

CHAPTER I INTRODUCTION

1.1 Background of Study

Studies of learning strategies have been wide in area of applied linguistics. And It is good for the progress of developing and creating new strategies and approaches of learning language. Next the subject of learning strategies have been studied by numbers of experts e.g. : Rubin (1975), Tar one (1980), stern (1983), and Oxford (1990), pointed that Basically learning is process of change of attitude and action as result of experience and exercises. While learning strategies is as “operation employed by the learner to aid the acquisition, storage, retrieval and use of information. They are specific actions taken by the learner and teacher to make learning easier, faster, more enjoyable, more transferable to new situation: Stern’s (1975 and 1983). The objective of learning is the change of behavior’s which covers knowledge, skill and also attitude of personal or communities:” Djamarah and Zain (2010).

However, to establish a good learning process require some features such as: student motivation, learning materials, learning tools, learning condition, : Hamalik (2011). While according to Rifa’i and Ani (2012) learning features are consist of learner, and learning community, stimulation, memory and respond. So, the learning processes require sources or materials, condition or interaction and evaluation. A strategy covers management to carry out the learning process. Then, the processes of learning at list require the participation of teacher, students, learning materials, place and time. These concepts of learning are classroom based

learning. However classroom based learning has some limitation, such as the teachers lack of preparation, monotonous learning, learning with uncomfortable classroom e.g. Big class consisting of 40 students or more, lack of space to re-practice the learning materials. E.g. After the learning process in the classroom the practice does not continue outside of the classroom, other limitation is learners have different characteristics, learning styles, motivations, knowledge and interests. And so on.

While another learning system that recently popular in all educational levels is online learning. According to Abbad (2009), online learning refers to the use of information and communication technologies to enable the access to learning and teaching resources. A teacher's confession that experienced a little difficulty in implementing learning classes because rarely used it. With a short time and without training, the teacher must directly apply it. Of course, here the teacher requires adaptation and also a strategy to teach English. Next, OECD (2005) pointed online learning as a use of technology and information in different educational levels to improve and encourage learning in higher education institutions and includes the use of information and communication technology as a complement to the traditional classroom, online learning or mixing the two modes. In other words, online learning do not limited by time, place, and distance.

While, based on the regulation, Education consist of formal and Informal. With other words formal education usually done in the class room based and provided trainer, while Informal education is one that is not structured and can be acquired at home or through apprenticeship. Special schools also exist consisted of

regular ones for learners with one form of challenge/impairment or the other (special needs learners) This category of learners include the hearing impaired; visual impaired, learning disabled, physical and health impaired, the gifted and talented; mild mental retardation, pastorals and nomads, etc. Experience in the past had shown that this category of learners were usually managed and educated in special schools; specifically meant for people with various disabilities; while regular learner (learners without disabilities) were and are still usually educated in normal or conventional schools. In recent years however, and especially in the wake of the Salamanca Declaration of 1994, the idea of establishing inclusive schools has been projected the world over. Inclusive education is that type of Education in which regular (normal) and special needs learners are brought together in the same academic environment and classroom for the purpose of learning. The adoption of this system of education could be in realization of the importance of the Universal Declaration of Human Right (United Nations, 1948) which stipulated that education is a fundamental human right. The Convention on the Rights of the Child (United Nations, 1989) also declared that children with or without disabilities have the same right to educational opportunities.

This new understanding to education (inclusion) came with some challenges which influence the school authorities and teachers trainer to manage that meaningful and intentional engagement of regular and students with special needs is done in a way that provides learning opportunities/activities and ensures that the environment is conducive to all students. Weiner (2003) is of the view that the teachers' moral obligation to be committed to expecting all students meet high

standard of achievement and to provide an excellent learning environment is paramount in inclusive should also ensure equal participation of all learners in a differentiated curriculum, and intra-curricula activities. Implementation of instructional strategies and methods that increase regular and special needs students Participation and progress in the differentiated curriculum is very essential for success in an inclusive setting. Special needs students who are included in regular education classrooms are expected to be active participants in classroom instruction and to be challenged academically at the same level with the regular students. It is obvious that in inclusive classrooms, students learn in different ways. This is a challenge to teachers with diverse group of learners (maclean, 2001). Ayres and Hedeem (1996) recognized that teaching the special-needs child requires a team approach with pre-determined common goals. However, Mostert (1996) found that although the theory is that administrators and teachers will collaborate with parents and students, the reality is that these expectations are too high given time constraints.

According to macbeath, Galton, Steward, bacbeath and Page (2005), “there are many examples of social benefits both for children with special needs and their regular peers, there is much less positive evidence that learning needs are being met across the whole spectrum of ability’. In the same vein, Upchurch (2007) is of the view that inclusion has a negative relationship with satisfactory learning and a positive relationship with unsatisfactory acting-out behaviors. He further stated that teachers may be unable to meet the variety of needs presented by both regular and special needs students in inclusive classrooms; as students who do not understand

what is being taught or who need to be challenged more, could become bored and frustrated. In line with the foregoing discourse, Campbell (2009), was of the view that students with special needs may affect the academic achievement of their regular classmates as demands on teachers' attention made by students needing extra help might have a negative impact on the regular students. Again, it is anticipated that the academic achievement of students with special needs may be undermined if more emphasis is from the previously explanation, the writer point out some reality that implementation of English online learning strategiesto inclusive students were:

1. Influencedby appropriate strategies and approach in particular school.
2. Teachers and students attitudes, motivation and interest contribute a significant factor to the achievement of the success of inclusive students
3. Some regulations already established to support inclusive education, not only in the level of national but also international levels.

While the expectations are:

1. Inclusive students can participate actively in the regular school for all subjects provided by applying particular strategies.
2. Appropriate strategies are needed to inclusive students to study English and other subjects together with regular students
3. Regular students also can receive benefits study together with inclusive students socially and spiritually.

However the students conditions and school system limitation above becoming challenge to achieve the expectation in the inclusive classroom especially

related to the English online learning. following are the short conversation between researcher (R) and teacher (t) as the preliminary data of the study in SMA negeri (N) 2 Lubuk Pakam.

R: *Bagaimana strategi para guru untuk melayani anak-anak berkebutuhan khusus bersama dengan siswa reguler lainnya? (How are teacher strategies to teach special need students together with other regular students?)*

T: *sejak pandemik ini, Kami mengajar dari Whatsapp, google classroom dan juga sekali-sekali menggunakan vidio.” since the pandemic of covid-19. We use whatsapp, google classroom and sometime use vidio telecomprenceto teach them”*

“note: R=researcher, t=teacher”

From this conversation the writer can point out that joining online learning for inclusive students challenging the students still not clearly understand what strategies should he/she use to join english subject effectively. The following are some previously relevant studies related to the subject of the study.

Utami (2020) investigates teachers’ strategies used in teaching English with e-learning classes during the COVID-19 pandemic. The results of the study show that The teachers use different strategies because the expected skill output are different. This study strength is providing theoretical information that English classroom base teaching use different strategies to English online learning. The weakness is this strategies is study in regular students. However this study gave contribution how strategies of English online learning have similar theory to the topic that the writer going to conduct.

Kurnool (2020) argues the use of accessible technology to converse teaching material from text based in to audio based contribute positive reception

and frequent use of the system as well as a preference over classical online tools. This study focused on the effective of electronically media to the student achievement for math. However, the study doesnot talk about English lesson. But these studies gives contribution to this study how the online learning for inclusive student could be support by appropriate devices.

Villanueva (2017) investigates Narrative inquiry on teaching visually student by using the approach of STEM. The result shows that the experiences of teachers arevaluable to increase the quality of students learning. However, these articles explore red teachers role involve to the success of inclusive learning. The study just explore the approach to activate

From the recently studies, yet there were no discussed specifically about strategies of online English learning to inclusive students. The study just focused on strategies with the context of facilities and also experience of the teacher, students with disabilities who involve to inclusive student. But all of studies agree that inclusive students can achieve learning as well as regular students; when the teacher and school adopt their learning strategies to serve all need of inclusive students.

So, in this study the writer was focused to analyze the types of online strategies used to inclusive students to achieve English learning materials.

Next, how were the realization of strategies to support the study, and the last the writer analyzed the logical reasons of using those strategies to fulfill the needs of the inclusive students.

1.2 Problems of Study

The purposes of the study were to provide the answers for the following questions:

1. What types of strategies were used in English online learning to inclusive students?
2. How were the realizations of English online learning strategies to Inclusive students?
3. Why were the strategies used to Inclusive students as the ways they are?

1.3 The Objectives of the Study

Based on all explanation and the formulation of the problems above, the objectives of the study were:

1. To analyze strategies used in English online learning to inclusive students.
2. To describe the strategies used to support English online learning to inclusive students.
3. To explain the strategies are used to Inclusive students as the ways they are.

1.4 The Scope of Study

The study about strategies of English online learning to inclusive students was focused on the Analyze on learning strategies by what Sapp group, goggle meet, and google classrom were used support English learning to 7 inclusive students, 3 regular students and 2 English teachers at SMA N2 Lubuk Pakam for 2020-2021 academic years.

1.5 The Significance of Study

The finding of the studies was expected to give positive contribution both to students and teacher of inclusive students. Theoretically, this study expected to reinforce the appropriate online learning tools and strategies of English to inclusive students. This theory directed to encourage to all inclusive class organizer that inclusive class needs more strategies and online learning tools rather than regular school. Practically:

1. Inclusive Student

This study was expected to give benefits to improve the achievement of English learning to inclusive students by using online media.

2. English Teacher

This study expected gave a positive contribution by improving English teachers' ability to deliver their materials by online media toward inclusive students.

3. Author of the Research

This study expected to give a positive contribution to begin further research about the progress of inclusive learning in Indonesia especially deals with particular specific subjects.