

CHAPTER I

INTRODUCTION

1.1 Background of Study

Inclusive learners should be of great concern in the world of education, because they have several obstacles such as physical, emotional, mental, and intellectual impairments facing difficulties in socialising with others, so that the learning needs applied are not comparable to normal children (Yunaini, 2021). Students with special needs require special attention for their educational rights through inclusive education. Education for inclusive students has been given worldwide attention by UNESCO and the international plan has become its main goal to address educational challenges and create a welcoming and inclusive learning environment. Access to schools and adequate infrastructure are not the only things needed to engage students with disabilities in education. In addition, it is about ensuring that they are engaged in education, learning, progressing and achieving their goals; providing accessible educational resources and materials; creating a safe, welcoming and accessible environment; ensuring that teachers and other staff receive adequate training and support; and working with schools and communities to combat discrimination, stigma, and oppression (UNESCO, 2023).

In Indonesia, students with special needs get their education rights through inclusive schools, in Law Number 20 of 2003 concerning the Indonesian National Education System, Article 32 (1). In primary and secondary education, special education techniques can be applied inclusively or as a special education unit for

students with extraordinary intelligence (Zahron et al., 2023). In Minister of Education Decree No. 70 of 2009 on Inclusive Education, article 1 explains that inclusive education is an education system that allows all students with abnormalities or limitations who have the potential for intelligence and special talents to participate in education and learn in an educational environment simultaneously with other students (Wijaya et al., 2023). So the concept of inclusive education is to place students with special needs into one class with normal students (Yekti et al., 2019). Explain the concept of inclusive education, which means that schools are responsible for developing and providing effective approaches to teaching, learning and appropriate settings for all students with special needs. This will help schools become more learning-friendly.

In practice, inclusive learners do not receive special attention within their schools. School facilities cannot be separated from the implementation of inclusive education. Many schools have not been able to provide special facilities for inclusive students. Learning in the classroom is hampered by the need for facilities that suit the needs of students. Examples of facilities include special walkways for physically disabled children, hearing aids for hearing impaired children, books and braille for visually impaired children, and others (Angreni & Sari, 2020). Previous research also states that inclusive schools experience many obstacles and complain that the absence of guidelines for providing services for learners with special needs, such as the environment and guarantees for individualised education programmes, parental involvement, and the availability

of specially trained teachers as therapists are obstacles in the implementation of inclusive education (Ardhika & Syaifudin, 2023).

In some cases, inclusive students experience obstacles and problems in the process of learning activities and teaching English that are different from ordinary students in general, because they have several disorders and limitations. Children who fall into the category of special needs include learning difficulties, ADHD (focus disorder), Autism (neurological disorder), Speech Delay (speech delay), Down Syndrome (physical and mental retardation), Tuna Grahita (IQ disorder below average), and Tuna Rungu (hearing sense disorder) (Saputri et al., 2023).

Quoted in several articles that state the problems faced by inclusive students in learning English. The research shows that students with special needs face difficulties in connecting spoken words in English with written ones. Teachers have a very important role in helping students in this situation by providing motivation (Gumiandari & Nafi'a, 2021). Another article states that the biggest challenge in teaching students with special needs is getting them interested in learning English. To attract their attention and interest in learning this foreign language is the role of the EFL teacher at school to improve students' motivation and convince them of the importance of English but it is not easy, especially for students who have low motivation (Jumainah, 2023).

Children with special needs or slow learners have poorer learning achievements in every subject, but they do not have intellectual impairment (Sarah Safitri & Jusra, 2021). Poor information processing is demonstrated by

children who are slow in this learning process. Social skills such as deciphering body language, understanding sarcasm or recall can challenge information processing (Supena & Munajah, 2020). The problems of children with disabilities continue to grow along with the increasing pressure from their social environment (Supena & Munajah, 2020). How others perceive the limitations they have, this will certainly reduce the motivation to learn in inclusive students. Low learning motivation can have a negative impact on learners. In addition, low learning motivation can lead to lower learning success, which in turn reduces learners' learning achievement (Avila, 2022).

One of the junior high schools in Ponorogo that has an inclusion program is SMP Muhammadiyah 2 Ponorogo, which has accepted students with special needs since 2022. Each class comprises two to three students with special needs. Some of these conditions are hearing impaired, autistic, and slow learners. In learning, teachers experience difficulties because they have to make two different indicators between students with special needs and regular students in learning outcomes.

Delays in the learning process faced by students with special needs need support from the surrounding. So, to achieve a good learning process, high motivation is needed. Motivation within parents consists of family support, parents' expectations of their children, and the desire for better academic achievement. Motivation from external sources, such as other people's judgements about the child's condition, the school system that suits the learning method, classroom facilities, and how to handle hyperactive children (Supena & Munajah, 2020).

From some of the problems faced by each inclusive student and the lack of motivation possessed by inclusive students, it will certainly be a challenge for teachers to teach foreign languages to students with special needs. Regarding the discussion related to teaching strategies for students with special needs, it has also been discussed and researched in a study which found that teachers' experience in teaching students in inclusive schools affects how teachers teach, what they do in teaching, and the strategies they use to teach (Arifianto, 2022).

There is a previous study researched in 2020 said that teachers recognised that audio visual media is effective in teaching EFL for students with special needs because teaching students using audio visuals can motivate students in the learning process and can also be a teaching strategy that will make the classroom more interactive and lively because it brings the real world into the classroom (Upa & Mbato, 2020). Another article also mentions the form of teaching English to inclusive students through interesting learning media in the form of flashcards which are useful for fostering student curiosity and encouraging children with disabilities to learn foreign languages (Wanti et al., 2023). Based on some of the findings from the study, it can be said that with the right strategy, it will lead to good motivation for students. To improve this motivation, the teacher must provide variety and make the lesson interesting (Ketut & Eka, 2023).

Based on the above background, the researcher is interested in analysing the strategies used by English language teachers in increasing the motivation of students with special needs to learn English. This research was conducted at SMP Muhammadiyah 2 Ponorogo. The researcher conducted this research with the title

Learning English Strategy to Improve Inclusive Learners Motivation in SMP Muhammadiyah 2 Ponorogo.

1.2 Statement of the Problem

Based on the research above, the problem could be formulated as written below:

1. How are the inclusive students at SMP Muhammadiyah 2 Ponorogo motivated to learn English?
2. What are the learning English strategy to improve inclusive students' motivation in learning English?
3. What are the impact of the English learning strategy for inclusive students?

1.3 Purpose of the Study

Based on statement of the problems above, the purpose of this study are:

1. To identify the motivation of inclusive education students at SMP Muhammadiyah 2 Ponorogo in learning English.
2. To find out what are the learning English strategy to improve inclusive students motivation in learning English.
3. To analyze impact of English language learning strategies for inclusive students.

1.4 Significances of the Study

At least two benefits are expected from this research:

1. Theoretical benefit

- a. The findings of this study can be used as a reference source for further research. In addition, this study provides useful information about teachers' strategies to improve inclusive students' motivation to learn English.
- b. The results found in this study can help readers gain a better understanding of strategies to improve inclusive students' motivation in learning English. In addition, it provides an explanation of similar cases, which will be beneficial for further research.

2. Practical benefit

a. Teacher

The results of this study will provide and assist teachers in finding useful strategies to improve inclusive student motivation. find useful strategies to improve inclusive students' motivation in learning English. Teachers can also apply this strategy to improve the enthusiasm of students with different motivational backgrounds. This is important for teachers because this research can help teachers to improve their creativity and help teachers to choose suitable strategies in motivating inclusive students to learn English.

b. Inclusive Student

The researcher hopes that the results of this study will be able to help improve inclusive students' motivation to learn English. The researcher also hopes that inclusive students will enjoy and not feel forced to learn English.

c. For other researcher

The researcher hopes that the findings of this study will be a useful reference and information for other researchers on the same issue. In addition, this study provides new knowledge for other researchers about strategies to improve inclusive students' motivation to learn English.

1.5 Scope and Limitation

1. Scope

- a. This study examines how English language learning strategies are implemented to increase inclusive students' motivation to learn English.
- b. This study explores the impact of English language learning strategies on student learning outcomes.

2. Limitation

- a. This research is limited to students and inclusion classes at SMP Muhammadiyah 2 Ponorogo.
- b. This research relies on primary data taken from interviews and supported by observation.
- c. This research is limited to the English learning strategies used by teachers at SMP Muhammadiyah 2 Ponorogo to increase inclusive students' motivation to learn English.

1.6 Definition of Keyterms

By knowing the keyterms, it makes avoid understanding. There are many keyterms that are related to this researcher such as:

Learning Strategy : For the learning process to be effective and conducive, teachers need strategies. "learning strategies are the ways that teachers will use to select learning activities that will be used during the learning process", these strategies are used to achieve learning objectives by considering the situation and conditions, learning resources, needs, and characteristics of the students at hand (Tambunai & Ismail, 2023).

Inclusive Learners : Inclusive learners are students with disabilities or commonly called students with special needs. Inclusive learners means "when a student with academic needs and/or behavioural needs is professionally trained in the general education curriculum. Essentially, inclusive ensures that children with special educational needs attend mainstream schools and the mainstream school curriculum and are enrolled in age-appropriate classes 100% of every school day" (Namanyane & Shaoan, 2021).

Motivation : The learning process will go well if students are motivated to learn. Teachers must improve student motivation because some students do not have the

same motivation, which has an impact on learning outcomes. Most scientists argue that motivation is the hypothesised cause of action. In other words, the mental event that determines action is motivation (Seven, 2019).

