

An Analysis of Teacher Methods in Teaching English for Disabilities Students

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ABSTRACT

Teaching English to students with special needs there are several challenges faced by the teacher but with the methods used by the teacher such as the grammar-translation method, the direct method, the natural method, the audio-lingual method, the cognitive-code method, the communicative method, total physical response, discovery learning and media. This study uses descriptive qualitative method which aims to find out the method will use by a teacher in learning English to students with special needs at Sekolah Luar Biasa 1 Gowa. The researcher used observation and interview with only one teacher to collect the data. To analyze the data the researcher used notes from the observation and the interview. to find out the methods for teaching English in the classroom activities.; the data showed that teacher used discovery learning and media as method in the learning process. The implementation of this method makes the teacher provide about learning and make student learnt with fun. It is concluded that the teacher uses a method that can make students who have limitations with media that support their teaching better.

Key words: Language; Teacher Methods; Disabilities Students.

INTRODUCTION

The government has certain educational programs for students with special needs, namely special schools, and inclusive programs. However, in this study the researchers focused on special schools (SLB), Regarding to Winarni et al., (2022) because special schools are schools where students have a level of difficulty in following the learning process due to physical, emotional, or social mental disorders but have potential intelligence and special talents in education. Futhermore, education for children with special needs is very important, according to Tumanggor et al., (2023) Special education can be likened to that as a vehicle in which students with special educational needs. Because students better understand the material especially in learning English. According to Ilyosivna in Aziza (2020) So, English is very important for all students, especially

students with special needs because it connects us all between nations and countries which is the language of technology, science, politics, culture, economy, and even art in every country. This was also stated by Gulati in Utami et al., (2021) regarding difficulties in teaching students with special needs.

Regarding Lestari et al., (2022) students with Intellectual Disabilities can develop good potential to help themselves, stand alone and be useful to society, and have a decent inner life behaviours Wahid & Wijayanti, (2022). This might be accomplished using the widely utilized applied behavioural analysis approach in special education. Teachers might employ a variety of techniques when instructing in English. According to Doff & Suhardi in Efendi (2019), Additionally, elicitation is a preferred strategy that encourages students' participation in the lecture, according to Darn in Sasmita in Efendi (2019). It is comprehensible that elicitation gives students the chance to participate in a setting while also increasing their speaking time. Lituhayu in Yati & Dewi, (2019) states several methods for teaching English for SLB, especially in inclusive classes. in Willner et al., (2020) emphasized that using educational media when studying would be beneficial because it would help students formulate ideas and concepts.

LITERATURE REVIEW

Previous Related Study

There are several researchers who have finished researching about teaching English for disabilities student, including the first research by Lestari (2022) who examined teacher's difficulties in teaching vocabulary to students with learning disabilities. The second is Linusi (2022) which examines the problems and challenges English teacher face in teaching students with disabilities. this study is found that the challenges faced by the teacher in teaching there are of management class, Lack of communication between teachers and students, and Lack of reading and writing skills.

The third research is Utami (2021) who examines EFL teachers' problems and solutions in teaching English to students with intellectual and developmental disability, the difficulties were addressed by the teachers in various ways, but repetition in instruction and practice was the most popular approach. Researchers take and collect data that focused on the methods used by teachers teaching English in classes that have disabilities (multi-disabled) students. Uzunboylu & Özcan, (2019) Teaching methods used in special education: a content analysis study, The findings generally indicated that there has been an increase in research on teaching strategies and special education throughout time. Most of the published papers were articles, and they mostly came from the social sciences and psychology. All the findings were reviewed in light of the academic literature, and suggestions for more study and procedures were made.

Teaching Methods

Teachers might employ a variety of techniques when instructing in English. According to Doff & Suhardi in Efendi (2019), teachers should encourage students to take an active role in learning English. This calls for teachers to use a variety of teaching strategies in addition to encouraging students to take an active role in learning English. A method is an Elicitation technique that a teacher uses to elicit student responses and to encourage pupils to speak in class.

According to Uzunboylu & Özcan, (2019) Teaching methods used in special education: a content analysis study, The findings generally indicated that there has been an increase in research on teaching strategies and special education throughout time. Most of the published papers were articles, and they mostly came from the social sciences and psychology. All the findings were reviewed in light of the academic literature, and suggestions for more study and procedures were made.

Disabilities Students

According to the Child Care Law Centre, a child with special needs is one who requires some form of special care due to physical, mental, emotional or health reasons. Every child is a special person, but some children may need special care due to physical, emotional, health, or development needs. The kinds of special needs vary greatly Sanchez et al., (2021). Lepkowska in Uzunboylu & Özcan, (2019), said in her article that teachers are unfamiliar with the needs for special needs children and teachers struggle to teach them effectively. Sometimes, teachers expect the children to behave like everyone else, which is impossible. According to Sovitriana (2021), the conditions Physical Disorders described here can be caused by accidents, diseases, or congenital events that have been present since birth. This impedes coordination, communication, adaptation, mobilization, and privacy-related interference.

METHOD

Design and Sample

The researcher used descriptive qualitative research, which means the type of research to determine the responses of person exposed to a situation previously analyzed by the researcher. Because this study to analyse the method was used by a teacher in learning English to students with special needs at SLB 1 Gowa. This is a systematic method to describe and giving explanations so that data collection can be analyzed properly.

Instrument and Procedure

In this research, the researcher used observation and interview to collect the data. This research was carried out directly by using media voice recorder & field notes. This research was carried out in two meetings. Firstly, the researcher conducts the observation with the observation checklist of the methods used by the teacher. And the researcher records the observation in the classroom. After collecting the data from observation, the researcher will interview the teacher about the use method in learning English.

Data Analysis

There are three steps to analysis the data for the first is data condensation to make the researchers select, summarize, and concentrate on the participant data. The second is data display. The data are categorized and placed in a relationship pattern. And the third is Drawing and verifying conclusion The researcher identified the outcomes of the obtained and identified interviews in this step.

RESULT AND DISCUSSION

The research findings here discussed by present the data from observation and from the data interviews. In addition, the discussion is described the findings in detail about the Teacher methods in teaching English: the disabilities students at the eighth grade of Sekolah Luar Biasa 1 Gowa. The researcher identified the problem and taking field note as follows:

Problem identified 1.1

The teacher prepares learning materials before starting the lesson. Based on the problem above the teacher prepares material according to the existing curriculum at Sekolah Luar Biasa 1 Gowa, but when students don't understand the previous material, the teacher still repeats the material.

Problem identified 1.2

The teacher prepares ice breaks for students to get their attention. Based on the problem above before starting the lesson the teacher always gives ice breakers even though it's just a joke because for the teacher this special student is very happy even with simple things.

Problem identified 1.3

The teacher develops interaction with the students in the lesson. Based on the problem above the teacher in a funny and fun way in presenting student learning materials interacts more with the teacher because of his demeanor which makes students understand more.

Problem identified 1.4

The teacher use discovery learning in teaching English.

Based on the problem above the teacher uses the discovery learning method when the material relates to something that students with different disabilities can discuss.

Problem identified 1.5

The teacher use media in teaching English lessons.

Based on the problem above teachers use media for teaching and this is the one most often used because it is more efficient such as LCD, laptops, and YouTube media.

Problem identified 1.6

The teacher has difficulty getting students' attention.

Based on the problem above sometimes teachers find it difficult to get the attention of students when one of them spoils the mood of other students.

Problem identified 1.7

The teacher teaching English subjects according to students' disabilities.

Based on the problem above the teacher teaches the material in the same class even though the class has two types of disabilities, namely intellectual disabilities and deaf.

Problem identified 1.8

The teacher gives a reflection or conclusion after the lesson.

Based on the problem above the teacher is more about giving a word that students can be enthusiastic again to take the next lesson.

Based on observation checklist and in the results of the researcher observation before the teacher starts the lesson, the students are invited to joke and play by the teacher because according to the teacher students who have these limitations must be pampered more so that during learning the students will understand.

In addition, the teacher also brings material or learning with enthusiasm and is always patient, because English subjects require a lot of words that students need to understand. In using the methods used by the teacher and the most frequently used is the media because by using it, students who experience limitations will be more enthusiastic in participating in learning. For example, during song material to add to students' vocabulary, the teacher installs an LCD and opens YouTube media to show it to students.

Furthermore, the use of the discovery learning method is also used to form a meeting and provide opinions from one student and other students. Even though a result, it was acceptable if students with intellectual disabilities had more limited communication than average students. The students had difficulty pronouncing

English words, as spelling and pronunciation varied, and they had fewer vocabularies than normal students.

The researcher conducted interviews to find data with reference to several indicators that had been divided into several sections, including indirect and direct teacher talk, after which the researcher showed further data collected from these indicators in this interview. In the first indicator which is:

Excerpt 1

R : What are the methods used by the teacher in the learning process?

T : The method that I normally use or often use is the discovery learning method and use media (Laptop and LCD). Well, media like YouTube is very popular with students in class.

The interview excerpt shows that the teacher uses the discovery learning method and uses the media, but what students like for the method is using the media because they can learn with fun.

Excerpt 2

R : Why did you use this method in teaching English at a special school?

T : Because by using cooperative methods such as discovery learning and using media, this method will be implemented more for students with special needs so that they can understand learning well, especially in learning English which really requires more effort to get good results.

Based on the interview excerpt, it shows that the reason for using the method that is carried out is none other than for the convenience of students with their limitations and the teacher is able to understand the situation of his students.

Excerpt 3

R : Are there variations/combinations of the methods sir usually use in teaching students with special needs?

T : Yes of course, for example when I want to convey material first I as a teacher use the LCD in order to attract students' attention to learning. for such methods can be translated into specific procedures and rules that will guide making plans and making decisions. That is the teacher's effort in using several learning variables (objectives, materials, methods and tools, and evaluation) in order to influence students to achieve predetermined goals.

Based on the interview excerpt, it shows that in addition to the methods used, teachers also use a combination of methods to make learning more comfortable and relaxed.

Excerpt 4

R : Are students with disabilities different in class and How do you teach with different disabilities?

T : Of course, in grade 2, junior high school has two disabilities, namely deaf and mentally retarded, of course, with patience and sincerity to teach students

with intellectual disabilities, because it means that when it comes to teaching in SLB, you have to have a lot of patience! yes a lot of patience, Why? because it's different from public children (normal children), especially yeah. One of them is especially how to make learning accessible to the child himself because of factors which mean his weakness or IQ is a challenge for me, followed by a very heavy meaning.

Based on interview data, it shows that differences in student disabilities make teachers more patient in teaching.

Excerpt 5

R : How to implement the method used to give material with different students disabilities ?

T : I enjoy to use the method to give material with different students disabilities because mild mental retardation is easy, even though it's light, we still repeat it over and over again, so it's repetition, if it's heavy, we repeat more. But moreover (students with intellectual disability) grahita can't read yet, many can't read. If they can't write on their own, they can't, on average, they can write if they follow the blackboard, they get stuck (looking closely at the writing on the blackboard), even if it's light let alone the heavy one can't do it at all. Now with the media method that I often use to display LCD and YouTube, it will be easier for me to teach students.

Based on the interview excerpt, it shows about the implementation of the method used by the teacher in starting teaching in the classroom because this is able to provide input about learning.

Excerpt 6

R : How is the learning response of each student?

T : Very good, although children (students with intellectual disability) are sometimes lazy to speak. he is severely mentally retarded (level from students who experience intellectual disorders) are very difficult (don't want to talk) even though they have a voice, so what I often say is to be patient and invite jokes so that students are able to focus and understand the material that has been presented even though there isn't much material just a vocabulary it will be difficult to say.

Based on the interview excerpt, it shows that the treatment or response of students is sometimes good, sometimes not in accordance with the mood of the students themselves.

CONCLUSION

Based on the findings of methods used by the teacher to teach English disabilities students, the researcher then concluded some of the data and explained it. First, teacher used discovery learning and media as method to teach English disabilities students. Second, the response of students is sometimes good, sometimes not in accordance with the mood of the students themselves. Third, the implementation

of this method makes the teacher provide about learning and make student learnt with fun.

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