

**A CASE STUDY: THE PROCESS OF ENGLISH TEACHING WRITING
FOR STUDENTS WITH SPECIAL NEEDS AT *HARMONY JUNIOR HIGH
SCHOOL OF SURAKARTA***



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor
Degree of Education in English Department**

Written by

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APPROVAL

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A CASE STUDY: THE PROCESS OF ENGLISH TEACHING WRITING FOR STUDENTS WITH SPECIAL NEEDS AT *HARMONY JUNIOR HIGH SCHOOL OF SURAKARTA*

Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan tujuan, materi, dan langkah-langkah dalam pembelajaran menulis untuk siswa berkebutuhan khusus di SLB Harmony. Subyek penelitian ini adalah guru bahasa Inggris SMP kelas 7 di SLB Harmony. Penelitian ini adalah penelitian deskriptif kualitatif. Metode pengumpulan data yang digunakan dalam penelitian ini adalah wawancara, analisis dokumen, dan observasi. Data dalam penelitian ini direkam, dicatat, dan ditranskripsikan yang terdiri atas proses pembelajaran menulis yaitu wawancara dengan guru, silabus dan rencana pelaksanaan pembelajaran, dan observasi langkah-langkah pembelajaran. Terdapat beberapa langkah yang dipakai untuk menganalisis data yaitu pengumpulan, identifikasi, membuat catatan, membuat list, memetakan, memberi kode, membaca ulang, mereduksi, dan membuat kesimpulan. Hasil dari penelitian ini menunjukkan bahwa (1) ada tiga tujuan dalam pembelajaran menulis untuk siswa berkebutuhan khusus; yaitu untuk meningkatkan skill menulis, untuk mengenalkan menulis sebagai alat komunikasi, dan untuk mengenalkan teks deskriptif, (2) materi yang digunakan sesuai dengan silabus pada kurikulum 2013 yang berfokus pada pembelajaran tentang deskripsi anggota keluarga dan binatang, (3) langkah-langkah pembelajaran yang ada pada pembelajaran menulis untuk anak berkebutuhan khusus terdiri dari tiga langkah, yaitu: pre-teaching (opening, reviewing), while teaching (teaching and practicing), and post-teaching (evaluating and closing).

Kata Kunci : Pembelajaran menulis, tujuan pembelajaran, materi, procedure pembelajaran, siswa berkebutuhan khusus

Abstract

This study aimed to describe the learning objectives, materials, and teaching procedure in process of teaching writing for students with special needs at Harmony school. Subject of this study was an English teacher of seventh grades in junior high school at Harmony school. The type of this study is a descriptive qualitative. The methods of collecting data were interview, document review, and observation. The data in this study include recording, field note, and transcription of the interview with the English teacher, syllabus and lesson plans, and observation of the teaching procedure. There were some steps for analyzing data, namely collecting, identifying, taking a note, listing, coding, rereading, reducing, and drawing conclusion. The results of the study showed that (1) There were three learning objectives in teaching writing for students with special needs that were to improve the writing skills, to introduce writing as communication tools, and to introduce the descriptive text, (2) the materials used the syllabus in curriculum 2013 focusing the description of family

members and animals, (3) the teaching procedure in teaching writing for students with special needs have three steps that were pre-teaching (opening, reviewing), while teaching (teaching and practicing), and post-teaching (evaluating and closing).

Keywords: Teaching writing, Learning Objective, Materials, Teaching Procedure, Students with special needs

1. INTRODUCTION

Children with special needs are children with special characteristics for instance on mental, emotional or physical inability. The learning of children with special needs requires its own strategy according to individual needs, which related to specific characteristics (motor sensory, cognitive, language skills, self-skill, and interaction), capabilities and weakness, competencies and developmental levels (Mulyono, 2006). This study focuses on teaching writing in special needs which aims to provide input so that the quality of education in special needs children can improve and be considered.

Teaching writing for children with special needs must be different from children in regular school. It is related to their characteristics of psychological background. The children with special needs tend to search their identity, great potential creativity, disruptive, high-self-esteem and the children with special needs need peer approval from the society. Children with special needs have a very low concentration; they are difficult to understand what the teacher conveys. Therefore, actually the children with special needs are motivated to be able to write and develop their writing, their improvement looked by their abilities to write their names, family and goods that exist around them. The children who have difficulty in writing called *dysgraphia*. *Dysgraphia* is a learning difficulty in children characterized by difficulty to express a through writing. (Wiley, 2006). The study is conducted on children with special needs to be able to write. The study is done that children with special needs cannot only write, but they also can do their writing process for the learning.

There are two schools of *Harmony Schools* for Students with special needs in Indonesia located in Solo and Semarang. This school are privately owned. In Indonesia, Based on Kemendikbud survey (2016) there are about 1.441 schools for children with special needs privately owned and 521 schools are public. *Harmony*

Schools for Students with special needs is one of special schools in Surakarta which uses the curriculum of 2013. This study chose *Harmony Schools* because the school have many grades from Elementary school until Senior high School and this school emphasizes more on speaking and writing skills. There are some important reasons of studying the writing process in English class for children with special needs. The first reason is to develop students with special needs in their environment, so they can socialize in the large community. Then, the second reason is to prove that the students with special needs are able to write what they want to say or write a story and developed the story into an article that can be read by many people. Therefore, this study will observe the English teaching writing process for students with special needs what is the difference with students in normally school.

Based on the phenomenon above the objectives of the current study are to find out the learning objectives; the materials; and the teaching procedures for students with special needs in seventh grades of junior high school at Harmony school.

2. METHOD

The type of study is descriptive qualitative in which the main purpose is to describe the process of teaching writing for students with special needs in seventh grades of junior high school at Harmony school.

The object of the study is the process of teaching writing in English class for the seventh grade students with special needs of the junior high school at *Harmony junior high school* of Surakarta. The school is located at Sungai Indragiri street 07 Rt 01 / Rw 03 Dadap Sari, Pasar Kliwon Surakarta.

This article used three methods for collecting data, namely: interview, document review, and observation. The goal of interview was to get information about learning objectives in English teaching writing for seventh grade students with special needs. The goal of document review was to get information about learning objectives and materials including syllabus and lesson plans in English teaching writing for seventh grade students with special needs. The goal of observation was to collect the data concerning the teaching procedure in English teaching writing for seventh grade students with special needs.

The technique for analyzing data is key to answer the research questions easily in making systemic, appropriate, and meaningful data. In general, the data were qualitative analyzed through following steps; identifying key words, coding, reducing, overlapped codes, displaying data analysis, and drawing conclusion.

3. FINDING AND DISCUSSION

This section presents the results of the study. It elaborates the English teaching and learning process in teaching writing for students with special needs in seventh grades of junior high school namely: learning objective, the materials, and teaching procedures.

3.1 Finding

This section reports the findings from the interview, document review, and observation. The interview was used to find out the learning objectives. Then, the document review was used to find out the materials. And the last, the observation was used to find out the teaching procedures.

3.1.1 Learning Objectives: Findings From Interview and Document Review

Based on the interview with the English teacher of Harmony school, there are some learning objectives used for English subjects. This is confirmed by the English teacher who stated that:

[“Read more vocabularies can make students know the letters and words about how the correct writing. Then, knowing the correct spelling can make students know how to write the letters and words correctly, although sometimes we help them to spell and write.”]

(Author Translation)

(Adopted from interview on Monday, December 11th2017)

The second learning objective for students with special needs is to introduce writing as communication tools. The communication tools are used for other students and teacher. It has aimed that writing can be communication tools if the students in special education have deficiency to talk to others. It is shown as:

[“There are students who communicate by using hand symbol and write words, but we have to teach the correct writing before. Between the students, I allow students to communicate by using hand symbols,

but it is better for them to write in communicating with us in order to train their writing well.”] (Author translation)
(Adopted from interview on Monday, December 11th2017)

Based on the last findings of interview, the English teacher wants to introduce the descriptive text for students with special need. This is confirmed by the English teacher who stated that:

[“The learning objective is to introduce the descriptive text to students, so they know it and we suit it to their neighborhood. We (teachers) adapt from the syllabus to teach descriptive text that the topics are about family members and animals.”] (Author Translation)
(Adopted from interview on Monday, December 11th2017)

Based on the findings from interviews, it showed that the learning objectives in teaching writing can improve the writing skills of students with special needs. The learning objectives in this study are to improve the writing skills, to introduce writing as communication tools, and to introduce descriptive text.

Based on the findings from document review, there are two learning objectives, the first is shown below.

[The students are creative to introduce, mention identity, explained identity or family members in English to have a personal relationship with teachers, friends, and nearly people who are in context of simulation and other activities structured around using the expression of the text structure coherently with elements of correct linguistic, honestly, discipline, confident, and responsibility. At the end of lesson the students can response;

1. to write the family members,
2. to write conversation based on command,
3. to write explanation based on picture,
4. to write daily activities for one day with anyone.]

(Author Translation)

The second learning objective collected from document review is shown below.

[The students are creative to mention, ask name and number of animals, things, and public buildings are close in students’ daily activities by using social function, the linguistic elements showed the behavior of honest, discipline, confident, and responsibility.]
(Author Translation)

Based on the results of interview, there are three learning objectives including; to improve the writing skills, to introduce writing as communication tools, and to introduce the descriptive text. The results of document review have two learning objectives. First the students are creative to introduce, mention identity, explained identity or family members in English that in the end of lesson students can response; to write the family members, to write conversation based on command, to write explanation based on picture, to write daily activities for one day with anyone. The second the students are creative to mention, ask name and number of animals, things, and public buildings are close in students' daily activities by using social function, the linguistic elements showed the behavior of honest, discipline, confident, and responsibility.

3.1.2 Materials: Findings From Document Review

The materials found in the study were collected from syllabus and lesson plan documents. The syllabus used by the teacher is adopted from curriculum 2013. It is similar to the one used by regular junior high school seventh grade in Indonesia. Based on the analysis of the syllabus, it can be concluded that the seventh grade of junior high school in *Harmony school* was taught two descriptive texts; one is focusing on 'family members' and another one is focusing on 'animals'. The first result is syllabus, it is shown below.

[Spoken and written text for describing oneself.

Social function

To introduce, mention identity, to connect inter personal relationship with teacher and friends.

Topic sentence

Oneself, parents, brother-sister, family, neighbor, and nearby people with given exemplary of behavior, discipline, confidence, responsible, and honest.] (Author Translation)

Text structure about the materials.

a. My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two brothers, Siska and Muti, Is she your friend? And others.

b. My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and she cleans the classrooms, and others. (Syl1, DR1)

[Spoken and written text for describing animals, things, public building in students' neighborhoods.

Social function

To introduce, to identify

Topic sentence

Things, animals, public building in students neighborhoods with given exemplary of environmentally friendly behavior, confidence, and responsible.] (Author Translation)

Text structure about the materials.

They are my cats. There are many fireflies in the farm. What is it?

The animals in these pictures are tiger, lion, and monkey.

How many cows do you have? And others. (Syl2, DR1)

The second result is lesson plans used by the English teacher were about 'family members' and 'animals'. Therefore, it can be concluded that the teaching materials used for seventh grade of Harmony junior high school are in line with the teaching materials listed in curriculum 2013. It is shown below.

Text structure

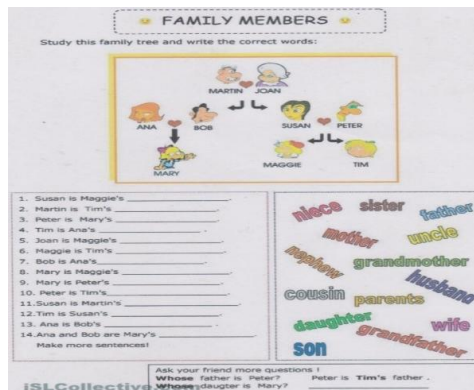
They are my cats. There are many fireflies in the farm.

What is it? This is elephant. E-l-e-p-h-a-n-t

The animals in these pictures are tiger, lion, and monkey.

How many cows do you have? And others.

Linguistic elements; (1) Name of animals around home: chicken, cat, dog, etc.(2) Name of public building, (3) Question mark *What? Which one? How many?* (4) Singular (a, an, the) and plural (-s) (5) Pronouns *it, they, this, that, those, these.* (6) Expression of *There is/are... are there..?* (7) Verb, simple present tense: play, get, be, have, work, and others. (8) Speech, word accentuation, intonation, spelling, handwriting.



Picture 1. Lesson plan Family members

Text structure

My name is Juan, J-u-a-n. My father is Mr. Pablo.

How do you spell your name?

I have one sister, she is Isabel.

Mr. Luis is my grandfather.

My dad is a nurse. He helps the doctors. His father is a gardener.

She is the janitor, and she cleans the classrooms.

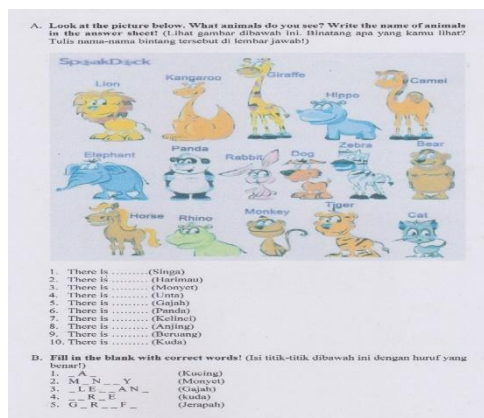
The son of your parents is your? It is my brother

Linguistic elements; (1) Name of family and kinship status. (2) The occupational profession. (3) Question mark. (4) Pronouns I, you, we, she, it, they, we and others. (5) Pronouns my, your, our, her, their, his, and others. (6) Verb, simple present tense: be, have, work, and others. (7) Singular and plural (-s) and children. (8) Speech, word accentuation, intonation, spelling, handwriting

Topic sentence

Oneself, parents, brother-sister, family, neighbor, and nearby people with given exemplary of behavior, discipline, confidence, responsible, and honest.

(Adopted from LP1, DR2, Author Translation)



Picture 2. Lesson plan animal

The two materials above developed by the English teacher of *Harmony school* for seventh grade in junior high school. The materials are oriented for teaching writing that the teacher have aim to improve the students' writing skill in special education.

3.1.3 Teaching Procedures: Findings From Observation

The findings of the current study can be concluded that teaching procedures in English teaching writing at *Harmony school* consist of pre-teaching, while teaching, and post-teaching. The pre-teaching contains the opening and reviewing whose are greeting, praying, warming up process, giving motivation, singing a song, and reviewing the materials. The while teaching contains the teaching and practicing processes that the teacher had to help the students to write well and give the exercises to make the students write by themselves. And the post teaching contains the evaluating and closing of the meeting that teacher ensured the students really understand the materials and closed the meeting by singing a song to make them had good mood in next subjects.

In this section, the teacher opened the learning activities and reviewed the students' memory about the last material for the seventh grade of junior high school.

In opening section, the teacher started the learning activity by greeting. After that, the teacher asked students to pray together. For example:

T : *Assalamualaikum wr wb*. Good morning students.

S : *Walaikumsalam wr wb*. Good morning too miss.

T : *Mari kita berdoa bersama-sama ya*.

Let's pray together. (Author translation)

After praying, the next is warming up for the lesson. The warming up activities were the teacher help students how the right of sitting down, give motivation, and sing together to study well.

T : *Anak-anak, bagaimana sikap duduk yang bagus, Ibu Guru pengen lihat*.

Guys, How is the right sitting down, I want to see it. (Author Translation)

T : *Siapa yang berani memimpin bernyanyi? Ayo*

maju.

Who is brave to lead to sing a song? Come here.

(Author Translation)

In this section, the teacher reviewed the last material before giving new material. The teacher also gave motivation to the students. For example:

- T : *Siapa yang masih ingat dan tahu bahasa inggrisnya tentang anggota-anggota keluarga?*
Who remember and know the members of families in English? (Author Translation)
- S : *Saya bu.*
I am, miss. (Author Translation)
- T : *Benar sekali, Jangan lupa untuk tetap berlatih menulis dirumah dan perbanyak kosa kata ya.*
Very good. Don't forget to keep practicing of writing at home and read more vocabularies. (Author translation)
- Students : *Iya bu.*
Yes Miss. (Author translation)

In this section, the teacher explained the material. The teacher used to help the students carefully to make the students know the material well. Sometimes the teacher helped the students in writing as read the text carefully, and wrote the sentence examples on white board and their books. The teacher explained about Family members. For example:

- T : *Hari ini kita akan mulai belajar tentang Family ya. Ada yang tau Family itu apa?*
Today we will discuss about 'Family'. Do you know Family? (Author translation)
- S : *Aku tahu Bu, keluarga Bu, kayak Bapak dan Ibu.*
I know Miss, family Miss, as Father and mother. (Author translation)
- T : *Cerdas sekali. Family itu adalah keluarga, seperti bapak dan ibuk. Tapi Hari ini kita akan belajar mengenai seluruh anggota keluarga, seperti kakek-nenek, om-tante, kakak-adik dan lain-lain.*
Excellent. Family is Family as father and mother. But today we will study all members of families, as grandfather-grandmother, uncle-aunt, brother-sister, and others.
- S : *Buk bagaimana sih tulisannya Paman dan nenek?*
Miss, How is the correct spelling of Uncle?

- (Author Translation)
- T : (Read the correct spelling carefully, sometimes teacher write on white board and their books)
Begini nak hurufnya, coba nanti kalau sudah paham, ditulis sendiri ya.
 That's the correct spelling, later you have to write by yourself.(Author Translation)

After getting the material, students were asked to practice in writing of family members. They were also asked to do some exercises for exam preparation. For example:

- T : *Kalau sudah paham, sekarang coba kalian tulis 10 anggota keluarga yang kalian tahu dalam bahasa inggris!*
 If you already understand, now try to write 10 members of families in English! (Author translation)
- S : *Iya Bu, tapi kok banyak sekali.*
 Of course Miss, but too many tasks. (Author translation)
- T : *Coba dikerjakan dulu saja, kalo tidak tahu, tanya ibuk nanti ibuk bantu.*
 Try it first, If you do not know, ask me, I will help you. (Author translation)
- S : *Baik Bu.*
 Alright Miss. (Author translation)

Post teaching is the last section in teaching learning process. In this section, the teacher evaluates the students' comprehension and closes the learning process.

The teacher asked the students to repeat the newly acquired material. This is to ensure that the students really understand about the material. For example:

- T : *Sekarang coba kalian ulangi apa itu 'Family', serta beri contohnya. Siapa duluan nih?*
 Now, try to repeat what is 'Family', also give the example. Who is the first? (Author translation)
- S : (Two of the students raise their hand) *Saya Bu.*
 I am Miss. (Author Translation)
- T : *Kamu dulu coba jawab.*
 You are first to answer my question. (Author

translation)

In this section, the students were invited to sing together about family songs, and then the teacher asked the students to pray together in the closing of learning process. It shown as:

- T : *Oke, sekarang kita nyanyi lagu tentang keluarga dulu ya sebelum pulang. Biar vocab-nya nambah.*
Okay, now we will sing together about Family before going home. To enhance our vocabulary.
(Author translation)
- S : (Singing Family songs)
- T : *Oke, tepuk tangan buat kita semua. Sebelum istirahat, mari kita berdoa dulu.*
Okay, give applause for us. Before we take a rest let's pray first. (Author translation)
Finish.
Good afternoon, see you.
- S : Good afternoon Miss, see you.
- (Adopted from observation on Tuesday, December 12th2017)

Based on the results of observation above, it can be concluded that there are three branches of the teaching procedures for seventh grade students with special need at Harmony junior high schools, namely; pre-teaching, while teaching, and post-teaching.

3.2 Discussion

In this part, the study discusses the findings related to the research questions. The study analyzed the learning objectives, the materials, and the procedure of English teaching writing by using previous theory. The discussion of the findings is presented according to the research questions formulated in Chapter 1.

3.2.1 What are the learning objectives in English teaching writing for seventh grade students with special needs at *Harmony school* of Surakarta?

Based on the findings from interviews and document review, it showed that the learning objectives in teaching writing can improve the writing skills of students with special needs. The learning objectives in this study are to improve the writing skills, to introduce writing as

communication tools, and to introduce descriptive text. Then the results of document review have two learning objectives. First the students are creative to introduce, mention identity, explained identity or family members in English that in the end of lesson students can response; to write the family members, to write conversation based on command, to write explanation based on picture, to write daily activities for one day with anyone. The second the students are creative to mention, ask name and number of animals, things, and public buildings are close in students' daily activities. This is in line Harmer (2000:138) who stated that the teachers will be able to realize what the students have learnt (learning outcomes), this should be closely related to what he/she has planned for the day.

The result of the current study also confirmed the result from previous study. In her study, Karimah (2016) explained that the teacher in writing descriptive text for students at seventh grade of SMPN 3 Tangerang Selatan. She found the learning objectives that English is able to communicate students' ideas in speaking and writing, to get more knowledge, to enhance their reading ability and to understand what teacher explaining their summarizing it by their own word, and to make students easier in describing something simply. The current study and Karimah's (2016) focused on the descriptive text for seventh grades of junior high school. While the learning objectives of current study are to improve the students writing skills, to introduce writing as communication tools, and to introduce the descriptive text. But, Karimah's study has learning objectives to communicate students' ideas in speaking and writing, to get more knowledge, to enhance their reading ability and to understand teacher's explanation by summarizing it with their own word, and to make students easier in describing something simply.

3.2.2 What are the materials in English teaching writing for seventh grade students with special needs at *Harmony school* of Surakarta?

The materials found in the study were collected from syllabus and lesson plan documents adopted from curriculum 2013. It is similar to the one used by regular junior high school seventh grade in Indonesia. Based on the analysis of the syllabus, it can be concluded that the seventh grade of junior high school at *Harmony school* were taught two descriptive texts; one is focusing on ‘family members’ and another one is focusing on ‘animals’.

Based on the analysis of the two lesson plans used by the teacher, the study found that teaching materials were about ‘family members’ and ‘animals’. Therefore, it can be concluded that the teaching materials used for seventh grade of *Harmony junior high school* are in line with the teaching materials listed in curriculum 2013. In addition, there is a consistency between the teaching materials found in the syllabus and the lesson plans. Furthermore, based on the syllabus and lesson plan being analyzed, the study found that the teaching writing materials for seventh grade of *Harmony junior high school* were descriptive texts focusing on ‘family members’ and ‘animals’.

According to Mak (2016) a teacher should have academic qualification and professional credentials. These include three aspects; pedagogy, proficiency, and professionalism. Professionalism refers to “the knowledge on how lesson should be planned, executed, and evaluated in order to facilitate the teaching and learning of the language in the classroom” (Mak, 2016, P. 20). As stated in chapter 3, the teacher in *Harmony junior high school* is bachelor degree in English education. She has more than five years teaching English experience for students with special needs. Therefore, it is possible that she has acquired pedagogy, proficiency, and professionalism.

The result of the current study also confirmed the result from previous study. In her study, Karimah’s (2016) found the materials in SMPN 3 Tangerang Selatan used the curriculum of 2013 that there are three kinds of writing descriptive text; description people, description place and

description things for seventh grade of junior high school. The current study and Karimah's (2016) in which the curriculum 2013 used for junior high school also focus on describing people.

3.2.3 What are the procedures in English teaching writing for seventh grades students with special needs at *Harmony school* of Surakarta?

The findings of the current study can be concluded that teaching procedures in English teaching writing at *Harmony school* consist of pre-teaching, while teaching, and post-teaching. The pre-teaching contains the opening and reviewing whose are greeting, praying, warming up process, giving motivation, singing a song, and reviewing the materials. The while teaching contains the teaching and practicing processes that the teacher had to help the students to write well and give the exercises to make the students write by themselves. The post teaching contains the evaluating and closing of the meeting that teacher ensured the students really understand the materials and she closed the meeting by singing a song to make them have good mood in next subjects. The result of the current study is in line with the teaching procedures of teaching writing in which the teaching is arranged systematically which includes prewriting, drafting, revising, and editing process (Brown as cited in Fauziati, 2015: 126).

The result of the current study also confirmed the result from previous study. In her study, Shalihah (2015) explained the procedure and assessment in improving students' writing skill using series pictures media in SMPN 11 Bandung. It usually shows on the first ten minutes in class started with introducing activities, such as greeting, praying, checking attendance, provide a warming up, games, and motivate students to focus on the material to be studied. The similarity between this study and the previous study lays on the pre-teaching activities in the classroom including greeting, praying, warming-up process, using games or pictures, and giving motivation for students to study well.

4. CONCLUSION

Based on the research result and discussion, several conclusions can be drawn. First, There are three learning objectives of teaching writing for seventh grade students in *Harmony* junior high school as follows; to improve the writing skills through enrich vocabularies and write the correct spelling, to introduce writing as communication tools that can help the students with special needs to communicate to others with writing, to introduce the descriptive text for seventh grade students. Then the results of document review have two learning objectives; the students are creative to introduce, mention identity, explained identity or family members in English that in the end of lesson students can response; to write the family members, to write conversation based on command, to write explanation based on picture, to write daily activities for one day with anyone; the students are creative to mention, ask name and number of animals, things, and public buildings are close in students' daily activities. Second, the materials used for teaching writing to seventh grade students of *Harmony* junior high school are 'family members' and 'animals'. The teachers should be professional and have many experiences to teach English subject specifically to handle the students with special needs. Third, the teaching procedure used by teacher in classroom consists of pre-teaching, while-teaching, and post teaching. In the pre-teaching, the teacher used 'warming-up' as singing the songs, playing games or watching videos in learning process to make students in good mood to study.

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