

## CHAPTER I

### INTRODUCTION

This chapter describes the research background, question, purposes, significances, scope, conceptual framework, and previous studies.

#### **A. Background.**

Education is crucial for everyone worldwide to improve new knowledge and skills as well as abilities. Even someone who has physical and mental limitations, both men and women have to get education without any differences. Every student with a physical or mental disability can take an education that has been provided. Indonesia provides a special education that students with disabilities can afford to attend, which is called *Sekolah Luar Biasa* (SLB). SLB is a special education founded by government that provides students with special mental and physical abilities to get the same educational opportunities as students. According to Suparno (2007), *Sekolah Luar Biasa* (SLB) is a special education for students who have difficulty at the learning process due to physical, emotional, mental social disorders, but have the potential for intelligence and special talent.

SLB is the schools that organize the educational teaching process for children who have physical mental limitations and other limitations, which are organized by the government based on their needs with special techniques to increase the potential for critical thinking and the ability of students with special needs the field of education. Pratiwi and Murtiningsih (2013) state, there are several types of the classroom on SLB based on the students' needs for the group A is for the blind students, group B for the deaf students, group C for the mental disability, group D for disabled students, group E for students that have barriers in emotional control and social control or behavioral disorder.

Classroom management is important for teacher especially teacher who teach in special education because with classroom management, it becomes easier for teacher to organize students in learning English, and managing what students need in learning, can help students to achieve their needs in learning or achieve what students needs and with classroom management can motivate students when studying, a supportive classroom atmosphere will further motivate students to take

part in the learning activities that will be carried out. Based on Harmer (2014) claims that classroom management the ability to control and inspire a class is one of the fundamental teaching skills. Teacher find it much easier if their students believe genuinely interested in them and available for them.

Teacher who teach in the field of special education are different from teacher at public schools because teacher in special education must trained first to understand the character of special needs students who have different needs in each student. The character of students with special needs such as difficulty focusing on a material requires repetition several times, especially during learning English as a second language for the student with special needs. For example, the challenges experienced by Aprilia (2013) Teaching English to students with disabilities or special needs is challenging because these individuals have distinct personalities and distinctive requirements that set them apart from other students. Then it happens in Hungary, by Piniel et al. (2016) stated that the major obstacle to teaching English to special needs students in Hungary is the lack of proper learning materials. However, teacher are harder to find the appropriate strategies in delivering subjects on the learning classroom. So, it makes the teacher have to create some appropriate strategies for teaching material and worksheets by themselves. This shows that we need to know the teaching strategies used by teacher to make the organized learning process.

Furthermore, according to Caviglioli (1999) on his research state that the use of 'mind-mapping' to help students with mental disorder to represent the understanding of stories students with special education require special attention from their teacher to create effective and enjoyable learning, so classroom management is essential. Experiences by Tahang (2023) that deaf students were not capable of learning independently. The teacher will guide them during the learning process by using visualization media, such as pictures, flashcards or even realia to make it easier for students to understand the material during learning.

This current research aims to know how the strategies used by teacher in classroom management to overcome the challenges of managing the EFL classroom at SLB Bandung in teaching for deaf students while learning progresses. From some

of the research that has previously been done, it can be concluded that teaching English to students with special needs requires special patience, different strategies that support the progress of these learning activities so that learning runs smoothly, as well as a supportive classroom atmosphere to make students' interest in learning. The current research is specifically focused on analyzing how the teacher managing English classes creates learning that is of interest to students and builds students motivational interest in their participation during learning activities

### **B. Research Question**

Based on the background of the study, the research questions are required as follows:

1. What are the challenges of English teacher faced when managing EFL classroom for deaf students?
2. What are the teacher strategies to manage their EFL Classroom for deaf students?

### **C. Research Purposes**

Based on the research questions, the research purposes of the study are required as follows:

1. To find out teacher challenges when managing EFL classroom for deaf students.
2. To find what the teacher strategies in managing EFL classroom to teach deaf students.

### **D. Research Significances**

The research significances are divided into two parts above:

1. Theoretically

The finding of the research can be a reference for those researching the same case, as a source of knowledge for anyone who reads regarding how to manage classes for special needs students, especially for deaf students.

2. Practically

The finding of the research is directed to teachers, instructors, and the community to require new information about how to manage EFL classrooms for students with special needs especially for deaf students.

## **E. Research Scope**

This study identifies the challenges faced by EFL teacher during managing special education classes for special needs of deaf students. This study used a descriptive method as qualitative research design.

## **F. Conceptual Framework**

Teaching English for children with special needs can motivate and direct them to learn English using a professional strategies approach to teaching them Krapez, as cited in Mohammadian and Dolatabadi, (2016). Teaching English to children who have special needs is not easy. Teacher need to take special certification by taking part in training on teaching children with special needs to understand the child's character through the emotions that exist in children and how to handle them.

Teacher may need help communicating, responding to situations, or even managing class management for students to make learning more effective. However, implementing the learning process still has many obstacles, and one of the compulsory subjects that is challenging to teach at SLB to learn are English language. SLB is a school facilitated by the government for children with mental and physical special needs to get education, and develop talents, and develop the character of children with special needs, in general SLB students or children with special needs have a different character from ordinary children because the character of children with special needs is quite unique, sometimes students have low focus on a subject and are often easily distracted by something and it is not uncommon for them to lose interest in learning due to unstable mood conditions.

Moreover, Rifa'I (2016) mentions on his study that handling students with special needs, through character education for students, paying more attention and analyzing what they need so that they get a new strategy to deal with the character building of students. Deaf or lack of hearing is a condition where a person has hearing loss and cannot use the sense of hearing to communicate. People with this condition typically find it difficult to speak since it is tough for them to produce sound when they are unable to use their sense of hearing. Haenudin (2013) states that people with special needs who are deaf experience obstacles in the process of speech and

language caused by their hearing disorders. Therefore, people with hearing loss find it difficult to speak because of the limitations caused by their hearing. This condition can come from a congenital problem or from an injury that can causes in hearing loss.

Further, according to Apriana (2017), the characteristics of deaf people in terms of language are poor in vocabulary, so it is also difficult for him to express student language and speech, the use of sign language or verbal speech depends on the habits in the child's environment Limitations to form speech properly, because speaking verbally (verbal) requires a number of words The rhythm and style of language are monotonous It is difficult to understand abstract words It is difficult to understand words that contain figures of speech.

Meanwhile, according to Jati (2017), the characteristics of deaf children in terms of language and speech are as follows vocabulary, experiencing difficulties in understanding language expressions that contain figurative meanings and abstract words that contain figurative meanings and abstract words, rhythms and language styles, Difficult to understand complex sentences complex sentences or long sentences and figurative forms less mastering. As cited from Chandra (2020) research he states that emotionally children with special needs who are deaf they want to know more about the world they live in, about what is around them but with the limitations they have it is difficult for them to know more about what is around them.

Issac (2010) as cited from (Saputra & Aziz 2014) explains that teaching strategies are teacher behaviors manifested in learning activities that occur in the classroom. For example, teaching strategies can develop to provide an appropriate stimulus for a timely response, see changes in learned responses, and explore responses with extra activities. Managing and giving lessons in the class while teaching students with special needs is a challenge for a teacher because, in one category, the requirements that students need may be different, primarily to provide learning for students who are deaf how they hear one English sentence and how the teacher can provide knowledge to these students and how teacher manage students who can't stay still, run around or do not even want to talk.

In the context of classroom management, teacher encounter a number of challenges related to student seating arrangements. These challenges pertain to

facilitating interactions among students, particularly during group learning activities. Research conducted by Zifferblatt (1972) on this topic indicates that when tables are grouped, students tend to engage in social activities to solve problems collectively. However, this approach may not always result in optimal outcomes, as it can hinder students' ability to complete tasks effectively. Then, consideration must be given to the placement of the light source or the illumination level.

Deaf students rely more heavily on their eyesight, when the whiteboard is positioned in front of the class and exposed to excessive light, glare is likely to result from the light reflecting off the whiteboard, thereby interfering with the learning process of deaf students. Evans & Lovel (1979) posited that excessive illumination within the classroom can result in glare on the whiteboard, which may impede the learning process for deaf students. The organization of materials in the classroom also presents a challenge to effective management.

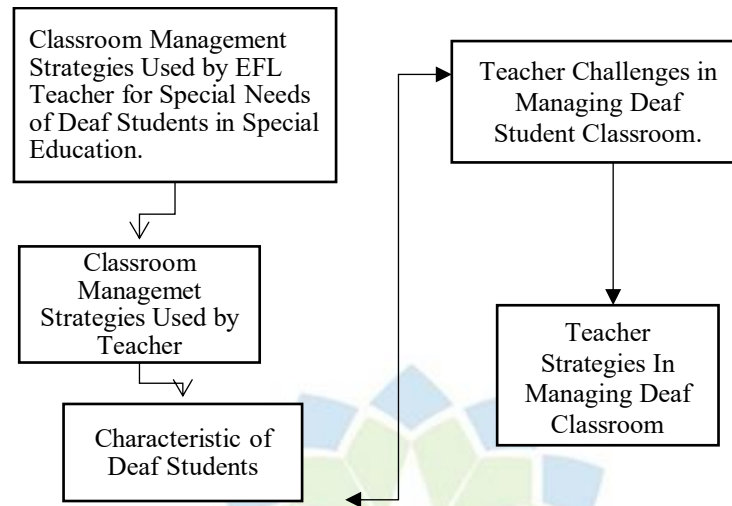
The importance of effective classroom management by Emmer and Stough, (2001) in managing the classroom by teacher can achieve the results of activities through a positive educational process by creating a good learning environment that can produce effective teaching and can reduce the problems faced in the classroom.

Marzano (2003) states that classroom management strategies are employed to reduce unwanted disruptions and inappropriate behaviour in the classroom. Disruption of the continuity in the learning process at the classroom due to poor student behaviour. With classroom management, hope the students will be more comfortable in learning to help focus during learning.

According to McClafferty (2018) on his articles state that to create interesting learning with the classroom management style for students with special needs teachers should create innovative learning classroom, like using computer-based programs for the attention gather students. Setting the desks in the classroom in rows is better than using circular seating because the students are easily distracted so keep the desks away from the window and set the activities centers in the classroom. The teacher puts the classroom rules in a conspicuous place in the classroom and asks the students to read the rules before starting the class then the



teacher should check that students can understand the rules of the classroom. For the learning material visual aids such as charts, graphs and colorful pictures. It can make the students interactive while learning.



**Figure 1. 1 Conceptual Framework**

#### **G. Previous Study**

There are several studies conducted by Oktavianti et al. (2020) conducted the study, which discovered that teacher create a pleasant environment by greeting, encouraging, and implementing a positive attitude in learning, which results in positive teacher-student connections. The teacher adjusts to their portion of the abilities when it comes to adopting rules and procedures for children with special needs. Implementation challenges can still be overcome with the assistance of a special instructor assistant. The advantage of employing classroom management is that it assists teacher in achieving what students' needs.

According to Gyasi et al. (2020), was to determine the level of teachers' knowledge of students in classes that they teach, to determine their knowledge of the concept of inclusivity in the classroom, to explore their awareness and understanding of regulative and legislative frameworks that relate to students, to examine classroom management procedures that teacher adopt in managing students, and to explore possible awareness strategies and management. Suborna et al. (2022) demonstrate that a successful inclusion classroom exists and that if they had their own classroom, they would implement it. Those can only begin to address

the problem of teaching strategy by adding role models in giving consistent and trustworthy information by setting appropriate active examples and being aware of the impact of their passive deeds. Create a "yours, mine, and ours" plan for incorporating impaired children into programs.

Furthermore, according to Nostalgianti. (2020), educating kids with mental retardation necessitates special skills such as methods and classroom management techniques. Finally, the research demonstrated the major tactics utilized by the teacher in teaching English, namely, imitation and modeling. The teacher used five approaches: displaying respect for students, professionalism, class techniques, a good attitude toward the teacher duty, and knowing the students. The difference between Nostalgianti's research and this study is the type of class taken, where in the study the researcher took a class for mental disorder students but the current research took the class for deaf students of loss of hearing

Tahang et al. (2023) states teaching students with hearing disability using repetition and visualization strategies during learning process, then adapted to the conditions of the abilities and special needs of deaf students. They are not be able to learn independently, the student still needs the direction from the teacher to help their learning process optimally. Mar'atushsholikah (2022) mentioned that classroom management for deaf and ADHD students uses two main components, namely optimal learning conditions and a supportive learning environment for the development of their skills in learning English. Mentioning also that recognizing the characteristics of each student is a major factor in the implementation of classroom management.

Based on the previous related studies, this recent study is different. Based on previous research related to special needs students, this research will only focus on deaf students in special education settings to find out what strategies are used by teachers in managing English classes for deaf students.