

CHAPTER I

INTRODUCTION

A. The Background of Study

Disabled student or student with disabilities means student who require special education because of autism, communication disorders, hearing impairments, visual impairments, and intellectual disability or having learning difficulties. There are 80.036 disabled students in Indonesia. Meanwhile, in North Sumatera there are 2.005 disabled students; data based on the Indonesia Educational Statistics in Brief 2011/2012 (Ministry of Education and Culture, 2012). Some of disabled students can be educated with other children of the same age who are not disabled. Others must go to special schools. Moreover according to constitution, Pasal 15 UU No. 20 tahun 2003 about Sisdiknas, the education for children with special needs is special education or special school. Special school is specifically made for disabled students with disabilities or other problems that need special treatments. There are 1924 special schools in Indonesia but there are only 54 special schools in North Sumatera based on the Indonesia Educational Statistics in Brief 2011/2012 (Ministry of Education and Culture, 2012).

In School-Based Curriculum (KTSP), disabled student in general school must learn 10 subjects; they are Religion, Civics, Bahasa, English, Mathematics, Natural Science, Social Science, Arts and Culture, Sports, Information and Communication Technology while disabled student who learn in a special school must learn 9 subjects; they are Bahasa, English, Mathematics, Natural Science,

Social Science, Religion, Sports, Civics, and Skills. For Skills, disabled student choose one of any skills that offered by school. Irawan And Fajrianto (2012:1) emphasize skills which is taught in special school is different with other special school, this is depend on the facilities of the school

Learning process cannot be separated from the teaching materials. Kulowani (2005:2) states that teaching sets such as syllabus, lesson plans, textbooks, and media are prepared as a guideline in the implementation of teaching and learning. Teacher has an important role to select the suitable material for student (Spelleri in Sarapli, 2011:38). Blagojevic (2013:123) Emphasizes that teaching materials must be prepared in accordance with the needs of learners so that learners are able to achieve the learning objectives because they are truly motivated to study only if teaching material constantly addresses their needs, especially textbook as a source of learning relates directly to the level of skills and knowledge of learners.

Textbooks produced by publishers are prepared in accordance with a set curriculum in the education system of Indonesia. However, this textbook is only able to fulfill the needs of learners who are in public schools. Other kinds of school, such as special schools certainly have different special needs to learners who are in general schools.

English has four language skills to be dominated by learners; they are reading, writing, listening and speaking. From the fourth skills, reading is a receptive skill which as a fundamental to build the knowledge and insight of learners. Generally reading skills practice is done through reading comprehension

contained in the genre of the text in a textbook. After disabled student read the text, they are instructed to answer questions related to the text.

Unfortunately reading skills is only goal-oriented rather than process. The ability of reading skills is measured by the extent to which learners are able to answer such questions. Supposedly reading material is also able to provide insight in accordance with the needs of the disabled student, because in the process of reading, disabled student use their background knowledge and integrate it with new knowledge through text they read.

Research findings found by Sari, Tarjana, Rochsantiningasih (2013) stated that standard curriculum for SMPLB YKAB Surakarta is equal as those applied in regular school. That is why special schools nowadays use the same textbooks which are used in regular schools too, which means disabled students learn the same materials with regular student. This also happens at SMPLB Melati A/B/C Medan. The textbook they use is 'Interactive English for Junior High School' written by Emalia Iragiliati, Iswahyuni, Farida Ulfa, Maria Anunsiata, and Fitri Haryana based on KTSP 2006. This textbook is general textbook for Junior High School Level which is also used by regular school in Indonesia. There is no difference between text for regular student and disabled student at all. Whereas according to Muna (2014) the English teacher should provide or adapt reading materials at appropriate reading level. So, it is a necessity for teachers of special schools to prepare and teach reading materials that are suitable with the ability as well as disability of disabled student.

Moreover, here are some procedural texts which are learned by disabled students in the textbook:

Text 1

A facsimile (fax) machine can transmit text and photographs by telephone to a receiving machine for a few second later.

The first fax machine appeared in 1843. It consisted of a pendulum which scanned raised lettering and sent out electrical pulses. The first fax service was set up in 1926. From that time on, fax machines are still used regularly at the bank, post office etc.....

Text 2

Traveling is a nice experience that you want your family or friends to know about it. You can send letters through the post office.

In Paris, large post offices (PTT) are normally open from Monday to Friday 8 am to 7 pm and Saturday from 8 am to noon. The other small posts offices have shorter work hours. Here is how you should do if you want to send your loved ones....

Activity that students do after reading the texts above is finding the goal, requirements, steps, and evaluation and answer questions. Students can find the goal, requirements, steps, and evaluation but they can't answer the question correctly. There are seven question from the two texts above, but they just can answer 3 question correctly. While the students are expected to comprehend the text, activate their minds and motivate their engagements with the text. Moreover, after interviewing the English teacher, she said that the reading text is too difficult for her students.

Because of the condition above, it is needed to develop a good reading material that suitable for disabled students based on their need analysis. This is supported by Muna (2014) states that the teacher of English should provide or adapt reading materials at appropriate reading level. So, it is a necessity for

teachers of special schools to prepare and teach reading materials that are suitable with the ability as well as disability of disabled student.

B. The Problems of Study

Based on the identifications of problem below, the problems of study were:

1. what kind of English reading materials are needed by disabled students class B (hearing impairments class)of SLB Melati A/B/C?
2. how should English reading materials be developed for disabled students class B (hearing impairments class)of SLB Melati A/B/C?

C. The Objectives of Study

The objectives of study were:

1. to analyze English reading materials needed by disabled students class B (hearing impairments class)of SLB Melati A/B/C.
2. to develop English reading materials for disabled students class B (hearing impairments class)of SLB Melati A/B/C.

D. The Scope of Study

The scope of this study was to develop reading materials based on disabled students' needs. Those will be applied to the grade IX class B (hearing impairments) of SLB Melati A/B/C. The skill that will be concerned on is reading comprehension, especially in procedure text.

E. The Significance of the Study

The finding of this research could be useful to teachers theoretically and practically in providing information about developing teaching materials.

Theoretically, this study can provide information and theories about developing English reading materials to the teachers. Meanwhile, practically it can be reference to teacher especially in Special School in attempt to develop teaching materials. Teacher could see the importance of having teacher-developed materials for disabled student in learning process.

Moreover the disabled students can get more motivation to learn English. It would increase disabled students' achievement in English. In addition, this study can be a reference to the next researchers who want to conduct a research about developing teaching materials for disabled student.