

CHAPTER I

INTRODUCTION

A. Background

When the general planning is used for general students that are generally homogeneous and can be viewed as the majority students in a country or school, how about students that are categorized as the minority of the general students? Furthermore, how about the school that accept heterogeneous students including those who are special need students while commonly there is separation between school for general students and special need students? There may be special plans and treatments for special need students to help them learn especially in learning foreign languages.

In 1963, Samuel A. Kirk for the first time suggested to unite all kind of disability such as minimal brain dysfunction, neurological disorders, dyslexia, and developmental aphasia into one name called learning disabilities (Fujislima, et al.; 1992: 26 in Abdurrahman 2012: 2). While the definition of learning disability for the first time was announced by the United States Office of Education (USOE) that was known as Public Law (PL) 94-142 in 1975, that is similar with the definition announced by the national advisory committee in handicapped children in 1967, it is quoted in Hallahan, Kauffman, and Lloyd (1985: 14) which states that learning disability is a disability in one or more basic psychological process that includes understanding and using spoken and written language. That disability might be shown in form of difficulty in listening, thinking, speaking, reading, writing, spelling, or counting. The limitation doesn't include the children who have learning problems that the main factor is caused by physical troubles such as disability in the eyesight, hearing, or motoric dysfunction, mental retardation, emotional disorder, or because of environmental poorness, culture or economy (Abdurrahman 2012: 2).

Dyslexia is one category of learning disabilities in academic type. The other disabilities are dyscalculia and dysgraphia. It is stated that dyslexia is a condition that is related to difficulty of reading ability. An individual who has dyslexia has normal IQ, even above normal, but has reading ability that 1 or 1 ½ under his IQ. The cases of dyslexia have been found between 3-6% from the total population. However, the cases that are related to reading ability that are not classified into dyslexia have been found more than 50% from the total population (Child Developmental Institute, 2008: 1 cited in Jamaris, 2015: 139).

Cited in Republika, 2014, The Governor of West Java, Ahmad Heryawan said:

"Sekolah inklusi dibangun di sekolah umum biasa agar dapat menyelenggarakan secara langsung pendidikan untuk siswa berkebutuhan khusus," (Republika.co.id, 2014)

Along with that, the Mayor of Bandung, Ridwan Kamil said:

"Mulai Tahun ini saya wajibkan semua sekolah di Bandung tidak boleh tidak menerima siapapun, khususnya yang berkebutuhan khusus," (News.detik, 2015).

On the other hand, there has not been an exact curriculum for special need students. It is mentioned by Kadir in a Journal of Education of Iskamic Religion titled *"Penyelenggaraan Sekolah Inklusi Di Indonesia"* that:

"Pengembangan kurikulum di sekolah-sekolah di Indonesia pada dasarnya merupakan kewenangan setiap lembaga pendidikan. Pemerintah hanya memberikan garis-garis besar tujuan pendidikan di setiap satuan lembaga pendidikan dalam bentuk rumusan-rumusan kompetensi yang harus dicapai pada akhir pembelajaran atau setelah peserta didik menyelesaikan pendidikannya di suatu satuan lembaga pendidikan." (Kadir, 2012: 16-22)

Based on those statements, the researcher has figured out to do a research about curriculum for special need students in general. Specifically, In Indonesia, there is a problem related to curriculum for special need students, especially dyslexia students. It is stated in Surabaya.tribunnews.com that Kristiantini Dewi, The Chairman of the Indonesian Dyslexia Association shows that 10 to 17% of Indonesia's population is dyslexic children (not complicated with komorbit or ADHD) can learn with a friend of their age. The only problem is that they are late in reading and speaking, while our curriculum today is very stressful, such as CALISTUNG (reading, writing, counting). Each student must be able to read, write, count and this is very hard for dyslexia students. So the curriculum must be considered." (Tribunnews.com Network, 2016).

It is also mentioned in controone.com that the national education curriculum, currently only suitable to normal children. But in reality, the government does not know if the children with dyslexia, need special attention. Such as children with special needs, then handling the child while taking education, is very different from normal children. (Windi in Centoone.com, 2016). Meanwhile, the chairman of dyslexia parent support group (DPSG) east java, Dr. ursulayudith sawitri Sp. TH, admitted that, so far, there is no teacher in public schools who understand about the handling of dyslexia children. "This is because the curriculum is also on the side of a normal child. While the dyslexia because of his ignorance, it is forced to accept a lesson like a normal child. If the learning achievement does not exist, then the child with dyslexia was labeled as a fool or has intelligence under average." (Yudith in controone.com, 2016)

According to the previous study that is done by Aslan from Institut Agama Islam Sultan Muhammad Syaiuddin Sambar (IAIS) in *Jurnal Studia Insania*, 2017, under the title “Kurikulum Bagi Anak Berkebutuhan Khusus (ABK)” he states that “Curriculum change occurred nowadays shows that the curriculum is prone to social changes. Although the changes remain happened, there seems no curriculum which distinguishes its use between normal students and students with special needs (either physical or mentality). In fact, the curriculum should be enjoyed not only by the normal students but also the students with special needs. Hence, they can obtain equal education system without feeling a sense of discrimination from the government. Although the curriculum is the same, teachers may apply different strategies and methods. Hence, the teachers are not only professional in teaching, but also have specific competence than those who teach normal students. what I mean competence here is not professional, pedagogy, personality, or social competences. Rather, it is a spiritual competence where teachers are teaching by heart, not by material (money).” In this study, the focus is in the teacher when teaching and implementing the curriculum for special need students without analyzing the whole curriculum itself and there is no specification of category of special need students.

In another previous study, Mayasari, S.Pd.I from UIN Sunan Kalijaga Yogyakarta in 2016 has done the research in her theses under the title “Implementasi Kurikulum 2013 Pada Anak Berkebutuhan Khusus (ABK) di SD Muhammadiyah Sapen Yogyakarta.” She states that the implementation of the 2013 curriculum is implemented step by step. Then the implementation of 2013 curriculum to students with special need in SD Muhammadiyah Sapen the strategy of curriculum implementation is adjusted to the gradation of the weight or lightness of the condition of the learners. In this study, the main focuses are on two research problems: (1) the implementation of the 2013 curriculum for special need students in SD Muhammadiyah Sapen, and (2) the supporting factors and the obstacles of implementation of 2013 curriculum for special need students in SD Muhammadiyah Sapen. In this research, the special need students is occurred to all categories in general.

Thus, according to the background of the research that has been stated above, the research under the title “**THE ANALYSIS OF ENGLISH CURRICULUM FOR DYSLEXIA STUDENTS AT INCLUSIVE SCHOOLS**” is needed and important to study the model of curriculum and its implementation for students with dyslexia in learning English at inclusive school.

B. Research problems

Based on the previous information in the background of research, the research questions are formed as follows:

1. How is the English curriculum for dyslexia students of SMP Mutiara Bunda in grade eight?
2. How is the implementation of English curriculum for dyslexic students in grade eight of SMP Mutiara Bunda?

C. Research Purposes

This research is practically directed to present a simple description of real empirical data. The aims are:

1. To find out the English curriculum for dyslexia students of SMP Mutiara Bunda in the aspect of objective and content from the eighth grade English syllabus and lesson plan.
2. To find out the implementation of the English curriculum for eighth grade dyslexic students in the aspect of teaching process at SMP Mutiara Bunda.

D. Significances of Research

Every research has to carry significances. In this research, the significances that the researcher hope will get are:

3. Theoretically, this research hopefully will be significant for the next researchers. It means, too the upcoming researchers, the researcher hopes that this research can give them inspiration and motivation for the further research to help special need students in getting proper education with their specialty.

4. Practically, it divides into three significances. The first, the researcher hopes that this research can give a contribution to the national policy related to the design of curriculum and its development for dyslexic students. Because in Indonesia, the government has not made the specific and detailed curriculum for dyslexic students while the population of dyslexic students need proper education that is suitable for them. The second, the researcher hope that this research can give a contribution to regular schools all over Indonesia that are planned to become like inclusive schools which should accept all kind of students. It means, each school has to prepare the curriculum of the design of its implementation well according to motto “Education for All”. And the thirst, to the English teachers, beside the importance of school that implement proper curriculum, it is also important to pay attention to the teachers who are the actors that play a role in implementing it inside classroom. The researcher hopes that this research can help especially English teachers on teaching method to dyslexic students.

E. Framework of Thinking

This part is aimed to explain the grounded theory used for the research and the framework of thinking used in conducting this research.

5. English Curriculum

Indonesia has experienced various types, designs and and changings of curriculum since its liberation. There has been at least KBK, KTSP and now the newest curriculum is K-2013 is in progress to implement. K-2013 is designed in anticipation to modern learning in the twentieth century. The learning paradigm has shifted from ‘*peserta didik diberi tahu*’ (students have knowledge because they are taught by a teacher) to ‘*peserta didik mencari tahu*’ (students have curiosity to get knowledge by themselves). It reflects that the students are actively engaged in learning from different sources exceeding the teachers and the educational units or institutions (National Ministry of Education, 2013).

K-2013 focuses its learning on the attainment of Kompetensi Inti (Core Competence) and Kompetensi Dasar (Basic Competence). Teaching English as a foreign language in Indonesia (3) The core competence pivots around (1) Religious belief and its application, (2) Upholding good characters, (3) Gaining factual, conceptual and procedural knowledge. (4) Trying, processing and presenting in concrete and abstract domains. While the basic competence transforms the core competence into observable cognition, affection and action (Kementrian Pendidikan dan Kebudayaan, 2013).

In general, there are 4 skills needed in learning language aspect: reading, listening, speaking and writing. In K-2013, for English, there is a slight different perspective for teachers to interpret competences as many of them are derived from psychomotor domains, specific competences derived from language system (linguistic competence, sociolinguistic competence, discourse competence and strategic competence), macro-skills (productive; speaking and writing, and receptive skills; listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling). All these should not be addressed in isolation and covered in integrative manners in all KI and KD. (Ahmad, 2014)

6. Inclusive Education

In Indonesia, inclusive education is officially defined as: “Inclusion education is intended as an education service system that includes children with special needs to learn together with their children in the regular school closest to where they live. Implementation of inclusive education requires the school to make adjustments both in terms of curriculum, educational facilities and infrastructure, as well as learning systems tailored to the need of individual learners.” (Directorate of PSLB, 2004, cited in Pratiwi, 2005)

The inclusion school is an education services for children with needs special regardless of physical condition, intelligence, social, emotional and other condition to study together with normal children in regular schools

(Tarmansyah, 2007; Marthan, 2007; Loiacono and Valenti, 2010 cited in Pratiwi, 2015)

7. Dyslexia

Dyslexia is one category of learning disabilities in academic type. The other disabilities are dyscalculia and dysgraphya. It is stated that dyslexia is a condition that is related to reading ability. An individual who has dyslexia has normal IQ, even above normal, but has reading ability that 1 or 1 ½ under his IQ. The cases of dyslexia have been found between 3-6% from the total population. However, the cases that are related to reading ability that are not classified into dyslexia have been found more than 50% from the total population (Child Development Institute, 2008: cited in Jamaris, 2015: 139).

In learning language, reading is one necessity to study language well. On the other hand, students who are dyslexic have difficulty exactly in that part. It is mentioned that a student who has learning disability in reading experiences one or more disabilities in processing information, such as ability in delivering message and receiving information. Besides that, the disability in recognizing letters and speaking the sound of letters are the cause of dyslexia and reading disability. The disability is caused by some factors that are related to disability in visual perception, it can be in form of reading letters or words in reverse or less able in distinguish the character of letters clearly. The disability of auditory perception can also be the cause of reading disability due to the lack of ability in listening the spoken letters well. (Jamaris, 2015: 139)

From that issue, the researcher tries to analyze the curriculum and the implementation of curriculum in English subject for dyslexic students at inclusive schools since it is different with the majority students and also different with the exclusive or regular schools.

The research design that will be used in this research is qualitative and use a case study or descriptive method. According to the research questions that are chosen, these are 3 main focuses: (1) The curriculum in general and the English

curriculum in form of the english syllabus and lesson plan for both regular students and dyslexic student. (2) the teaching process used in implementing the curriculum. The steps that will be used in this research are collecting data, observation, and interviews. Then all the data will be collected and analyzed. After that, the data will be turned into descriptions and will be checked. The last, it will be making conclusion.



The analysis of English Curriciulum for Dyslexic Students at Inclusive School

Analyzing the documents: the syllabus and lesson plan

- collecting document, interviews

Analyzing the teaching process in implementing the curriculum

- Observation, interview

Analyzing data

Description and checking documents

Conclusion

Figure 1. Framework Thinking of Research

F. Previous Studies

8. *Desain Pembelajaran Anak Berkebutuhan Khusus dalam Kelas Inklusi by Juang Sunanto and Hidayat.* This research is about composing design for special need students that learn with regular students in inclusive class. This research focused on the knowledge, behavior and the acceptance of elementary school teachers to inclusive education, the efforts that was done by the elementary school teachers in teaching special need students in inclusive class, and the suitable learning design for teaching special need students that study together with regular students in inclusive class. This research is about composing learning design, not analyzing the curriculum that had been prepared. This research is also focus on special need students in general, not specifically analyzing about dyslexic students, but it can be a previous study to learn.
9. *Implementasi Kurikulum 2013 Pada Anak Berkebutuhan Khusus (ABK): Studi Kasus SD Muhammadiyah Sapen Yogyakarta By Mayasari.* The implementation of the 2013 curriculum is implemented step by step. Then the implementation of 2013 curriculum to students with special need in SD Muhammadiyah Sapen , the strategy of curriculum implementation is adjusted to the gradation of the weight or lightness of the condition of the learners. In this study, the main focuses are two research problems: (1) The implementation of the 2013 curriculum for special need students in SD Muhammadiyah Sapen, and (2) The supporting factors and the obstacles in implementing the 2013 curriculum for special need students in SD Muhammadiyah Sapen. In this research, the special need students is occurred to all categories in general.