

TEACHING ENGLISH FOR DOWN SYNDROME STUDENTS AT SMPLB PGRI IN PAMEKASAN

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Abstract

The research was aimed at delineating the practice of teaching English for Down Syndrome students in a special secondary school of in Pamekasan, East Java. In this qualitative research, the data were gathered from observation, interview and documentation. An EFL teacher teaching English to students with Down Syndrome participated in this research. The result showed that the teacher taught English through several stages including opening, materials presentation, evaluation and assessment, and closing. It was also revealed that using demonstration method and visual media can increase the students' attention in learning English. It seemed that pictures are more preferred by the students in learning English, and thus it is recommended that teachers use more visual objects and realia in teaching English for Down Syndrome students as alternative way to improve the teaching quality.

Keywords: *Teaching English; Down Syndrome students; visual objects; realia*

INTRODUCTION

Language is important for all people in the world to make interaction. Qiu (2014) describes language in two notion. The first notion of language serves as means of communication between members of the public in the form of a symbol of the sound produced by means of spoken human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary (Oxford Dictionaries, 2018). Language is a system of symbols that are meaningful and

articulate sound which are arbitrary and conventional, which is used as a means of communication by a group of human beings to give birth to feelings and thoughts. From the statement above, it can be concluded that language is the symbol of the sounds as the human communication, and it is arbitrary.

Based on the education rule, English includes in curriculum. Seeing English learning material in, English as an international language has been included in curriculum by giving students the

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opportunity to express their ideas spontaneously according to their real-day experiences, the level of difficulty of the material has been adjusted to the development of students, learning centered on students and teachers act as facilitators as well as learning material containing a variety of Indonesian local cultures. To master English, the students should learn all the English elements such as skills in English. English have four skills, there are listening, speaking, reading and writing.

The researcher choose Down Syndrome students as the focus to know more detail about the activity happens while teaching process. As this research, here a previous study in the title of "Teaching English as Foreign Language to Students with Autism". This is a Descriptive Study of SMA Lazuardi Global Islamic School Depok in Master Program of English Education, Faculty of Teacher Training, State Islamic University, Syarif Hidayatullah Jakarta (Hilyati, 2013). The problem of this research is to find out the most decent treatment, approach and method in teaching English to the autism student at SMA Lazuardi Global Islamic School Depok in order to provide them the equal best quality of English education. The research design of this research is qualitative descriptive and the researcher collected the data by observing and describing the behavior of autism students in learning English as foreign language. The result of this research is the target of learning language has been reached by implementing the above approach and methods as it is indicated by their progress in their tests and assessment. Importantly, they have gone confidently in the direction of meeting all expectation supported not only by teachers, peers, parents, society despite their shortcoming. The research was aimed at delineating the practice of teaching English for Down Syndrome

students in a special secondary school of in Pamekasan, East Java.

Teaching English for Down Syndrome students

In teaching English as the second language, the teacher need good strategies especially in keeping mental of students with disability such as Down Syndrome students. The teacher must be patience in teaching Down Syndrome especially in teaching foreign language that difficult. Down Syndrome children usually need guide with good handling, so they will be obedient, listen and more focus to the teacher. According to Smith (1990: 68) cited from Hilyati thesis (2013: 36) said that teacher love their students are of course by teaching their students the nature of live In teaching learning process the teacher have to make a list of process to set the class. One of the process before giving material to the students is opening. Opening is the activity that always does before the students start to receive and get the material from the teacher. It is help to control the class condition, attract the student attention to the material that will explain by the teacher. According to Suwarna (2013:211) opening in learning process are defined as tools or processes that put students into a state of attention and learning. Based on Perdana (2015) learning for trisomy 21 Down Syndrome are classified by the students where these levels describe the limits of abilities. Learning for trisomy 21 Down Syndrome students as follows:

On task behavior

In this case, it can be done by the teacher by asking the students to take a sit for few minutes, then the teacher ask the student to pay attention to the teacher, after that the teacher gives direct assessment for the students.

Imitation

This mean is how the students have to repeat what teacher said in the class, giving direct activities such as writing and reading. The students are given activity of imitating the teacher's speech by using picture series media depend on the material.

Discriminative use of objects

The students learn by the systematic interaction with their behaviorism. The behaviorism interaction result the ability to differ the object and what happening.

Word Recognitions

In this case the parents are very important to support Down Syndrome learning students because they need more attention. The parents can train the students to know the word from the concrete things.

Down Syndrome activity

Down Syndrome is the condition of underdevelopment of physical and mental development due to abnormal chromosomes (Ruiz-González et al., 2019). Actually, Down Syndrome student's difficulty to understand in learning. So that the teacher need special strategies or media to create a good interaction with Down Syndrome students. Especially in teaching English skills, the teacher need ability to motivate and support Down Syndrome students because of their limitation and low ability to understand some material or subject in the school moreover in English subject.

It is known that teaching process need good strategies to make the students understand and interest to the material. The obstacles in teaching may come from the teacher itself, for example by giving less explanation, less mastering the materials or

lack media used in teaching that makes the students are uninterested. Besides, the obstacle will come from the students for instance, since they were born as we called by Down syndrome. Kauffman, Hallahan, Pullen, (2018) state that one of plausible reason for the social problems of some students with learning disabilities is that these students have deficits in social cognition. Most children, for example, can tell when their behavior is bothering others. Students with learning disabilities sometimes act as if they are oblivious the effect of their behavior on their peers. They also have difficulty taking the perspective of others, of putting themselves in someone else's shoes. In teaching Down Syndrome students, the teacher have to use good media related with Down Syndrome need and suitable with their ability especially in learning English. Media used to make material easier in learning process.

METHOD

Research design

This research used qualitative research approach since this research described how the teacher teaches English for Down Syndrome students at SMPLB PGRI Pamekasan (Sugiyono, 2018).

Research site and participant

This research was conducted in SMPLB PGRI Pamekasan to explore how the teacher teaches English language to Down Syndrome students. There are three students in the classroom. There are three students in trisomy 21 Down Syndrome in SMPLB PGRI Pamekasan. Two students are girls and one student is boy. Three students in trisomy 21 Down Syndrome have different characters. The boy has good memorizing but he has weakness in psychometric, he does not active in motion. The first girl cannot speak fluently but she

is active and well in psychometric for example, she is able to do sport activity well. The second girl is always disturb her friend. Because of the different characters of the three students in trisomy 21 Down syndrome, the teacher should follow them one by one everywhere they go.

Data collection

The next step is how to collect the data. According to Voleti (2019) there are four steps to collect the data: observation, interview, and documentation. This research does not use observation instrument because of covid-19 pandemic. The researcher only use interview the English teacher and documentation for collecting the data.

Observation

This is the first step to get the data. Observation actually done by the researcher to make sure the research will run well until the last step in the school. The researcher have to come to the school to make general data about the description school. Because of pandemic Covid-19, the researcher does not use the step of observation.

Interview

In interview, the researcher give some questions to the teacher of SMPLB PGRI PAMEKASAN toget deeply appropriate information needed. During interview the English teacher, the researcher takes field note to save the data. In this research, the researcher used semi interview to find out the ideas and opinion of the English teacher at SMPLB PGRI PAMEKASAN. This interview called semi interview because this method is easier and enjoyable to interact with the teacher, in which this method is free to asking the idea and problems from the teacher in teaching English for Down Syndrome students. The

researcher conduct interview with English teacher using WhatsApp media because of Covid-19 pandemic.

Documentation

This step is called by documentation to add the data that needed by the researcher. The documentations are some pictures that the English teacher sent through WhatsApp and recording when the researcher interviews the teacher at SMPLB PGRI Pamekasan.

Data Analysis

In data analysis, the data are being collected and attempted to synthesize and make sense out of what is observed. After the data was gotten and collected, the researcher using some steps as the following to process the data:

Data Reduction

In data reduction the researcher only take the important data to answer the research questions. If the data do not relate with the research question the researcher will discard the data that unrelated with research problem.

Data display

After reducing the data, the researcher carried on the data display. Commonly, in qualitative study, the data will be display by source description, flow chart, graphic, table and etc. The researcher start to organize and process to reduced the data by taking note. In this study, the researcher finds how the teacher teaches English for Down Syndrome students at SMPLB PGRI Pamekasan. It is found after the researcher does the interview and documentation.

Drawing conclusion and verification

The researcher makes inferences from the data get before. After the data was displayed and supported by another data, so the conclusion can be composed credibility.

Checking of Data Validity

In qualitative research there are Credibility, Transferability, Dependability, and confirm ability in checking of the data validity. In this research the researcher only use three types of checking data validity, there are credibility, transferability and dependability because only these three method that suitable with the research.

Credibility

The researcher used this step to avoid doubt a result of the research done. In this research, the researcher use increase perseverance and use references.

Increase perseverance

The researcher will observe deeply so the data certainty and sequence of event is able to record certainly and systematic. The researcher can recheck the data is true or false by increase the perseverance the researcher can give the accurate and systematic of data description about what have been observe by the researcher. Once step to increase the preverance, the researcher read the references such as book, result of observation, or documentations

related with the reseacher found so that the researcher can add the perception to check the data found is true or false, believe or not.

Use references

The researcher use the tools to get the data such as camera to get documentation formed in video and photos, book to field note and note to list the question and answer of the subject (teacher).

Transferability

This step is external validity in qualitative research. External validity indicate degree of accuracy or the applicability of the research result to the population where the sample is gotten. The researcher describe clearly, trusted and deeply so the reader can understand clearly the research result to use this research as reference next.

Dependability

In qualitative research dependability is called by reliability. The research is reliability if the researcher can repeat or reapplication the research process. To prevent the existence of unreal data, the researcher collect the validity data by using some step that mentions in data collection. By those data collection the researcher will not manipulate the data.

Table 1. *Teaching stages*

NO.	TEACHING STAGE	TEACHING ACTIVITIES
1	Opening	Praying Greeting Material
2	Main Activity	Method Media Evaluation and Assessment
3	Closing	Praying Greeting

RESULTS AND DISCUSSION

This section describes the findings of the research based on the data analysis gathered from interview, observation, and documentation.

Opening

The teacher start the class by asking the students to pray together. The teacher leads to pray. Then, the teacher accompany the students to say greeting. The teacher also check the attendant list. In opening activity, the teacher must follow the condition of the students. The students do everything that they want for example one of student come to the class and she sleeps directly.

The teacher does not forbid the student do what they want but the teacher let them do everything that they like. Then the teacher continue to the main activity although there are some students that do not follow the English teaching process because they sleep.

The ways the teacher teach English to Down syndrome students

The analysis revealed that the teacher teaches English to Down Syndrome students through several stages as presented in Table 1.

Main Activity

In this activity the teacher give the material, use method in teaching English, choose the appropriate media to support the method, and give evaluation and also assessment.

Material

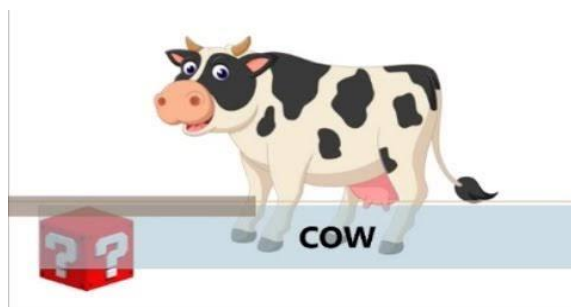
According to Walther (2020) Material is a system. The material taught in eight class were about parts of speech. Although they are in junior high school level but the material same as the elementary school level because it is the effective material for them. The three students are given the same material but in different ways. It is appropriate with the students characters.

Method

According to Bhat (2020) methods is defined as a process that focuses on obtaining data. The method used in English teaching process is demonstration method. By using some pictures, the teacher can attract the student's attention. The teacher

asks the student that has well memorizing to read the vocabulary while the teacher shows the pictures relate to the vocabulary that the student read. For example, the teacher ask the student to read the word "cow" and the teacher also shows the picture of "cow".

Image 1. Cow



For the student who like bocce sport, the teacher use bold written method in teaching English. The teacher use the word picture

then ask her to write down the words then bold them. The teacher ask the student to write down the word "bag" then bold it and the teacher also shows the picture of "bag".

Image 2. Bag



For the naughty student, the teacher only show many pictures while mention the pictures because she is very interested in seeing a picture only. To avoid boring

condition, the teacher ask her to sing a song that she likes.

Media

Teaching language needs media to deliver material to motivate the students and to put material easy to be understood (La Aba, 2019). The media used here is visual media. The teacher use the pictures as the media in teaching English process. The pictures is suitable with the material that given on that day. The teacher only use picture series because it is attract the student's attention. It can be said success in learning English when the students read at least three words. The teacher does not use many media because the trisomy 21 Down Syndrome students is different with normal students. The most important criteria in choosing media is depend on the goal of learning or the competencies to be achieved. Down Syndrome have low ability in learning so the teacher need good media to make them easier to understand the material such as in teaching vocabulary the teacher can use flash card or picture series.

Evaluation and Assessment

The evaluation of continuous assessment focused on the cognitive, affective and psychomotor domains of students' behavior. That is teaching and learning should focus on these areas (Osadebe, 2015). The evaluation that teacher give is diagnostic evaluation. This evaluation is identify the student's difficulties in teaching learning process and determine how to overcome the learning difficulties. The teacher give evaluation to the students based on the character. If the student false in reading the vocabulary, the teacher give the example by read the word clearly then the student will repeat after the teacher. The teacher only evaluate with this step because the trisomy 21 is not fluent in spelling the words. If the students false in writing the words, the teacher guides them to write until the students can write the word well.

The teacher give assessment by using summative assessment. In giving summative assessment the teacher use the test. The kind of the test is write the words based on the pictures. The assessment using test only conducted at the end of the semester. The teacher does not give midterm test and daily assignment. Besides the final test, the teacher also give assessment by seeing their attitude development. The Down Syndrome students sometimes cannot control their emotion for example, they say a bitter words or bad words to others. So, the assessment from the development attitude is seen whether the students decreases to speak bad words.

Closing

In this stage, the teacher briefly conclude what the students have learnt. The closing of teaching English is the teacher ask the student to pray together. Then the teacher ask the students to say greeting to the teacher.

The problem face by the teacher in teaching English at SMPLB PGRI Pamekasan

There are some problems that teacher face in teaching English process for trisomy 21 Down Syndrome. As follow:

- The students are slow to understand the material. The students are not able to understand quickly if the teacher only give once explanation to the material, so the teacher must repeat.
- The different characters of the students cause the difficulty to manage the class. To overcome this problem, the teacher lets the students to do everything that they want while the teacher gives the lesson. The teacher also gives

material based on their character and what they like.

- The student get bored to the material that explained by the teacher. They cannot concentrate when the teacher only talk some words or vocabulary without using media. The teacher need media to interest the students in teaching English process for example the use of pictures series.

CONCLUSION

This research focuses on how English is taught to Down Syndrome students at SMPLB PGRI Pamekasan. The process of teaching English for Down Syndrome is different with the teaching for normal students although it has the same parts, namely, opening, main activity, closing, evaluation and assessment with the duration of 35 minutes. The teacher need good strategies especially in keeping mental of students with disability such as trisomy 21 Down Syndrome students. The teacher must be patient in teaching Down Syndrome students especially in teaching English. To teach Down Syndrome students the teachers need good ability, so they will obey, listen and pay attention to the teacher. The teacher need to support and motivate them in the process of teaching. The teacher use can the procedures based on the characters of the students. For example, the teacher greeted the students and prayed in the opening. In main activity the teacher used demonstration method supported by media such as picture. After teaching, the teacher administered evaluation. When evaluating, the teacher had to repeat their explanation many times so that the students understand and were able to spell the words related to the material and could memorize them. The assessment involved tests to measure the student's attitude development in the class. Besides, the teacher sometime

had assessment directly during the English process.

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