called instructional components namely objectives, materials, methods, media, and evaluation. In learning English in the classroom, the teacher teaches vocabulary.

Based on interviews, the teacher uses the 2013 curriculum and curriculum Merdeka. The lesson plans and the syllabus are different for other students because their abilities are different, especially for students with special needs. Then, the teacher usually prepares the method that is appropriate to the material. In the first observation, the English teacher applied used Grammar Translation Method (GTM). In the second observation, she used Total Physical Response (TPR). In addition, the teacher uses mixed language, sign language, and gestures so that students can arrange the words in teaching-learning. The teacher combines a picture, total communication approach with sign language. This method is intended to make students better

understand the purpose of the teaching and learning process.

Besides, the writer found that the material for students with special needs focuses on vocabulary because students did not get English lessons in the previous class. Based on the interviews, the teacher uses picture, draw an image based the material such as thing, number, part of body, and etc. This way help the students more understand about the material in the learning process. Learning aids are used when the teacher delivered a difficult material to make it more interesting.

According to interviews with teachers at the Extraordinary Senior High School of Mutiara Hati Bumiayu, teachers have several ways of evaluating their students. The teacher not only evaluates student learning outcomes through periodic tests but also evaluates student performance daily.

Furthermore, there are several obstacles that occur when English teachers taught in class such as feeling bored, lacking focus, and less attention. To attract students' attention, the teacher must make sounds that could attract students' attention, such as hitting the blackboard or table and having to call the students' names, at which point the students would begin paying attention to the teacher. If the students were still not paying attention, the teacher should approach them while calling their names and tell them to concentrate on what was learned.

Besides, the teacher should understand what the student said. When the teacher tried to figure out what student with special needs are talking about, the teacher should repeat the question very slowly and clearly before asking them to answer it, rather than looking at the students' expressions.

E. Conclusion

Based on the findings and interpretation, the writer concludes that teaching English to students with special needs is a challenge that requires the cooperation and participation of all parties in the school. The design of learning English for students with special needs includes good learning planning, a systematic learning process, approaches, models, methods, and media according to the needs of students with special needs, and appropriate evaluation according to the needs of students.

Furthermore, based on the interviews, there are three classes at Extraordinary Senior High School of Mutiara Hati Bumiayu, but the writer only conducted one class in tenth grade. In tenth grade, there were 5 students with different needs, namely mental disability, deafness, and also down syndrome.

The teacher applies two strategies in her class. First is the Grammar Translation Method (GTM) which the teacher applies to teach reading and writing skills. Second, the Total Physical Response (TPR), this method is applied to teach speaking skills.

Based on the results of observation and interview, writer also found obstacles faced by the English teacher, first was the mood, there was a student with special needs who was not in the mood when the lesson took place. Second, the students found difficulties understanding the materials; therefore, the English teacher reduces the learning standard.

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