

CHAPTER I

INTRODUCTION

This chapter elaborates on the whole research. Specifically, explain the study's background, research questions, research purposes, research significance, Research framework, Research Methodology, and previous studies.

A. Background

Nowadays, foreign language teaching is restricted to a subset of the population due to their learning disabilities. According to Bibiana et al. (2017), it is critical to note that in the English area, there are schools with pupils who have Down syndrome, and English teachers should be familiar with how to teach these groups especially in reading skill.

Down syndrome is a condition that affects a large number of Indonesian youngsters. Unfortunately, few individuals are aware of Down syndrome. Hughes (2006), stated children with Down syndrome will benefit from being read to and from being in reading instruction from an early age as these activities will improve their spoken language and memory skills. These disparate patterns suggest that auditory-short term memory is either a causal correlate of expressive language skill or a consequence of expressive language skill when language production and understanding diverge.

According to a limited observation to SMPLB Silih Asih C Kota Bandung, the teacher for special needs students had little English instruction for the Down syndrome students especially in English reading. It occurs because the teacher has limited time to develop their expertise and is unable to focus due to the fact that they are needed to teach other subjects in school, not only English. Marianna (2017), on the other hand, believes that children with special needs require greater attention in order for them to be able to adjust and acclimatize themselves after previously confining themselves (Chrysostomou & Symeonidou, 2017).

There are several studies result regarding teaching English to Down syndrome. The first is the research was conducted by Martínez etc. (2021). They analyzed teaching English online to students with autism spectrum disorder and Down syndrome during the covid-19 pandemic. Second, the research by Yanto (2020), that reveals the teaching of English as a foreign language for students with Down syndrome. The other previous study come from Yuliawati (2021). She analyzed teaching English for Down syndrome students at SMPLB In Pamekasan. The last is from Hughes (2006), that described the teaching reading skills to children with Down syndrome.

However, based on the previous research above, this study has differences from previous studies. Previous research related to Down syndrome (DS) is still general in nature. Meanwhile, this research focuses on the challenges experience of teachers who teach English Reading skill to Pupils with Down syndrome at SMPLB Silih Asih C Kota Bandung.

B. Research Question

There are several research questions regarding the problems mention in the background as follows:

1. What is the teacher experience in teaching English Reading skills to Pupils with Down syndrome?
2. What kind of challenge does the teacher encounter in teaching Reading skills English to Pupils with Down syndrome?

C. Research Purposes

Regarding the research problem above, this study aims to

1. To investigate the experience in teaching English Reading skill to Pupils with Down syndrome.
2. To find out the challenge does the teacher encounter in teaching English to Pupils with Down syndrome.

D. Research Significances

Theoretically, this research can propose and evaluate various knowledge strategies and interventions that have been used in teaching English to students with Down syndrome. By analyzing the effectiveness of various approaches, such as disparate teaching, visual support, multisensory techniques, and assistive technologies, this research can contribute to the development of teaching practice.

Practically, for teacher, this research is expected to provide insight into the challenges that may be found in the teaching and learning process based on the teacher's experience in teaching reading skills to students with Down syndrome. Then, this activity can help teachers of Down syndrome students to get other points from teaching Reading skills

E. Conceptual Framework

Down syndrome is a chromosomal condition that typically manifests as an intellectual or developmental handicap. Despite the fact that persons with Down syndrome have learning, organizational, and behavioral difficulties, the body of data indicates that an increasing proportion of these individuals are enrolled in ordinary schools (Martinez, 2020). It occurs in one of every 700 to 900 births worldwide and affects people of all ethnic and social backgrounds (Down syndrome Australia, 2014, p. 4). The chromosomal disorder of Down syndrome impacted significantly to an interference of understanding concepts and ideas. According to Scottish Down syndrome Association (2009), those who suffer from Down's syndrome are less able to learn new concepts and ideas than people who do not have the condition, on average, people with Down's syndrome have a significantly lower IQ and reading age; for this reason, most children attend specialist schools where education is tailored to their intellectual capacity. However, it mostly occurs to children due to their complexity or difficult to understand because of mental retardation. It is one of the most common congenital syndromes. It is the most prevalent chromosomal disorder, and also the most frequently recognized cause of intellectual disability

(Selikowitz, 2008, p. 27). Furthermore, not only intellectual disability, Down syndrome also indirectly causes physical disorder too. So, there are great differences between people with Down syndrome in terms of their intellectual abilities, sociability, height, weight, health, personality and so on – just as rest, in fact, as the differences between the rests of us (Cunningham, 2006, p. xii). In addition, Down syndrome is one of the most common conditions leading almost universally to intellectual and physical disability.

According to Hughes (2006), supported the view that all children with Down syndrome will benefit from being read to and from being in reading instruction from an early age as these activities will improve their spoken language and memory skills. Children with Down syndrome learn to read in the same way as typically developing children. They build on their good visual memory skills but find it more difficult to use phonics. In other words, they benefit from learning to read through a 'whole-word' learning strategy initially, bringing in phonics knowledge at a later date. While children who are introduced to reading in their preschool years show the highest levels of achievement, studies indicate that teenagers and young adults can continue to develop their reading abilities if given appropriate instruction.

Research by Yanto (2020), stated that reading is a fundamental life skill. Print is all around us in our daily lives and we acquire reading and writing skills for practical use (street names, sign posts, adverts, instructions) and for pleasure (writing a card, making a shopping list, looking up a television program). Reading will help children with Down syndrome to develop vocabulary and grammar knowledge and will give added practice, and therefore improve spoken language skills. Reading practice will also help to develop working memory skills. The ability to read and write facilitates easier access to general knowledge and the school curriculum and it supports the skills necessary for problem solving and thinking strategies.

Reading stories daily to children from infancy right through childhood will help them to learn to read. Children who are readers know that books are fun

and provide entertainment. Children who are read too often have a larger vocabulary and they will know that the words on the page have meaning and tell the story. One of the most important ways in which parents of children and teenagers with Down syndrome can help them to be ready to read and be interested in books is to read to them and talk to them about the stories they have read. It is important to teach whole words and to develop reading for meaning as the first step - learning letter sounds will come later. All children learn a visual 'sight' vocabulary of words, remembered and recognized as whole words. As they start to read, they slowly develop phonic skills (letter sounds that makeup words), which will lead to them being able to sound out unfamiliar words and spell. A child should have a sight vocabulary of at least 50 words, which can be read and understood with confidence in simple sentences, before teaching any phonics (McFadden etc., 2017).

F. Previous Studies

These are previous studies of the research. For the first is teaching English online to students with autism spectrum disorder and Down syndrome during the covid-19 pandemic. The research was conducted by Martinez etc. (2021). The purpose of this study was to establish the impact of the implementation of such strategies on the English Language Learning (ELL) process of the asd and ds learners. Three data collection techniques, including two surveys to parents and a researcher journal, were used. Findings indicated that: (a) the combination of various stimuli and methodological strategies from a variety of approaches enhanced learning, (b) the use of images and pictograms fostered memory, (c) setting clear routines promoted self-regulation skills, and (d) the families and students' challenges were turned into opportunities. It was concluded that teaching English online to asd and ds students requires knowledge of their conditions and suitable strategies from an eclectic instructional approach.

Second, the teaching of English as a foreign language for students with Down syndrome. It is conducted by Yanto (2020). The purpose of this study was to describe the teaching of English as a foreign language for students with

Down syndrome. This study focused on investigating naturally the of teaching activities English at SMPLB Negeri 5 West Jakarta include the designing of syllabus of English, the developing of materials of English, the use of English teaching strategies, approaches and methods and also the assessment for the students with Down syndrome. The method used in this study was qualitative in which the characteristic of this method tends to use naturalistic approach. The participants of this study were the English teachers of 7th grade, 8th grade and 9th grade and 4 Down syndrome students with various levels. Meanwhile, the secondary participants in this study were vice principle of curriculum and the principle SMPLB N 5 West Jakarta. To see the varied nature of data, this study used some techniques to collect the data; those were observation, interview and documentation. The results of this study showed that the English teachers did some simplifications in designing English syllabus and also developing the instructional materials adjusted with students' ability and their learning characteristic. The teachers also dominantly applied visual learning strategies, Present Practice Production model approach and Grammar translation Method in teaching English for students with Down syndrome. Furthermore, the difficulties that were experienced by the teachers in teaching English for students with Down syndrome pervaded difficult to transfer the knowledge, difficult to use various strategy and method, difficult to give Instruction and difficult to change the students with Down syndrome mind set of dissimilarity between L1 and L2/FL pronunciation. Lastly, in conducting the assessment, the English teacher basically referred to the available regulation. Yet, in the process it could be flexibly adjusted with the students' condition and abilities.

The Third is teaching English for Down syndrome students at SMPLB In Pamekasan. Research was conducted by Yuliawati (2021), which was aimed at delineating the practice of teaching English to Down syndrome students in a special secondary school in Pamekasan, East Java. In this qualitative research, the data were gathered from observation, interviews, and documentation. An EFL teacher teaching English to students with Down syndrome participated in this research. The result showed that the teacher taught English through several

stages including opening, materials presentation, evaluation and assessment, and closing. It was also revealed that using the demonstration method and visual media increased the students' attention in learning English. It seemed that pictures are more preferred by the students in learning English, and thus it is recommended that teachers use more visual objects and realia in teaching English to Down syndrome students as alternative way to improve the teaching quality.

Fourth, Teaching reading skills to children with Down syndrome. This study is conducted by Hughes (2006). Research supports the view that all children with Down syndrome will benefit from being read to and from being in reading instruction from an early age as these activities will improve their spoken language and memory skills. Children with Down syndrome learn to read in the same way as typically developing children. They build on their good visual memory skills but find it more difficult to use phonics. In other words, they benefit from learning to read through a 'whole-word' learning strategy initially, bringing in phonics knowledge at a later date. While children who are introduced to reading in their preschool years show the highest levels of achievement, studies indicate that teenagers and young adults can continue to develop their reading abilities if given appropriate instruction.

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