

TEACHERS' ROLES IN OVERCOMING SPECIAL NEEDS STUDENTS DIFFICULTIES IN LEARNING ENGLISH AT ELEMENTARY SCHOOLS IN BENGKULU CITY

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Abstract

The purpose of this study is to determine teachers roles in overcoming special needs students difficulties in learning English at elementary schools In Bengkulu city. This research method is descriptive qualitative. The research instrument is in the form of Question Lists which are based on Harmer in (Naibaho, 2019). The results of the study, of the 10 roles of the teacher according to Harmer in (Naibaho, 2019) almost all the roles of the teacher in overcoming the difficulties of learning English for special needs students in Bengkulu elementary school are applied. There are 10 teacher roles in teaching special needs students, namely (1) controller (2) organizer (3) assessor (4) prompter (5) participant (6) resource (7) observer (8) tutor (9) performer and (10) teaching aids. only one role was not implemented, namely the tutor by the teacher at SD Fatma Kenanga because the special needs students had been accompanied by a companion teacher or shadow teacher to assist in learning activities, the researchers suggested that the role of the teacher in teaching special needs students to be emphasized more because teaching special needs students required extra skills for the teaching process. For future researcher who are interested in conducting similar research, it is advisable to conduct research on large samples or research subjects and also at other levels of education

Key words : Teachers Roles, Special Needs Students, Difficulties

A. INTRODUCTION

Education is the process of changing the attitude and behavior of a person or group in an effort to mature humans through teaching and training. Nelson Mandela in (Bieter, 2006) called education a powerful force that builds every human being, and all countries in the world place education as one of their human rights. The community interprets education as teaching that is carried out in schools where the school is the place where formal teaching or education takes place (Sujatmoko, 2011).

Article 31 paragraph 1 of the 1945 Constitution read, "Every citizen has the right to education." (UUD). This also applies to special needs students, they have the right to education and are obliged to pay for it. Special needs students are students who have special and different characteristics from

students in general with physical and emotional limitations that can affect their growth and development.

The world of education is always associated with a teacher, the teacher is one component that is very instrumental in the transfer of knowledge. Teachers play an important role in helping special needs students, not only in academic but also in non-academic, such as: the development of socialization, communication, behavior and the development of daily life skills training. The process of implementing education for special needs students causes major changes in demands for teachers. Teachers have a heavy responsibility in serving the education of special needs students.

Learning difficulties for special needs students due to thinking disorders, physical or body barriers which result in learning difficulties, and have a feeling of anxiety even if only a little. Students who experience learning difficulties can occur in the development of spoken language, difficulties in completing social behavior. According to (Lenhard, 2013) learning difficulties is an umbrella term for academic problems of different origin. It comprises general learning deficits and low academic performance. In the context of disabilities as well as specific forms like reading, spelling and arithmetic disorders. Students with learning disorders are problems that affect the brain's ability to receive, process, analyze, or store information, thus slowing down a child's academic development. Mulyadi in (Anggraini, 2017) that learning difficulties are a condition in a learning process which is characterized by the presence of certain obstacles to achieving learning outcomes. These obstacles may be realized by people who experience them and may also be unconscious, and can be sociological, psychological or physiological whole learning process.

Based on the experience of researcher while doing internships at Fatma Kenanga Elementary School by teaching English to special needs students because of an English for young learners course project. The researcher taught at the school for three months, while the researcher taught there there were lots of new things that researcher could and learned, how to teach special needs students who are significantly different from students in general. Starting from students who are not focused on learning, are busy playing, have difficulty accepting material, are busy themselves and often have tantrums while studying. So researcher must be more creative and play a more active role in teaching special needs students so that they are able to accept and pay attention while studying.

Therefore, to find out what the teachers' roles is in overcoming special needs students difficulties in learning English at Fatma Kenanga Elementary School and Al-Aufa integrated Islamic Elementary School in Bengkulu City. In this study, the English teachers at Fatma Kenanga Elementary School and Al-Aufa Elementary School were used as research subjects. So that researcher raised this problem in a scientific work in the form of a thesis with the title: "Teachers' roles in overcoming special needs students difficulties in learning English at elementary schools in Bengkulu City".

B. RESEARCH METHODOLOGY

In this study, the researcher used the qualitative method because they gained insight into teachers' roles in overcoming special needs students difficulties in learning English at elementary schools in Bengkulu City. Qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions. Natural objects are objects that develop as they are, are not manipulated by researchers and the presence of researchers does not really affect the dynamics of the object (Sugiyono S. , 2014).

This research, the researcher took two Teachers at the elementary schools in Bengkulu City. The researcher choses English Teachers at Fatma Kenanga elementary school and Al- Aufa Integrated Islamic elementary school in Bengkulu city as the subject research. The instrument that had been used for taking the data in this research was the list of questions. This list of questions based on Harmer in (Naibaho, 2019). The sources of the data was from audio recording of interview. The data collection technique in this study is interviewed. In this research, the researcher interviewed to gain data about teachers' roles in overcoming special needs students difficulties in learning English. The interview technique is a form of direct communication with the researcher as the interviewer and the teachers as the interviewee. The data analysis technique, in this case, used qualitative data analysis, following the concept given by (Huberman, 2017), such as : Data reduction, Data presentation, and Conclusion drawing.

C. FINDING

There were ten teachers' roles in teaching special needs students that were analyzed in this research: controller, organizer, assesor, prompter, participant, resource, tutor, observ, performer and teaching aid. The result of interview analysis was explained in detail below.

1 What Learning Difficulties Do Special Needs Students usually Experience In Learning English

1. Al-Aufa Integrated School Elementary School

A. Special needs students emotional condition

The emotional condition of students was one of the difficulties in learning English at SDIT Al Aufa Bengkulu. This was confirmed by the English teacher:

“ When special needs students come to school with a bad mood and feeling, it becomes one of the learning difficulties because they will not be able to start lessons so the teacher has to calm special needs students when they are angry, as if asked why, calm special needs students while providing

understanding to regular students (normal students) that their special friends need time to start lessons".

B. Student have multiple special needs

Students who has two special needs tend to be more active and need more attention. This was confirmed by the English teacher:

"For example in class 4B this student is hyperactive and mentally retarded, cognitively he is weak but in behavior he is aggressive and can not stay silent, at that time we have to condition non-regular student (special needs students) to greet first, praise first for agreement and also reward".

2. Fatma Kenanga Elementary School

A. Lack of focus

In the process of teaching and learning, Fatma Kenangan Bengkulu Elementary School encountered several learning difficulties for special needs students, one of which was a lack of focus. This way conveyed by English teacher :

"Usually if special needs students who is diagnosed with hyperactive ADHD has indications such as difficulty controlling his movements which results in a lack of focus so that the student has his own world and fantasizes, for example if last night this student watched a Spiderman movie, tomorrow at school he might fantasize about being Spiderman, because when the focus is cut off then he will fantasize about his own world".

B. Lack of enthusiasm

Enthusiasm in learning is very important to be able to receive lessons well, lack of enthusiasm for learning is one of the learning difficulties for special needs students at Fatma Kenanga Elementary School. This Confirmed by English teacher :

" Less enthusiasm for learning tends to be due to boredom while studying so that special needs students are not enthusiastic about taking lessons".

C. Slow learner

Slow learner is a condition where it is difficult for student to understand the subject matter so that the teachers must be extra in explaining it to the students. This conveyed by English teacher:

"Students who experience slow learners can not follow learning like their friends, usually i have special tricks for students who experience slow

learners like, i give a picture and i ask what the English ,what is color so that the student will easily understand".

2. Kind of instructions to special needs students when explaining material

1. Al-Aufa Integrated Islamic Elementary School

Create learning programs for special needs students. This was conveyed by English teacher :

"So non-regular students (special needs students) attend public schools and are placed in the same class as regular students (normal students). Of course, the material content is different according to their needs. For example, I teach in grade 4, there are students whose age is already entering grade 4 chronologically but mentally the student is in grade 2 elementary school. So the learning process that we give to students is according to the students mental age for material content, ways of learning, ways of communicating, ways of conveying it the same as 2nd graders in elementary school" .

2. Fatma Kenanga Elementary School

Create learning media, learning media is a tool for the teaching process, by making fun learning media it will make it easier for students to understand the material provided by the teacher. This confirmed by English teacher :

" Because in that class the special needs students and normal students are put together, so these special needs students have a special accompanying teacher (shadow teacher) and usually if we have given general material to all regular students there is usually a special approach, for example student A is diagnosed with hyperactive ADHD he can follow if I explain to regular students, but he still has to be accompanied by his shadow teacher to always remind him to stay focused. It is different from student B who was diagnosed with autism, so there must be special instructions and special media such as pictures and colors and still accompanied by the shadow teacher".

3. The effort to students can understand the material be better

1. Al-Aufa Integrated Islamic Elementary School

Use gestures and expressions, using gestures and expressions when explaining material or giving instruction to special needs students can make

them understand more than just speech. This was confirmed by the English teacher:

“So in the learning process for special needs students, we use everything extra. Gestures, mouth gestures, eyes, hands and movements are all due to the ability to perceive special needs students that are not the same as regular students (normal students). For example, if a student has a speech delay, in learning English there are reading, speaking, writing and reading skills, so in training special needs students it is very well supported with gestures, mouth, eye and hand gestures, for example I say "sit down please". So the mouth is really opened and the hand points to the student and directs it to the chair but if the student does not understand so I stand up and approach the student and hold the student and say "sit down please" so the student can better understand the meaning of the teacher.

2. Fatma Kenanga Elementary School

Adjust special needs students diagnoses, this conveyed by English teacher :

“The different treatments and media that I give to students so that they can easily understand according to their needs and diagnoses, for example student A who is diagnosed with hyperactivity tends to be loud, so I have to be more assertive so that the student understands”.

4. Conditions the class when it is not conducive

1. SD IT Al-Aufa

In teaching special needs students, classroom conditions are often not conducive. This was conveyed by english teacher :

“When students register for school at Al-Aufa integrated islamic elementary school, the school does not conduct a test but an assessment. The assessment is to identify students, at which level are the students' abilities such as writing, reading, arithmetic, fine motor, gross motor, verbal communication and emotional abilities, all of which at the beginning the school has assessed so in the acceptance test of new students we have started screening thats all and divided teams. The advantage of students who do register at Al-Aufa integrated islamic elementary school when accepting new students is that transfer students, namely two days of conducting the assessment, students have started to enjoy learning because they have started to know their teacher through the assessment, if during the learning process there are students who have tantrums or cry, I will calm the students down by inviting them to talk and asking why they are crying, why

are they sad, and try to tell the father and what they are feeling or give more attention, such as stroking their head so that the child calms down.”.

2. Fatma Kenanga Elementary School

There are many factors that make the classroom conditions uncondusive, one of which is boredom. This confirmed by English teacher :

“Class conditions are not conducive to many factors, one of which is the hot weather conditions so the class conditions are not conducive so I invite the student to change their study positions or study rooms, like at Fatma Kenanga Elementary School there is a gazebo, so I invite the student to study there so they feel comfortable. There are also students who are having conflicts, usually if in this situation a student who is having a conflict or problem will be assisted in solving the problem, the boredom factor also makes the class conditions not conducive so that they can use interesting learning media”.

5. Special assessment criteria in teaching special needs students

1. Al-Aufa Integrated Islamic Elementary School

Test scoring criteria, this was conveyed by English teacher :

” We lower the KKO (operational verb) from the C2 indicator down to C1, you can not go straight to C2, even if it is still heavy in C1, then we lower it again, it is enough to just introduce it. From this evaluation there is progress going forward, after this period of time the child already knows the alphabet or knows the means of transportation, so in the medium term the student is able to name the means of transportation, for example the evaluation at Al-Aufa integrated islamic elementary school for example there are ten questions the target is non-regular students (special needs students) can answer five questions if regular students (normal students) can answer ten questions. The basic competencies for regular students and on regular students are also different, regular students have five basic competencies, while non-regular students have only two basic competencies”.

2. Fatma Kenanga Elementary School

Assessment of regular and non-regular students is different, the assessment between normal and special needs students of course different because the abilities of these students are also different. This conveyed by English teacher :

“Of course it is different between regular students and special needs students, if the regular students automatically follow government standards. We adapt special needs students to the development of special needs

students, for example student B who is diagnosed with autism who really cannot follow lessons according to his class level, so he has his own material and I usually see the assessment criteria from his learning progress".

6. The teacher roles who dominates when teaching special needs students

1. Al-Aufa integrated islamic elementary school

A. Teachers roles as facilitator

The role of teacher as a facilitator or in providing services to facilitate students in learning process activities is very important where during the learning process learning media, methods, and mastery of the material are needed from the teacher himself so that students are interested and easily get information about learning material. This was conveyed by the English teacher:

"When I become a facilitator, I facilitate students to learn well, effectively in class as the teachers competence is stated".

B. Teachers roles as motivator

The role of teacher as a motivator becomes a very important factor for students in terms of learning, where the teacher becomes an external factor that helps arouse students' interest in learning. This was conveyed by English teacher :

"When the students achievement is according to why in this month the students grade A has decreased, it means I have to build communication with the parents and ask the child why his grades have dropped. From there I provide input, enthusiasm and motivation to children".

C. Teachers roles as prompter (counselor)

The role of teacher as a prompter teacher give the students a push when they are stuck or have confusion and doubts. In this role, the teachers prompt what the students should be doing and kind of take them through the process. They act as a guide or a coach in the whole learning process. This was conveyed by English teacher :

"When students have problems or in trouble I help students solve their problems so they don not get stuck or confused in their activities".

D. Teachers roles as performer (friend)

The role of the teacher as a performer or friend is very helpful for activities in the classroom, making students enjoy learning more and enjoying the lesson. This was conveyed by English teacher :

“When students have problems or in trouble I help students solve their problems so they don't get stuck or confused in their activities”.

2. Fatma Kenanga Elementary School

Not too dominating because there are shadow teachers who help and guide special needs students, this was conveyed by English teacher :

“My role as a subject teacher is maybe only a few percent and the one who is very influential is the shadow teacher. I as a subject teacher, when there is an assignment, I coordinate with the shadow teacher as much as possible because this special needs students is always near the shadow teacher.”

D. Discussion

Data obtained from interview, the result in this study that educators apply almost all teachers roles based on theory, and only little teachers roles are not used by educators

Teacher as a controller means that the teacher must be responsible for special needs students during learning. There are several items included as controller roles: In this case the teachers' role is to inform students who need to be informed, organize learning activities, read material aloud, when restoring class conditions, when giving explanations, or when the teacher leads questions and answers in class. The results of the study show that all teachers apply the role of controller in teaching special needs students. In the learning process, educators implement this role by means of educators organizing learning activities, educators convey material firmly so that students can better understand, educators control class conditions so that they remain comfortable while learning to support students in learning.

Teacher as organizer means that the teacher must organize students and activities that are very diverse in learning. In this case also a teacher must be creative in informing the activities to be carried out, meaning that when conveyed to students the teacher must be able to attract their attention so that they can be enthusiastic in carrying out these new activities. When students are ready to start the activity, we will guide them in carrying out their activities with instructions both directly and indirectly. The results of the study show that all teachers apply this role when teaching special needs students by being more creative in creating

teaching and learning activities so that students are more interested and enthusiastic.

Teacher as assessor, as a teacher must provide feedback to students when they speak and correct their mistakes in using language and be able to assess them in various ways not just in the form of numbers. The results showed that the two teachers implemented this role when teaching special needs students by assessing the attitudes and characteristics of students during teaching and learning activities, increasing or decreasing students achievement or students memory of previous material, and the teacher's assessment of special needs students based on the development of these students.

Teacher as prompter, applying the prompter's role is very important in learning activities because this role really helps students to be more confident and not afraid when they are at school. The results of the study show that the two teachers apply this role when teaching special needs students by means of the teacher helping students solve problems that are being experienced by students, helping students' difficulties in learning material so that students are not afraid to express themselves during learning activities if they forget something or feeling Confused .

Teacher as participant, the results of the study show that the two teachers apply this role when teaching special needs students in a way that the teacher participates in learning activities, the teacher seems to be friends during learning activities, creating study groups the teacher can enliven activities like that as if they were students, when things go well students will enjoy tutoring with them. This means that as a teacher who acts as a participant can create a lively atmosphere in the discussion not only as a source of information.

Teacher as resource, the teacher is a source of learning for students, the teacher seeks and prepares learning materials for their students that suit the needs and sources of information for their students. The results of the study show that two teachers apply this role in teaching special needs students by preparing learning materials, being a source of information about learning activities or school activities, such as teachers preparing material needed by special needs students according to their diagnosis in learning activities, the teacher is also a source of information to parents of students about how the student is developing while at school.

Teacher as tutor, the results of the study show that Al Aufa integrated islamic elementary school teacher apply this role by giving directions or learning instructions to special needs students according to the content of the material, and their mental age. helping students complete their assignments, such as how to pronounce English regarding

the teaching material. Meanwhile, the teacher at Fatma Kenanga elementary school does not apply this role because special needs students at Fatma Kenanga elementary school already have a companion teacher or shadow teacher to help special needs students in learning activities, help students complete their assignments, how to do assignments and give directions or explain material back to students if they still don't understand.

Teacher as observer, observing students during teaching and learning activities is a very helpful action to be able to assess student development. The results of the study show that both teachers apply this role in teaching special needs students by observing the development of students while learning, there is an increase or both academic and non-academic, the teacher observes the activities of students while in class.

Teacher as performer, the results of the study show that the two teachers apply this role by means of the teacher being a guide or example in learning or the instructions that the teacher gives with the aim that students can understand the material or instructions well.

Teacher as teaching aid, teaching aid is very important in teaching and learning activities to facilitate the teaching and learning process, the results of the study show that the two teachers apply this role in teaching and learning activities by using gestures, facial expressions, volume, fun learning media with a colorful theme, picture. With such assistance it makes it easier for special needs students to accept material or instructions given by their teacher, with fun learning media to make special needs students more interested in learning and will make them understand the lesson.

The results of the data obtained by researchers conducted through interview show that educators apply almost all the roles of teachers in teaching special needs students which are able to reduce the difficulty level of learning English for special needs students. Besides that special needs students are also accompanied by a companion teacher while studying and have already carried out an assessment at the beginning. Going to school to find out the diagnoses of students and getting to know the strengths and weaknesses of special needs students is one way to overcome difficulties in learning English special needs students.

E. Conclusion

Based on the results and discussion in the previous chapter, this study found that almost all of the teachers' roles in teaching special needs students were applied by educators.

There are 10 teacher roles in teaching special needs students based on theory Harmer in (Naibaho, 2019), namely (1) controller (2) organizer (3)

assessor (4) prompter (5) participant (6) resource (7) observer (8) tutor (9) performer and (10) teaching aids. only one role was not implemented, namely the tutor by the English teacher at Fatma Kenanga Elementary School because the students had been accompanied by a companion teacher or shadow teacher to assist in learning activities.

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