

**DIFFICULTIES FACED BY STUDENTS WITH SPECIAL NEEDS IN
LEARNING ENGLISH AT ALAM MAHIRA ELEMENTARY SCHOOL OF
BENGKULU**

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Abstract

Inclusive education is an alternative education for the students with special needs because the students with special needs and other students learn in the same class. The purpose of this research is to find out what difficulties are experienced by the students with special needs at Alam Mahira Bengkulu elementary school. The method used in this research is qualitative method. The research subjects were elementary school students in grades 1-6 with special needs at Alam Mahira Bengkulu. Data collection techniques through observation, and interviews. The results showed that; the difficulties faced by students with special needs at Alam Mahira Bengkulu elementary school are not too dominating, in learning, the students can still follow learning in class even though there are some students who do not follow class learning. The researcher gives advice to schools, and English teachers, shadow teachers to establish good relationships, and pay attention to interactions in special needs students and normal students.

Keywords: *Difficulties, Special Needs, Learning, Inclusive Education*

A. Introduction

Students with special needs are students who need special treatment due to developmental disorders and disorders experienced by students (Anon 2022). Blind, deaf, learning difficulties, learning difficulties, behavioral difficulties, and students who experience health problems include students with special needs. According to the 1945 Constitution article 31 paragraph 1 which reads. "Every citizen has the right to education". Quality education today is inseparable from this aspect. This is because the government is obliged to provide good education, not least for students with special needs.

Every child has unique advantages and disadvantages, there are children who are born normal and grow and develop with their peers, but there are also children who are born abnormal because they experience special needs. On the other hand, students' lack of fluency is called speech disfluency (Buana & Ananda, n.d.). Mental retardation is one of the limitations that can occur in students. Finally, the term special needs students to refer to students with mental retardation in this study is known as tunagrahita students or students with special needs.

An inclusive school is a school that accepts all students regardless of gender, ethnicity, social, economic and educational background. All students can learn, contribute and achieve in all aspects of school life. Students in inclusive schools can spend time learning with their peers to gain mutual benefits from this school system. Schools provide a range of extracurricular activities for students with varied learning needs. In addition, schools also provide speech, occupational, psychologists and educational psychologists for each child to assess his or her abilities. This can provide knowledge of what support or changes may be needed, which is particularly important for students with special needs. Head of the Bengkulu Provincial Education Office, Eri Yulian, said his office continues to be committed to providing good access to education for people with disabilities, including increasing the number of educators with basic education in PLB. At every opportunity, the government through the National Education Office also seeks assistance to support inclusive education. A teacher must also know the types of self-esteem possessed by the students in the class he teaches because each type of self-esteem has a character and special ways to handle it (MARYANSYAH & WADISON, 2017)

Alam Mahira Elementary School of Bengkulu is a school that has 5 levels including Puad (kindergarten), elementary, junior high, high school. Being one of the best schools and an alternative in education. The school, located on Jalan Kinibalu 6 No 11 Kebun Tebeng Bengkulu, has a different learning concept. Alam Mahira Bengkulu school also has an Inclusion program, which is a school that accepts students who have limitations. Alam Mahira School itself takes the concept of, with the concept of nature the classrooms at Alam Mahira Bengkulu are all open, and of course there are many trees and plants that are soothing. Alam Mahira Elementary School of Bengkulu also discourages its students from wearing uniforms, meaning that students at Alam Mahira Elementary School of Bengkulu do not have uniforms.

Alam Mahira Elementary School of Bengkulu has an inclusion program, each inclusion child has its own shadow teacher, who will assist students with special needs both in the learning process and also other activities at school. In addition to teachers who teach shadow teachers also play an important role in the overall activities of students with special needs at school. Both normal students and students with special needs are educated to respect each other's diversity. Educational student who have barriers should be seen by all educators as a shared right and responsibility. All students should have a place and be accepted in regular classes. The advantages of inclusive education for students with special needs and normal students are that they can interact with each other naturally according to the needs of daily life in the community and their educational needs can be met according to their potential.

Student with special needs are certainly different from normal students, of course, students with special needs are more special than normal students both in daily life and in the world of education. Students with special needs certainly need more attention from parents, teachers, friends, and people around them. In the learning process, students with special needs certainly find many difficulties in

understanding lessons, as well as in English lessons, let alone in learning pores in daily activities, student n with special needs are not necessarily able to do ordinary things by themselves. What is interesting for us to know is the difficulties of students with special needs in participating in the English slanguage learning process, especially students with special needs at Alam Mahira Elementary School of Bengkulu, what things are faced by students with special needs while participating in English language learning, what obstacles the students of Alam Mahira Elementary School of Bengkulu get. Alam Mahira Elementary School of Bengkulu now has 33 students with special needs, and each students has one Shadow Teacher.

Various difficulties for students with special needs in following the English language learning process will certainly be faced by students with special needs. However, all difficulties and obstacles do not exist only for students with special needs but of course also for normal students. However, this discussion is more focused on the difficulties encountered by students with special needs. Of course, this is interesting so that we can find out what students with special needs feel in participating in English learning, and also of course be an evaluation in the future for teachers and prospective English teachers as well.

B. Research Methodology

The research used a qualitative research approach, namely research that intends to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, action, etc. Holistically and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods. The subjects of this study were the students with special needs from grades 1-6 of Alam Mahira Elementary School of Bengkulu. The number of students with special needs at Alam Mahira Elementary School of Bengkulu with their needs. The instruments used in this research were a video recorder, observation checklist, and interview text. The sources of the data were from video recording of observation and interview. To get a broader and deeper understanding, in this study researcher took the following steps: The researcher came to Alam Mahira. Elementary School of Bengkulu. The researcher recorded the English language learning process of students with special needs.

The data analysis technique used in this research is qualitative data analysis. Activities in data analysis are data reduction, data presentation, and conclusion drawing. In data analysis, the first step is to reduce the data which means summarizing what the results of the video have taken, selecting the main things, focusing on the important things, looking for themes and patterns, then discarding unnecessary data. The next step is data presentation, which means that the data will be organized, arranged in a relationship pattern, so that it will be easier to understand. The final step, namely drawing conclusions or verification, means that the data presented at the initial stage will be supported by valid evidence during research in the field, so the final conclusion will be a credible conclusion.

C. Finding

This descriptive research aims to investigate the learning difficulties of students with special needs when learning English, at Alam Mahira Bengkulu Elementary School of Bengkulu. The subjects of this study were inclusive students from grades 1-6 of Alam Mahira Elementary School who attended lessons at the school. This research was conducted with 3 observations of class meetings for each class, and then interviews regarding the difficulties of students with special needs regarding learning difficulties.

The researcher conducted interviews and observations to obtain data, in this study the researcher used cellphones to record the teaching and learning process in the classroom. There are seven difficulties in students with special needs at Alam Mahira Elementary School of Bengkulu analyzed in this study, reading difficulties, spelling difficulties, writing difficulties, difficulty focusing, difficulty controlling emotions, listening difficulties, and difficulty understanding the material. After the researcher conducted research at Alam Mahira Elementary School of Bengkulu using the methods of observation, documentation, interviews, the research findings can be described as follows:

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D. Discussion

Based on the results of interviews conducted by the researcher at Alam Mahira Bengkulu elementary school. The students with special needs at Alam Mahirah Bengkulu elementary school have some learning difficulties but there are also those who can keep up with classroom learning without experiencing difficulties in learning English.

The various types of special needs students from grades 1-6 of Alam Mahirah Bengkulu elementary school, not all student diagnoses can cause learning difficulties in students with special needs. There are some students who experience difficulties in learning that are constrained by the condition of the

diagnosis of the student, which is a factor in the difficulty in learning by students with special needs. For students who have limitations to learn and have difficulty in learning English, the students will not participate in class learning, the students will receive their own learning from the shadow teacher, so learning will be adjusted to the needs and abilities of these students, to minimize difficulties in learning for the students with special needs. The students with a diagnosis of disability have difficulty in writing because the right hand of the student is difficult to move so that students write using the left hand. With the limitations of these students also cause other difficulties for these students such as reading because the students also have not to speak too clearly, and also the students do not know the letters. The students are also still experiencing spelling, the students with special needs on average can spell for two letters and can already assemble simple words, such as for words consisting of four letters.

The difficulty of the students with special needs in writing, some the students have no difficulty in writing even though students can only write per letter and must be given an example first. The students will write what is on the blackboard or what is modeled by their shadow teacher. However, there are also some students with special needs who have difficulty in writing, there are several factors that cause the difficulties of the students with special needs such as students not recognizing letters because the memory of these students has not been able to remember the entire alphabet. If the students have difficulty in remembering letters, they will ask the shadow teacher or ask the English teacher directly. However, there are no difficulties in writing that hinder the learning activities of the students with special needs, it's just that students are mostly constrained in their interest in writing and do not really recognize letters.

The difficulty of the students with special needs in focusing on learning, for the problem of difficulty focusing on learning students with special needs at Alam Mahirah Bengkulu elementary school experience some difficulties. From the diagnosis of students, there are several the students who are hyperactive so that in class these students take many actions outside of learning activities such as running around, disturbing other friends. The students who are diagnosed with hyperactivity can only focus on learning around the first ten minutes of learning, the rest of the students' focus has begun to be distracted by other things. For the students diagnosed with autism, they are an integral part of children who need special education for the problem of focus in learning, so they need assistance from the shadow teacher. From the results of interviews conducted by the researcher, it can be concluded that most students with special needs at Alam Mahira Bengkulu elementary school really need supervision from a shadow teacher. The difficulty of focusing on learning in students is also sometimes interrupted by the will or desire of the student.

The difficulty of the students with special needs in controlling emotions is only found in some the students such as the students whose diagnosis is hyperactive, other than that student can control themselves. Hyperactive students usually run around during learning to disturb the students, there are also students who are angry talking to themselves, and there are also those who do

not pay attention to the teacher who is teaching at all. For the hearing difficulties of students with special needs at Alam Mahira Bengkulu Elementary School, there are two students who need hearing aids. The first student cannot hear clearly, so really needs help from the shadow teacher for the learning process. The shadow teacher can explain slowly with slow and clear speech. The students will pay attention to the shadow teacher's mouth movements to know what words are being said. For the second the student who cannot hear even though using shadow teacher tools or teaching English teachers must use sign language so that students can receive learning, but at Alam Mahira Elementary School there is no special teacher who understands sign language which is one of the factors in the student's difficulties in learning English. Difficulties in understanding classroom learning for the students with special needs will be seen from the student's ability, if the students are able to follow class learning then the students with special needs will follow class learning or the learning that students receive will be the same as other normal student lessons. The students with special needs who have not been able to take class lessons will receive separate learning which will be bombed directly by the shadow teacher. This is what helps the students with special needs not experience difficulties in learning English.

Based on the theory of disorders in the students with special needs in managing self-control called Attention Deficit Disorder (ADD), namely disorders in attention (Suryani 2010), the students with special needs really want to be noticed in class both with classmates, teachers who teach, and the shadow teachers, there are similarities between the theory and what has been found by researcher, the students with special needs really want to be noticed, if the students with special needs are not cared for or do not get a response, the students with special needs will throw tantrums and feel that these students are not considered.

E . Conclusion

Based on the results of the research, it can be concluded that the research findings show that students with special needs at Alam Mahira Bengkulu elementary school do not fully experience difficulties learning English. Because the school will adjust students with special needs who are able to follow class lessons and those who are not able to follow class learning will get separate learning even though they are in the same level class. This is what can make special needs the students have less difficulty in following English learning. Because the learning that will be given to the students with special needs will be adjusted to the abilities of these students. The role of the shadow teacher is very important for the students with special needs, and is also very important to help the learning process take place. Shadow teachers can control students with special needs if students have tantrums, are lazy to learn, students are too active in class, students have difficulty listening to learning explanations, students with special needs can ask the shadow teacher. The difficulty of learning English by students with special needs at Alam Mahirah Bengkulu elementary school can be concluded by the researcher that it is still within reasonable limits, all difficulties with student limitations do not hinder the English learning process.

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