

CHAPTER 2

LITERATURE REVIEW

This chapter presents a brief explanation of some theories that support the study. The theories are related to emotional and behavioral disorders (definition, characteristics, symptoms, and causal factors of EBD), teaching English to EBD, and teaching strategies for EBD.

2.1 Definition and Characteristics of Emotional and Behavioural Disorders (EBD)

Bower's definition of "emotionally handicapped" in 1981 has had a considerable impact on National Public Policy for a long time. Additionally, the current federal definition of "emotional disturbance" is also derived from here.

Bower's definition of emotionally handicapped:

students as those exhibiting "to a marked extent and over a period of time" one or more of five characteristics:

- a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- c) Inappropriate types of behavior or feelings under normal conditions
- d) A general, pervasive mood of unhappiness or depression.
- e) A tendency to develop physical symptoms, pains, or fears associated with personal or school problems. (Bower, 1981 as cited in Kauffman & Landrum, 2017, p. 35)

Bower's definition has several good aspects, especially the way he specifies five different characteristics of typical behavior. Problems with learning, the first of these traits, maybe the most important element of EBD that has to do with education. Then, he continues by saying that the addition of the problem's degree or level of severity is another crucial aspect of his definition. However, it is still difficult to tell whether a certain student has EBD or not, because terms are not clear like "to a marked extent" and "over a period of time" which begs the question of how and to what extent these characteristics appear.

Bower's definition had a major impact on public policy, especially since the Individuals with Disabilities Education Act (IDEA) included it, albeit with some notable modifications, such as including schizophrenia in the terms and the terms

do not apply to socially maladjusted children until it is shown that a child has an emotional problem. Kauffman and Landrum (2017) have stated the federal definition of emotional disturbance, refers to a condition that adversely affects a child's academic performance and exhibits one or more of the following characteristics over an extended period of time and at a recognizable level:

- a) An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- c) Inappropriate types of behavior or feelings under normal circumstances.
- d) A general pervasive mood of unhappiness or depression.
- e) A tendency to develop physical symptoms or fears associated with personal or school problems. (2017, p. 36)

The federal definition was fraught with controversy from the start. Three statements that were absent from Bower's original definition can be found in the federal definition. First, emotionally handicapped, was changed to emotionally disturbance, which is insignificant. Second, the additional statement "adversely affects child's educational performance". Third, regarding schizophrenia and social maladjustment. However, this new statement does not make the term any clearer. Instead, causes confusion, and many professionals expect that the current definition will soon be updated because they find it to be quite unsatisfactory.

For decades, alternative definitions have appeared. The National Mental Health and Special Education Coalition was tasked with creating a new alternative definition in response to specific limitations in the federal definition. This definition focused on school-related issues but acknowledged that disorders exhibited outside the school setting are also important. It also included references to emotions and behaviors and sought to create terminology that was professionally preferred and could reduce stigma.

According to Kauffman and Landrum (2017), the coalition proposes the term Emotional and Behavioral Disorder (EBD) to a disability that is characterized by emotional or behavioral responses in school programs that deviate so much from age, cultural, or ethnic appropriate norms that they adversely affect academic performance, as well as social, vocational, or personal skills (I). Further, it is more

than temporary; is consistently exhibited in two different settings, at least one of which is school-related and persists despite individual intervention in educational programs. In addition, EBD and other disabilities may co-exist. For instance, when they negatively impact academic performance in line with section I, children and youth with schizophrenia disorders, affective disorders, anxiety disorders, or other sustained disturbances of conduct or adjustment might be included under this group.

EBD became the preferred designation when a coalition of mental health and special education professionals offered alternatives to the federal definition in the early 1990s. Unfortunately, so far, the federal government has not adopted such an alternative definition despite having resolved some of the problems inherent in the federal definition and terminology. Nevertheless, many believe it is a significant improvement because it covers emotional and behavioral disorders, acknowledges the importance of prereferral interventions, as well as acknowledges that children and adolescents can have multiple disabilities.

From the explanation above, various terms can be used to indicate the understanding of emotional and behavioral disorders, such as emotional handicapped, emotional disturbance, and maladjusted. Moreover, from the three definitions above, it can be concluded that EBD is a condition in which a person has significant difficulties adjusting his emotions and behavior to one or more important aspects of his social environment so it is less acceptable to its environment. The characteristics shown are not temporary and can adversely affect their educational performance such as academic, social, and personal skills. So, they need educational services that match their characteristics which can lead students to learn and follow learning activities effectively.

2.2 Symptoms and Causal Factors of Emotional and Behavioural Disorders

EBD student symptoms are generally categorized into two types, namely externalizing behavior and internalizing behavior. Externalizing behavior refers to problems characterized by acting out behavior and having a direct or indirect impact on others such as aggressive, impulsive, destructive, disobedience, stealing, hyperactivity, temper tantrums, and lack of self-control (Landrum, 2011; Nezhad et al., 2011). Meanwhile, internalizing behaviors are often difficult to diagnose and

assess due to their covert and internal nature, but it is shown that internalizing behaviors affect students' problems within, such as anxiety, depression, and antisocial (Achenbach & Rescorla, 2001, p.93, as cited in Nezhad et al., 2011).

EBD symptoms may appear at various phases of development and at different times for each person. Some children may show the first signs before entering primary school, whereas in others, symptoms may appear during puberty. When discussing EBD, keep in mind that triggers such as stress, trauma, or life changes can accelerate or worsen the symptoms. In addition, it is important to note that EBD is a spectrum of disorders, and each person's symptoms and level of severity may vary significantly. Consequently, diagnosis and intervention should be done by an experienced mental health professional.

Landrum (2011) discusses some potential causes of symptoms in EBD students, including:

- a) Biological factors have long been thought to contribute to emotional and behavioral problems. Brain damage from injury or disease (including before or during birth) can also contribute to EBD, as well as temperament which refers to behavioral styles, or the way individuals react to stimuli and events in their environment, which is determined at least in part by genetics.
- b) Family factors that can result from chaotic or negative family relationships that exist in the families of students with EBD.
- c) School factors, specific to whether the arrival of EBD students to school can correct or worsen it. Students with emotional and behavioral issues typically "underachieve" because, by the time they start school, many of them have not acquired adequate social skills. As a result, there is social rejection by peers and teachers which further erodes their enthusiasm in learning and increases their failure and underachievement.
- d) Cultural factors, refer to the specific effects of the influence of cultural components such as family, peers, and school environment that are strongly related to behavioral problems.

Based on the explanation above, these factors are frequently complicated and linked due to the intricate interactions between multiple elements that

determine an individual's behavior, emotional state, and mental health. Thus, a holistic and comprehensive evaluation that takes into account all facets of the individual's life is frequently used in strategies for the diagnosis and treatment of EBD.

2.3 Teaching English to Emotional and Behavioural Disorders Students

Teaching English as a foreign language to EBD students may be a challenging task because they require special pedagogical treatment. (Puspitasari, 2019; Ramadhani & Fithriani, 2022). Fanou et al., (2015), in their study, stated that EFL teachers have not always differentiated special needs students from normal students in their instruction. Therefore, the majority of teachers admit that they do not always create a supportive environment for EBD students. Besides, Andhini and Nurbatra (2021) Stated that teachers must pay more attention to various strategies for EBD students because they face difficulties both in academic and cognitive processes.

Another study by Humaeroah et al., (2022), stated that students with behavioral problems pose a challenge for teachers because they disrupt classes and cause disruptions for other students, which compromises the learning process as well as the teacher's ability to manage the classroom. Besides, while their behavior may appear intolerable at times, these students are not problem kids, therefore the teacher needs to be able to show them more affection and attention. (Undiyaundeye, 2019). These studies concluded that teachers must have certain skills in teaching and handling any student's unusual emotions and behavior. In fact, not all teachers, especially in regular school settings get the knowledge and skills to handle these students. Furthermore, these studies highlighted that the challenges are caused by more than the students themselves, but also have to do with the knowledge and skills of how teachers handle EBD students.

The aforementioned research indicates that teaching EBD students presents several challenges, including the need for specialized pedagogical treatment, the inability to create a supportive environment, the students' difficulties in academic and cognitive processes, and the problems associated with EBD symptoms in the classroom. Teachers can adopt appropriate strategies and foster an inclusive and

supportive learning environment for students with EBD by being aware of these challenges. Furthermore, the following are descriptions of each challenge:

a) The Need for Specialized Pedagogical Treatment

It is related to the necessary to modify approaches, resources, and instructional methods for students with special needs, as well as the need to attend workshops, seminars, or lectures about working with students with SEN. (Puspitasari, 2019; Ramadhani & Fithriani, 2022)

b) Inability to Create a Supportive Environment

It is related to teacher's practices to provide a supportive environment for EBD students to stay motivated and not see school as a burden. (Fanou et al., 2015)

c) Students' Difficulties in Academic and Cognitive Processes

A child's inability to compete with his peers in learning can cause a child to get frustrated and lose confidence in himself. According to Desiningrum (2016), Low school achievement is caused by them losing interest and concentration in learning due to the emotional problems they experience. This failure often leads to the assumption that they have low intelligence.

Academic difficulties faced by students include problems with understanding the material, composing written ideas, grammar or writing structure, and following tasks. As well as aspects of cognitive processes including problems with problem-solving, recalling details, critical thinking, etc.

1) Academic is things that have to do with schoolwork, particularly assignments that require students to study and use cognitive skills rather than practical or technical knowledge. (Collins English Dictionary, n.d.)

2) Cognitive processes are individual mental processes that can be understood as information processing that includes various mental operations, from simple tasks, perception, and attention to more complicated ones like memory, learning, language use, problem-solving, reasoning, critical thinking, and decision-making. (Smith & Kelly, 2015)

d) **Problems Associated with EBD Symptoms in Classroom**

This relates to the symptoms of EBD students that disrupt the learning environment in the classroom. In this case, EBD symptoms are divided into two, namely externalizing and internalizing behaviors.

- 1) Externalizing behavior: Acting out behavior and having a direct or indirect impact on others such as aggressive, impulsive, destructive, disobedience, stealing, hyperactivity, temper tantrums, and lack of self-control. (Landrum, 2011; Nezhad et al., 2011)
- 2) Internalizing behaviors: Affect students' problems within, such as anxiety, depression, and antisocial. (Nezhad et al., 2011)

2.4 Teaching Strategies to Emotional and Behavioural Students

Ormrod's (2008) theory of teaching strategies for EBD students stated that there are four teaching strategies that can be used by teachers such as one-on-one communication toward students' progress, giving direct commands to students, conducting classroom activities relevant to student's interests, and paying attention to students who plan to commit suicide. Furthermore, the explanation of these strategies can be seen as follows:

a) **Conducting One-on-one Communication**

Since students with EBD frequently suffer stress, therefore teachers should compassionately communicate with them. This strategy refers to teachers developing into good listeners during the learning process, offering support and solutions to EBD students who appear under pressure or anxious. In addition, teachers should frequently praise EBD students for their good behavior to motivate them to repeat it in the future.

b) **Giving Direct Commands to Students**

One of the characteristics of EBD sufferers is that they tend to behave and act inappropriately and oppose which often interferes with the learning process. Therefore, teachers must create a situation where they (EBD students) can control what they do by adjusting to the classroom. In addition, teachers must also give total attention to them and provide an understanding that what they

do is contrary to existing rules. So that EBD students can regulate and determine the behavior that must be done.

c) **Conducting Classroom Activities Relevant to Students' Interests**

EBD students will better understand a material or activity when it suits their interests. High curiosity creates more knowledge and interest during the learning process. In addition, it is important to maintain the motivation of EBD students throughout the learning process. In this case, teachers should have several alternative learning activities with EBD student preferences, for example engaging students with EBD with questions and answers or allowing them to share their opinions on various things that can make students with EBD enjoy the learning process which will produce a positive effect on learning outcomes.

d) **Paying Attention to Students Who Plan to Commit Suicide**

Teachers must pay attention to the signs of students who want to end their lives. For example, students who withdraw from socializing, ignore their appearance, talk about death, and change moods quickly. Most students who show these signs are very depressed. For this reason, teachers should help EBD students behave in a more appropriate manner or attitude by getting them to interact with others and create a good learning environment.

Another study from Smith et al., (2018) Discusses some intensive interventions that can be addressed to EBD students by highlighting the importance of skill-based instruction that is sequenced, active learning, focused, and explicit.

a) **Sequenced**

Sequential practice connects and coordinates activities in a way that separates the steps into smaller ones and is taught sequentially to encourage skills development. These activities can provide opportunities for students to make connections.

b) **Active Learning**

Active learning is the use of active forms of learning that allow students to practice newly taught behaviors after instruction as well as receive feedback

on their performance. Active learning is a recommended practice because it supports students' mastery of new skills and behaviors.

c) Focused

Focused means that each lesson devotes plenty of time to focus strategically and provides opportunities for students to develop their overall social and personal skills.

d) Explicit

Explicit is the explicit explanation of the learning objectives. For example, briefly start with the learning objectives you want to achieve and then relate them to previously learned skills.

In addition, differentiated instruction might help in teaching English to EBD students in a regular junior high school setting. According to Tomlinson (1999), instead of starting at the outset of a curriculum guide, teachers in differentiated classrooms start where the students are. Without supposing that every student has the same learning path as everyone else, teachers proactively design lessons that offer a variety of ways for students to "get at" and express learning, recognizing that each student has different needs. (Tomlinson, 2017).

Furthermore, Tomlinson (2017), pointed out differentiated instruction offers multiple approaches to at least three curricular elements: (1) content or input, what students learn; (2) process, how they learn it; and (3) products or outputs, how students demonstrate what they have learned. All approaches are designed to assist the development of each student in accordance with predetermined learning objectives. They also take into consideration the pace and additional resources to promote learning for both individual students and the class as a whole according to the student's readiness, interest, and learning profile.

English teaching strategies for EBD students are crucial because they have a direct impact on learning outcomes and foster the development of a nurturing environment. Ormrod's theory of teaching strategies places an intense focus on how EBD students engage and participate in the learning process. In this manner, it can support raising EBD students' enthusiasm and drive for studying the English language. Additionally, the learning demands of special needs students—

particularly those with EBD—are frequently distinct. Thus, by using differentiated strategies, teachers can adjust their teaching methods to meet the needs of each student, taking into account their learning preferences and skill levels, as well as other special needs.

2.5 Study of Relevant Research

The study of teaching English to EBD students was conducted by Andhini and Nurbatra (2021) which investigates teaching strategies used by English teachers in inclusive schools and how they are implemented. By using observation and interviews as data collection techniques, the findings resulted in three English pedagogies and concluded that teachers must create alternative activities that suit students' preferences so that they are interested in following the learning process. In relation to this, research on the relationship between teachers' practices and EBD students' performance was scrutinized by Fanou et al., (2015). This study used qualitative and quantitative methods and involved EFL teachers and EBD students in ten randomized secondary schools. Quantitative data in this study was collected through questionnaires and students' scores. Meanwhile, Qualitative data are related to EFL teacher practice regarding the problem of EBD students. This study concluded that schools should increase developmental chances for EBD students by improving teachers' practices because they have a crucial role in the classroom environment and student learning experience.

Besides, Alkahtani (2022) Pointed out that educating students with EBD presents challenges due to teachers' unpreparedness and lack of expertise, which demonstrates the poor EBD knowledge most teachers have. The results of questionnaires and interviews in his research emphasized the necessity of teachers receiving professional development and training regarding students with EBD. This is due to the fact that, according to its findings, teacher preparation programs did not effectively equip teachers to work with EBD students. Therefore, programs must be set up so that teachers are qualified to do so and can give students with EBD the most effective instruction in a general education setting. The study findings suggest that teachers have a crucial role in education. This is aligned with the study from Humaeroah et al. (2022). This study set is in a primary school with

an English teacher as a participant. Using qualitative methods, Humaeroh et al. use interviews, field notes, and documentation as research data. This study claims effective English learning can be produced by qualified teachers as they are the ones who work teaching, guiding, directing, training, assessing, and evaluating students. Therefore, teachers have to make conscious choices and be able to organize and manage students' conduct during English classes.

From some relevant studies, there are some differences related to research procedures and focus. In addition, no one has researched to investigate the teachers' challenges and strategies in teaching English to EBD student in regular junior high school settings using a qualitative approach with semi-structured interviews as data collection and Braun and Clarke's (2006) Theory as data analysis.