

CHAPTER 1 INTRODUCTION

This chapter presents a broad description of the study. It contains the background, formulation of the problem, operational definitions, research objectives, and the significance of the study.

1.1 Background of the Study

As a process of knowledge transmission, teaching should be inclusive and adaptive to accommodate different types of students, including those with special educational needs (SEN) such as emotional and behavioral disorders. Emotional and Behavioural Disorders (hereafter, EBD) refer to conditions where a person's behavior and emotions are unacceptable under normal circumstances and diverge greatly from generally recognized norms, whether according to age, ethnicity, or culture (Kauffman & Hallahan, 2011). Furthermore, according to Salmon (2006), students with EBD are defined by their failure to build positive relationships in their family and school environments, and their behavior tends to be inappropriate under normal circumstances with a persistently depressed mood. Consequently, students with EBD often show problematic behavior, lack of social skills, and academic difficulties (Sheaffer et al., 2021).

In academic situations, EBD students present social and behavioral challenges that disrupt the classroom environment as well as hinder good achievement in learning, such as inappropriate behaviors that negatively impact their education and capacity to succeed (Wehby et al., 2003). Hence, students with EBD need more academic support and guidance to maximize their learning because these unfavorable circumstances will unavoidably limit their capacity to engage in social interactions and study well. Furthermore, educating EBD students continues to be a challenge for many education professionals, both general and special education (Smith & Taylor, 2010).

In the learning process, teachers have to deal with symptoms of EBD students such as aggressiveness, disobedience, lack of self-control, antisocial, etc. This may be challenging for teachers given that EBD students have a substantial

negative influence on learning activities (Andhini & Nurbatra, 2021). Moreover, since they (EBD students) participate in fewer school activities than their usual peers, they must work harder to succeed in both their academic and behavioral performance (Smith et al., 2018). With this in mind, in the context of teaching EBD students, teachers certainly hold a difficult position in maximizing their teaching processes and outcomes.

Since students with EBD are categorized as students with special needs, teaching English as a foreign language to them may be a challenging task. In light of this context, an English teacher at one of the regular junior high schools in Tasikmalaya teaches English to students, one of whom is an EBD student. As an English teacher who has no formal training experience in teaching special needs students, the student provides several challenges to the teacher in the learning process such as emotional instability, behavior problems, students' relationships with their normal peers (student-related), as well as difficulties related to teaching, and lack of school support in maximizing inclusion programs (teacher-related). With this phenomenon, the study of teaching English to EBD students has fostered researchers' curiosity about the challenges the participant faced and also the strategies that the participant employed to overcome those challenges. Furthermore, investigating the teachers' challenges and strategies in teaching English to EBD students is expected to increase teachers' awareness in choosing the right strategy according to the student's needs.

In recent years, few studies investigating English language teaching to EBD students, such as Fanou et al., (2015) found that EFL teachers' practices are far from possible for EBD students to develop their potential and learn English effectively. Furthermore, Andhini and Nurbatra (2021) stated that teachers should create alternative activities that suit the EBD students' interests to make them follow the learning process. Moreover, another study from Humaeroah et al., (2022) concludes that teachers must be able to regulate and manage student behavior to achieve learning objectives. These studies highlighted that teaching English to EBD students presents some challenges, particularly in terms of teachers' ability to control and manage EBD students' classroom behavior to encourage effective

English learning and meet learning objectives.

Although many valuable insights have been generated in the context of teachers' practices and strategies, such studies have focused on teacher practices in inclusive primary and secondary schools. In addition, they emphasize technique rather than explicitly outlining the difficulties in teaching English to EBD students. As a result, there has been a lack of research that specifically examines the challenges and strategies of teaching English to EBD students in regular education settings. To fill this gap, this study would focus on describing student and teacher-related challenges as well as the strategies of an English teacher in teaching English to EBD student, especially in Indonesian regular junior high schools rather than in inclusive or special schools that are usually aimed to students with special needs.

1.2 Formulation of the Problems

- a) What are the challenges of teaching English to students with emotional and behavioral disorders?
- b) How does the teacher overcome those challenges during teaching English to students with emotional and behavioral disorders?

1.3 Operational Definitions

To prevent misunderstandings regarding the terminologies used in this study, the researcher provides the following four definitions:

1.3.1 Emotional and Behavioural Disorders Student (EBD)

Students who are unable to control their emotions and behavior, have learning difficulties, as well as build social relationships with friends and teachers. In this context, EBD students are students who are categorized as students with special needs.

1.3.2 Teaching English to EBD Students

The process of transferring foreign language knowledge and skills (i.e., English) to students with emotional and behavioral disorders, who are students with special needs.

1.3.3 Challenges in Teaching English

Refers to the difficulties and obstacles teachers should encounter in teaching and handling students with emotional and behavioral disorders in English classrooms, especially in regular junior high schools.

1.3.4 Strategies for Teaching English

Teachers' strategies in teaching English and dealing with emotional and behavioral disorders student. It contains methods and approaches employed by teachers to overcome challenges faced in teaching English to students with emotional and behavioral disorders in regular junior high schools.

1.4 Aim(s) of the Study

This study aims to investigate teachers' challenges and gain insight into teachers' strategies in teaching English to emotional and behavioral disorders students.

1.5 Significances of the Study

This study is expected to produce useful results in three ways, which are:

1.5.1 Theoretical Significance

This study provides literature enrichment into the EFL teacher's challenges and strategies in teaching English to students with emotional and behavioral disorders, especially in regular school settings. This study will also contribute to the understanding of teaching English to students with special needs, specifically to emotional and behavioral disorders students.

1.5.2 Practical Significance

This study serves as an overview of the teachers' challenges and strategies in teaching English to EBD students. Moreover, it can be used as a reference for teachers to address specific challenges, inform practices, and contribute to policy-making with the same concern as the phenomenon being discussed.

1.5.3 Empirical Significance

The empirical use of this study lies in its ability to provide evidence-based insights gathered from EFL teachers' real-life experiences about the challenges and strategies for teaching English to students with emotional and behavioral disorders. Moreover, the study offers practical and actionable recommendations to improve

educational practices and outcomes for students with special needs, particularly students with emotional and behavioral disorders.