

**THE CHALLENGES FACED BY EFL TEACHERS IN TEACHING
VOCABULARY OF STUDENTS WITH SPECIAL NEEDS
(A Case Study at Students with Special Needs of TEFL to Mental Disorder at
SMPLB Negeri Kota Bengkulu)**



THESIS

**Submitted as a Partial Requirements for Sarjana Degree in English
Education Program**

Arranged By

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TARBIYAH AND TADRIS FACULTY

TADRIS ENGLISH STUDY PROGRAM

STATE INSTITUTE FOR ISLAMIC STUDIES BENGKULU

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Assalamualaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

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Has already fulfilled the requirements to be presented before the Board of Examiners (munaqasyah) to gain Bachelor Degree in English Education. Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

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RATIFICATION

This is certify the *Sarjana* thesis entitled *The Challenges Faced by EFL Teachers in Teaching Vocabulary for Students With Spesial Needs (A Case Study of Students with Special Needs of TEFL to Mental Disorder at SMP LB Negeri 1 of Bengkulu)* by *Zumrotun Nisa* has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in English Education Program.

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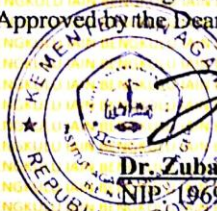
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I hereby sincerely state that the thesis titled **“The Challenges Faced by EFL Teachers in Teaching Vocabulary of Students With Special Needs (A Case Study of Students With Special Needs of TEFL to Mental Disorder at SMPLB Negeri 1 Kota Bengkulu)”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sections in the form of repealing my thesis and academic degree.

Bengkulu, 2020

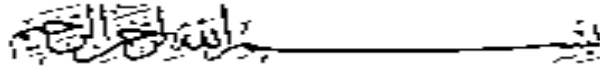
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MOTTO



”Sesungguhnya sesudah kesulitan itu ada kemudahan. Maka apabila kamu telah selesai (dari suatu urusan), kerjakanlah dengan sungguh-sungguh (urusan) yang lain. (Q.S. Al Insyiraah: 6-7)

If you never try, you will never know

“JikaKamuTidakPernahMencoba, MakaKamuTidak Akan Pernah Tau”

-Zumrotun Nisa-

DEDICATION

Bismillahirrohmaanirrohim

In the name of Allah, the most gracious and merciful, all praise and gratitude to Him who has given strength, patience, and perseverance to finish this thesis, Shalawat and salam to our prophet Muhammad SAW, and his family and friends.

With gratitude and all my love, this thesis is dedicated to:

- ❖ For both of my unconditional love, my beloved parents Mr. H. Wahyu Dasi, S.Pd, I and Mrs. Siti Solikhah, what I got today has not been able to pay for all the goodness, sweat and tears for me. Thank you very much for all your support, pray, and patience to make my dream come true.
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- ❖ My beloved almamater IAIN Bengkulu.

ABSTRACT

Zumrotun Nisa.(2019). The Challenges Faced by EFL Teachers in Teaching Vocabulary of Students With Special Needs (A Case Study of Students with Special Needs of TEFL to Mental Disorder at SMPLB Negeri 1 Kota Bengkulu). Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

Advisor I: Dr. Zubaedi, M.Ag., M.Pd

Advisor II: Feny Martina,

M.Pd

This research was conducted at SMPLB Negeri 1 Bengkulu City. The problem discussed in this study is what challenges are faced by teachers in teaching vocabulary to children with special needs specifically for children with disabilities. In interview, the teacher gave some information about the problem during the lesson that when students did not arrive on time, it was more playful and difficult to focus and most students had difficulty remembering the material that had been taught. This study aims to determine what challenges faced by teachers in teaching vocabulary to children with mental disabilities and how to overcome these problems and develop them when learning in class. This study uses a descriptive qualitative method with research subjects of English teachers with data collection instruments in the form of interviews and classroom observations. This research was conducted in class VII SMPLB Bengkulu 1 with a total of 6 male students and 7 female students. The results showed there were several challenges when teaching vocabulary in the mentally disabled class, including: lack of student interest in learning, lack of reference books, moods of students who often change and time management. While the way to overcome these problems is to foster student interest in learning by using fun and creative and innovative methods, then when outside the classroom the teacher is accustomed to asking students about what material has been learned because automatically it will make students' memories increase because they continue to continuously questioned, and the last is to add references to books that do not yet exist in school because students will get bored when they have to study when only dealing with teachers and limited media.

Key Words: *EFL Teacher, Vocabulary, Students With Special Needs*

ABSTRAK

Zumrotun Nisa.(2019). Tantangan yang Dihadapi oleh Guru EFL dalam Mengajar Kosakata Siswa Berkebutuhan Khusus (Studi kasus Siswa dengan Kebutuhan Khusus PadaPengajaran Bahasa Inggris Sebagai Bahasa Asing Oleh Guru Terhadap Siswa Gangguan Mental di SLB Negeri1 Kota Bengkulu). Tesis. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Bengkulu.

Pembimbing I: Dr.Zubaedi, M.Ag.,M.PdPembimbing II: Feny Martina, M.Pd

Penelitianini dilakukan di SMPLB Negeri1 Kota Bengkulu.Masalah yang dibahasdalam penelitianini adalahtantangan apa yang dihadapi guru dalam mengajarkan vocabulary terhadap anak-anak berkebutuhan khusus yang dikhususkan pada anak tuna grahita.Karena, beberapa guru di sekolah tersebut banyak menyampaikan keluhannya ketika peneliti melakukan wawancara terdahulu, bahwa ketika belajar siswa tidak datang tepat waktu, lebih banyak bermain dan susah untuk fokus serta sebagian besar murid kesulitan untuk mengingat materi yang telah diajarkan. Penelitianinibertujuan untukmengetahuitantangan apa yang dihadapi guru dalam mengajarkan vocabulary terhadap anak tuna grahita sertabagaimanacara mengatasi masalah tersebut dan mengembangkannya ketika belajar di kelas.Penelitian ini menggunakan metode deskriptif kualitatif dengan subjek penelitian guru bahasa inggris dengan instrument pengambilan data berupa wawancara dan observasi kelas.Penelitian ini dilakukan di kelas VII SMPLB Negeri 1 Bengkulu dengan jumlah siswa laki-laki 6 orang dan perempuan 7 orang.

Hasil penelitian menunjukkan ada beberapa tantangan pada saat mengajar vocabulary di kelas tuna grahita, diantaranya: kurangnya minat belajar siswa, kurangnya buku referensi, suasana hati siswa yang sering berubah dan manajemen waktu. Sedangkan cara untuk mengatasi masalah tersebut adalah menumbuhkan minat belajar siswa dengan menggunakan metode yang menyenangkan dan kreatif serta inovatif, kemudian ketika di luar kelas guru membiasakan bertanya kepada siswa tentang materi apa yang telah dipelajari karena otomatis hal tersebut akan membuat ingatan siswa semakin meningkat karena terus-menerus dipertanyakan, dan yang terakhir adalah menambah referensi buku yang belum ada di sekolah karena siswa akan jenuh ketika harus belajar apabila hanya berhadapan dengan guru saja dan media yang terbatas.

Key Words:*Pengajaran Bahasa Inggris Sebagai Bahasa Asing, Kosa Kata, Siswa Berkebutuhan Khusus*

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Alhamdulillahirobil'alamin, all praises be to Allah SWT, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled The Challenges Faced by EFL Teachers in Teaching Vocabulary of Students With Special Needs (A Case Study of Students with Special Needs of TEFL to Mental Disorder at SMPLB Negeri 1 Kota Bengkulu). Peach be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. Thereaseacher hopes that this thesis is useful for the researcher in particular andthe readers in general.

Wassalaumu'alaikumWr. Wb.

Bengkulu, 2020

The reseacher

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CHAPTER I

INTRODUCTION

A. Background of the study

One topic in English lesson of SMPLB Negeri 1 Bengkulu is a vocabulary. Vocabulary is an important aspect in teaching language, as stated by Edward “Vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and as

they practice sound system”. Sometimes, it’s difficult to determine the words that students related to vocabularies such as: meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc.

To solve some problem in vocabulary as state above, children with special needs requires a separate strategy in teaching vocabulary according to their individual needs. In the classroom, the researcher should have personal data from each student. Personal data that is related to specific characteristics, abilities and weaknesses, possessed competencies, and levels of development.¹

Many uniqueness found in the learning process, namely students who with various kinds of capture power. As an example of deaf students who have a higher IQ than mental retardation student. When teaching in a deaf class, teachers more often use sign language (using gestures or other limbs) to convey the subject matter. But the deaf student are easier to catch lessons and more active than the mentally disabled, but their weaknesses are in low speaking ability.

Children with special needs are children who need special treatment due to developmental disorders and abnormalities experienced by children. The 2013 Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, explained that children with special needs are:

¹ Bandi Delphie, *Pembelajaran Anak Berkebutuhan Khusus*, (Bandung: PT Refik Aditama, 2006, P.2

In general, it can be concluded that children with special needs are children with special characteristics that are different from children in general without always showing mental, emotional or physical disabilities.² Children with special needs are children who significantly experience abnormalities or irregularities (physical, intellectual, social, and emotional) in the development process compared to other children of the same age who need special education services. Other terms for children with special needs are extraordinary children and disabled children. Special needs children can be interpreted simply as children who are slow (slow) or experience retarded problems that are very difficult to succeed in school as children in general. Children with special needs are children who in education need specific services that are different from children in general.

Schools providing inclusive education are required to make adjustments in terms of curriculum, educational facilities and infrastructure, as well as learning systems tailored to the needs of each students.³ In all types and levels of education requires the existence of a curriculum as a guideline for implementing learning. Inclusive education as one of the education service providers certainly also requires a curriculum in its implementation. According to Law RI Number 20 of 2003, the curriculum is a set of plans and arrangements regarding the

² Desiningrum, Dinie Ratre, *Jurnal Pendidikan khusus* "Psikologi Anak Berkebutuhan Khusus", Surabaya, 2016, P. 29

³ Kurniawati, Rini Mei, *Pelaksanaan Pembelajaran Bahasa Inggris Bagi Peserta Didik Berkebutuhan Khusus Berdasarkan Kurikulum 2013 di SMP*, 2016.pdf, P. 26

purpose, content, and material of learning and the methods used to guide the implementation of learning activities to achieve certain educational goals.⁴

In Indonesia, the curriculum has been refined several times until the one currently used is the 2013 curriculum. "The 2013 curriculum emphasizes the development of competencies in the knowledge, skills and attitudes of students in a holistic way. Along with the times, the use of foreign languages is one of the important aspects to master a field. What's more for the use of English which is indeed an international language. So, English becomes an important language to be learned by each individual, including children with special needs. In the real of education in Indonesia, English is one of the subjects developed in the 2013 curriculum.

Based on the results of the pre-study in the implementation of English learning of special needs students based on the 2013 curriculum in the Bengkulu State SMPLB Negeri 1 of Bengkulu there were obstacles. Based on the results of interviews with English subject teachers who known that the obstacles experienced are difficulties in applying the scientific approach for students with special needs, barriers experienced by each students namely, still having difficulty finding vocabulary in English, having difficulty in holding a pencil, lack of balance in the hand muscles, too strong in moving a pencil so that the resulting writing is too strong,

⁴ Undang-undang Republik Indonesia No. 20 Tahun 2003 *Tentang Sistem Pendidikan Nasional* (Jakarta: Wacana Intelektual Press.20)

resulting in a hollow section of paper. Students with intellectual disabilities are also irregular in writing and require considerable time to form strokes and writing, usually writing that can be read only on the writing that is at the beginning.⁵

Furthermore, the solution used to overcome the obstacles experienced, based on the results of interviews with principals and teachers of English language subjects, is to include teachers in training on inclusive education, so that teachers are expected to be able to develop learning that is suitable with the characteristics of students with special needs. In this case the teacher automatically gets the task or obligation to guide them with various problems they face, one of which is to help improve concentration in learning and optimize motor function.

In addition, another solution is the existence of mentoring in the classroom for special needs students by special mentoring teachers and approaches to better understand the characteristics of each student. It is known that Bengkulu state Disable School has used the 2013 curriculum applied to special needs students. It was also known that the number of special needs students in Bengkulu state Disable School was as many as 44 students. Class VII consists of 2 deaf and 11 mental retardation students. While class VIII consists of 3 deaf and 28 students with mental retardation.

⁵ *Observation with Miss Vini, English Teachers' at SMPLB Negeri Kota Bengkulu, June 6th 2019.*

Departing from the explanation that is in the background above, the researcher feels that needs to be investigated, namely related to the problem of how the teacher teach in delivering his learning as the research here, the researcher focuses on teaching writing in the tunagrahita class. The complete title of this research is **“The Challenges Faced by EFL Teachers in Teaching Vocabulary Students With Special Needs at SMPLB Negeri 1 of Bengkulu”**

B. Identification of the Problem

Student ability in English is an important aspect of success of a learning activity in mental retardation students. Here are some important factors to identify:

(1) Have not been able to hold a pencil or pen properly, (2) Irregular writing, (3) Lack of vocabulary, (4) The concentration is weak and easy to switch, (5) Low motor impairment of mentally retarded children in disable school of Bengkulu.

C. Limitation of the Problem

Based on the identification of the problems above, there were many problems found during the practice of learning process. In this research study, the researchers examine the challenges when teachers

teaching writing in students with special needs in SLB Negeri of Bengkulu city.

D. Research Question

Based on the limitation of the problem above, researcher formulates the problems are:

1. What challenges do teacher face when teaching students with special needs?
2. What is the effort to solve that problem?

E. Objective of the Problem

The objective of the research are:

1. To know what challenges do teacher face when special children with special needs and how do they overcome them.
2. To know what the effort or solution to resolve that problem.

F. Significance of the Research

The significances of this research study are:

1. Theoretical significances

The results of this study are special needs in SLB Negeri of Bengkulu. And furthermore, it is a research that can be used as a reference to develop.

2. Practical Significances

a. For Students

The student would be evaluating themselves after they know about their abilities and problems then develop their abilities in English learning at SMPLB Negeri 1 of Bengkulu.

b. For Teacher

After the teacher knows about ability the students' probes and strategies in learning English, they can use the good learning strategy of the students get the good achievement at SMPLB Negeri of Bengkulu.

c. For Institute

The school program as a solution of students' problems especially in English learning.

G. Definition of Key Term

a. Students with Special Needs

Children with special needs are children with special characteristics that are different from children in general without always showing a mental, emotional or physical disability. In SMPLB Negeri 1 of Bengkulu include: blind, deaf, mentally retarded, disabled, learning difficulties, behavioral disorders, gifted children, children with health problems. Other terms for children with special needs are extraordinary children and disabled children.

b. Teaching English Language to Students with Special Needs

According to Brown, “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”. Teaching cannot be defined apart from learning. Arends states teaching as process of attempting to promote growth in students.

Teaching means giving some knowledge or instructing or training. Language teaching is describe broadly as creating situation that promote foreign language use and learning. it also includes an attractive process between the teacher and the student or group of the students to get knowledge skill or attitude what they are learning.

CHAPTER II

LITERATURE REVIEW

A. Definition of Key Term

a. Students with Special Needs

Students with special needs are defined as students who have physical, mental or behavioral differences either higher or lower based on existing norms, so that requires special services.⁶

Students with disabilities are the only ones at risk of dropping out. Dropout rates have increased for all students, and studies have been identified as a subgroup of students, termed "at-risk," as they are more likely than others to drop out.⁷

According to Illahi Children with Special Needs are those who have special temporary or permanent needs that require more intense education services. Children with special needs are children who have different characteristics than children in general. Children with special needs usually have limitations or physical or mental disorders that must be guided in order to develop their abilities. The concept of dusty children with special gods can be categorized into two major groups, namely children with special needs that are temporary and children with needsspecifically permanent. Another opinion regarding the classification of children with special needs was stated by Kosasih children belonging to the type of children with special needs are autism, *cerebral palsy*, *down*

⁶DamayantiTemi, *Journal of Psychological Research* , Volume 3, No.1, Mei 2017 page. 79-88

⁷Wieringo Richard, *A Case Study of The Experiences of Students With Disabilities Who Did Not Complete High School*, pdf, 2015, P. 10

syndrome, indigo, learning difficulties, aspeger syndrome, thalassemia, mental retardation, blind, and deaf.

So the conclusion, children with special needs are children who have a variety of characters, and have different physical, mental and behavioral forms. They need special attention compared to normal children in general because of their limitations. Based on the pre-observation study at SMPLB Negeri of Bengkulu, There are two types of children with special needs :

1. Mental retardation

Mentally retarded, namely children who significantly experience developmental barriers and retardation mental intellectuals are far below average so they experience difficulties in academic tasks, communication and social.⁸

Children with special needs get the most attention from the teacher among others *mentally retarded* children (*mental Retardation*).⁹

There are several definitions of mental retardation, among others:

1. *American Association on Mental Deficiency (AAMD)* in B3PTKSM, defines retardation mental/mental retardation as a disorder which includes intellectual function general below average (subaverage),

⁸Desiningrum, Dinie Ratri, Psikologi Anak Berkebutuhan Khusus, Yogyakarta, 2016, P. 22

⁹Hallahan, Daniel P. & Kauffman, James M. *Exceptional Children Introduction to Special Education Fourth Edition*, USA, Routledge, 2005, page.28-45

IQ 84 and below based on individual tests; that appears before the age of 16; and show internal obstacles adaptive behavior.

2. *Japan League for Mentally Retarded* in B3PTKSM, define mental retardation is intellectual function is slow, that is IQ 70 and below based on tests standard intelligence; lack inadaptive behavior; and happened to development period, namely between conception period until the age of 18 years.

3 *The New Zealand Society for the Intellectually Handicapped* states about mental retardation is that someone is said to be mentally retarded if his intelligence clearly below average and takes place during the development period and is hampered in adaptation behavior towards the environment social. Definition of mental retardation published by the *American Association on Mental Retardation* (AAMR). At the beginning in the 60s, mental retardation referred to limited general intellectual function and limitations on skills adaptive. Adaptive skills include area: communication, caring for yourself, *home living*, social skills, community, self control, *functional academics*, free time, and work. According to this definition, mental redartation appears before the age of 18 years.

According to Amin that mentally retarded children are a group below and slower than normal children, both social

development and intelligence.¹⁰ One group of mentally retarded groups is mild mental retardation. This group is often called a moron child or this group has an IQ level between 68-52 , and 69-55. They can still learn to read, write, simple counting. Their mental abilities are below the average ability of children in general.

As for how to identify a child including mental retardation that is through some indications as following :

1. Physical appearance is not balanced, for example the head is too small/big,
2. Can not take care of themselves according to age,
3. The development of speech or language is late,
4. There is no / lack of attention to the environment (view blank),
5. Poor movement coordination (movement often out of control),
6. Saliva (liquid) often comes out of mouth (drool).

2. Deafness

Deaf children are children who experience organ disorders hearing so as to cause hearing inability, starting from very mild to severe levels classified into deaf and *hard of hearing*. Hallahan & Kauffman suggested that people who deaf are people who are experiencing hearing disability, so experiencing internal

¹⁰Desiningrum, Dinie Ratri, Psikologi Anak Berkebutuhan Khusus, Yogyakarta, 2016, P. 22

obstacles process language information through hearing with or without using hearing aid.¹¹

Deafness not only results in no development of speech ability, more than that the greatest impact is limited language skills suggests that the main problem of the deaf does not lie in not mastering a means of oral communication, but the result of this in the development of language skills as a whole, namely they are not or less able to understand language symbols and rules. More specifically, they do not know or understand the symbol/code used by the environment to represent objects, events and feelings and do not understand the rules/systems/grammar. This situation is mainly experienced by deaf children who experience deafness from birth or early age (prenatal deafness).

Based on the process of acquiring language in children of hearing, Myklebust developed this pattern in deaf children. He applied the achievement of the language behavior described above to deaf children. Since at that time hearing technology had not developed, deaf children were seen as not/less likely to obtain language through visual or tactile kinesthetic, or a combination of both. Thus three alternatives are available, namely: signaling, reading, and reading utterances. Myklebust considers media read speech is an option that compared cues and reading. With the advancement of hearing

¹¹ HernawatiTati, PengembanganKemampuanBerbahasadanBerbicaraAnakTunarungu, *Jassi Anakku* Volume 7 No.June, 1 2007. P. 14

technology today, the rest of the hearing can be optimized to stimulate deaf children in language acquisition. Furthermore, the material taught in speech development services includes: fonological material (segmental and suprasegmental phonemes); morphological material (basic words, inverse words, repeated words and compound words); syntactic material (news sentences, invitations, orders, prohibitions and question sentences); and systematic material. In the development of talking deaf children, there are a number of methods based on several things, namely:¹²

First, based on how to present the material, the methods that can be used are:

a. Global methods of differentiating.

This method, besides being based on how to present material, is also based on linguistic balancing. Language first appears in utterance in totality. Therefore, in teaching or training children to speak, starting with utterances in a whole (global), then leads to the formation of phonemes as the smallest unit of language.

b. Synthetic analysis method.

This method is the opposite of the global method of differentiation. The presentation of material is carried out starting

¹²HernawatiTati, PengembanganKemampuanBerbahasadanBerbicaraAnak Tunarungu, Jassi Anakku Volume 7 No. June, 1 2007. P. 25

from the smallest unit of language (phoneme) towards words and sentences.

Second, based on the modalities of deaf children, we can use the method:

- a. The multisensory method, which uses all sensory to get the impression of speech, such as: vision, hearing, touch (tactile), and kinesthetic.
- b. The sound method, which is currently better known as the verbal auditory method, is a speech teaching method that prioritizes the use of the rest of the hearing by using a hearing amplification system.

Deaf children are children who have a hearing loss that is classified into deaf and hearing loss. Deafness has an impact on language and speech development, especially for children who are deaf from birth (prenatal). The development of their language and speech is hampered, resulting in the inhibition in developing their potential.

Deaf people are individuals have obstacles in hearing both permanent and non-permanent . Deaf classification is based on the level of hearing loss is.¹³

1. Very mild hearing loss (27-40dB),
2. Mild hearing loss (41-55dB),

¹³ Dermawan, Oki, *Strategi-Pembelajaran-Bagi-Anak-Berkebutuhan-Khusus* , Psikologi Desember, Vol.VI No.2, P. 43

3. Moderate hearing loss (56-70dB),
4. Severe hearing loss (71-90dB),
5. Extreme hearing loss (above 91dB).

Because it has obstacles in hearing impaired individuals have obstacles in speaking so they are commonly called *tunawicara*. How to communicate with individuals using *language cue*, for alphabetical fingers have patented internationally while for language cues varies by country. Even this in some medium schools developed *total communication* how to communicate by involving verbal language, sign language and body language.

Deaf individuals tend to have difficulty in understanding concept of something abstract. Following is the identification of the child hearing loss:¹⁴

1. Not able to hear,
2. Late language development,
3. Often uses gestures in communication,
4. Not responsive when invited to talk,
5. The words are not clear,
6. The sound quality is strange / monotonous,
7. Often tilts the head in an effort to hear,
8. A lot of attention to vibration,

¹⁴HerrnawatiTati, PengembanganKemampuanBerbahasadanBerbicara AnakTunarungu, Jassi Anakku Volume 7 No. June, 1 2007. P. 30

B. Theoretical of Teaching English Language to Students with Special Needs

Language teaching describes it widely as a language that promotes the use and learning of foreign language, it also includes an interesting process between teachers and groups of students from knowledge to acquire knowledge skills or what they learn. Teaching can be considered as an interpersonal activity, because the teacher interacts with other students. Interaction can be effective where the teacher can influence students. Teaching is helping, guiding someone to get, change or improve skills, attitudes and ideal knowledge. That teaching implies education: the passing of knowledge, but also the right and wrong ways of doing things.¹⁵

From the statement, we can conclude that teaching also known as reciprocal interaction and teaching is an activity that provides something between knowledge or skills. Teaching for deaf students is different from normal students. In teaching deaf hearing students, the teacher must pay special attention to them. Many techniques for hearing students are deaf. In teaching for deaf students, sometimes students need to communicate using the target language verbally and the teacher says it directly.

Brown states "we all observe children understanding their first language easily and well, with great difficulty and sometimes failure". From this statement it can be seen that it is more difficult to learn new languages, languages will interfere with new languages and this will be the success of the process of learning new languages.

¹⁵ Goldfus Carol, The Challenges Facing the Foreign Language Teacher Educator: A Proposed Teacher Education Model for EFL, Journal of NELTA, Vol. 16 No. 1-2, December 2011, P. 13

a. Characteristics of the EFL Teacher

One of the characteristics of a good teacher is understanding, as stated: "Good teachers have a correct understanding of how to teach."¹⁶

They do not have rigid techniques and insist on using them, thus helping learning smoothly and easy for students. Teachers are flexible in learning styles and adjust students if necessary. "English is a compilation of primary, junior high school, and not all special education courses (SLB), including compulsory subject English. Because English is important, the teacher must have interesting techniques in teaching English. Teachers must be able to apply various techniques to students who are interested in English and master the material. But teaching English is not as simple as making students stand or sit. Teachers must be motivate to make students motivated and fun in learning English. Even though it will require more time and effort because English is not their first or second language.

Learn a foreign language, for the benefit of avoiding the plots of the enemies of Islam, this is permissible.

Rasulullah Shallallahu ‘alayhi wa sallam said:

بْنِ ثَابِتٍ قَالَ أَمَرَنِي بْنُ ثَابِتٍ عَنْ أَبِيهِ زَيْدٍ عَنْ خَارِجَةَ بِنِ شَهْرٍ. اللَّهُ عَلَيْهِ وَسَلَّمَ صَلَّى رَسُولُ اللَّهِ .
يَهُودَ كِتَابِكُمَاتِي أَنْ أَتَعَلَّمَ قَالَ. آمَنُ يَهُودَ عَلَى كِتَابِيَّ وَاللَّهِ مَا قَالَ. حَتَّى قَالَ فَمَا مَرَّ بِي نِصْفُ
كَتَبُوا إِلَيْهِ قَرَأْتُ لَهُ يَهُودَ كَتَبْتُ إِلَيْهِمْ وَإِذَا كَانَ إِذَا كَتَبَ إِلَى قَالَ فَلَمَّا تَعَلَّمْتُهُ لَهُ تَعَلَّمْتُهُ كِتَابَهُمْ. أَبُو
عِيسَى هَذَا حَدِيثٌ حَسَنٌ صَحِيحٌ.

¹⁶ Prayitno Gondo, Efektifitas Penggunaan Pendekatan Permainan untuk Meningkatkan Kemampuan Bahasa Inggris Anak Tuna Grahita Ringan, Jurnal Pendidikan Khusus Vol 2 No.2 Nop 2006

From Kharijah the son of Zaid the son of Thabit, from his father; Zaid bin Thabit, he said: "Rasulullah Shalallahu alayhi wa sallam told me to study-for-sentence [language] from the book [his letter] of the Jews, he said:" By Allah, I do not feel safe from [betrayal) Jews for my letter. "So it wasn't until half a month that I was able to master their language. When I had mastered it, so if he wrote a letter to the Jews then I wrote it for him. And when they wrote a letter to him, I read it to him. "Abu Isa said this hadith hasan saheeh. [HR. At Tirmidzi no. 2933).

Hadith scholars, Sheikh Sulaiman bin Nashir Al-Ulwan said about the hadith above,

وهو دليل على جواز تعلم اللغة الأجنبية للمصلحة والحاجة فيهما لا وهذا

العلماء

This is the proposition that it is permissible to study a foreign language for the benefit and the need, even though it is not debatable about this.

In Indonesia, English as foreign languages have become a demand to be mastered both fluently verbally and writing by students. On Indonesian education curriculum, language English is a must foreign language studied at school from level education basic, middle to top. Language English is one of the subjects important taught by the teacher inside class. Therefore, foreign language teacher in this case must know that when teaching not only in the classroom grammar, vocabulary, abilities listening, speaking, reading, and write taught.¹⁷

In addition, teaching English for deaf students will require extra effort. Because they cannot or are different to hear, the teachers must

¹⁷Liska,Zelvia,Afriani. *Disastra :Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, PeranBudayaDalamPemerolehanBahasaAsing, Vol.1, Nomor 2, Juli 2019.

deliver material using sign language, picture notes, etc. Students who can understand what people say by: reading lips, sign language, hearing aids, notes, etc. Teaching English to students with hearing loss, teachers must consider and adjust students with hearing loss. Teachers who educate students with special education need to understand their students with special needs.

In English teaching deaf students, many teachers still use repetition exercise, because it is a technique to introduce new vocabulary items. The success of educating children is competence and effort in educating them.

b. Characteristics of the Students with Special Needs

Children with special needs are children who enter and are classified as disabled or who bear disability.¹⁸ In its current development, children with disabilities have turned out to be extraordinary children with special needs. But in its class, there are several levels that you can understand.

1. Difficult Communication

When there are children experiencing adaptive behavior will experience interference, especially when they communicate. Where children with special needs often has barriers to speech and difficulty speaking even though he is an adult. Their words and choices are often heard and not using the right words.

¹⁸ Kurniawati, Rini Mei, Pelaksanaan Pembelajaran Bahasa Inggris Bagi Peserta Didik Berkebutuhan Khusus Berdasarkan Kurikulum 2013 di SMP, 2016.pdf, P. 10

Communication is a problem for many people, even when people get into trouble, communication is the first thing that is easily disturbed. For this reason, communication can actually detect whether your child is SLB or not.

2. Learning Difficulties

Children with learning difficulties are individuals who have disorders in one or more basic psychological abilities. Not only that, usually the brain waves are also disrupted, causing the child to experience an IQ that is only average or above a little on average. Usually children with special needs are categorized as moderate, heavy or mild from the IQ they have.

3. Physical abnormalities

Physically and medically, generally there are some physical and medical conditions that are very different from most children. For example, if he experiences special needs, he will experience complications with other parts of the body. This often happens, considering that these children often occur because of lack of cleavage during pregnancy. Physical disorders that can be physically disabled can also hurt in the form of complications.

4. Being defiant

Don't be surprised if children with special needs often disobey. How to get rid of selfishness in children is difficult especially in children with special needs who are difficult to distinguish danger or

not, wrong or not and so forth. The causes of juvenile delinquency are very much happening, but for children with special needs it has become his trademark.

5. Emotional

Emotional children with special needs are not only tempers and are easily angry but other things happen. When viewed emotionally, they are often mired in conditions of loneliness, depression and also things like despair, feeling alone and upset with others for no reason if the mood is bad. This is where the role of family and parents can control it. The role of families in education children with special needs must be even more extra.

6. Difficult to Write or Read

For some cases children with special needs have difficulty expressing their thoughts in writing and cannot read. It's hard to hold a pen or pencil that is used correctly. The way to hold stationery is often too close to even sticking to paper and often having problems when reading books or writing, this is an example of children with special needs with the characteristics of dyslexia.

7. Don't Understand Directions

Children with special needs find it difficult to digest their own logic. Sometimes disorientation, such as time or direction disorientation. The child is often confused when asked what time it is, it is likely he only remembers the language taught like 6 o'clock

in the evening he calls evening, but at 4 when the sun sets he will not call 4 o'clock but still in the afternoon. He is also not able to read and understand maps or directions properly.

8. Be Customary

Children with special needs, especially those with autism, are very concerned with sequences or routines or daily habits. When their rituals change, for example, after eating into a bath or being reversed after eating, they have to exercise first, then take a bath, then they will become restless, anxious if the routine changes or is disturbed. Autistic children feel that there is something wrong with it and often they don't like it.

c. Approach and Method of Teaching EFL for Student with Special Needs

Indeed education services for children with special needs require a variety of diverse approaches and strategies.¹⁹ This is because there are various uniqueness experienced by children with special needs. Using just one approach is not enough to provide education services for them, there needs to be adjustments based on the needs of each type of disorder.

In general, there are two approaches that are often carried out in providing education services for children with special needs, namely:

¹⁹ Bursuck, William D, Including Students with Special Need "Practical Guide for Classroom Teachers", New York, Kevin M. Davis, 2019, P. 20.

Group/Classical approach and Individual approach. Group approach, has advantages in terms of implementation in terms of time, effort, and cost. In terms of time, of course it does not have to provide special time for each individual student, as well as energy and costs. While the weaknesses are related to the effectiveness of learning, which of course is certainly not effective for children with special needs in achieving their competency goals. As with the individual approach, the achievement of competencies is expected to be better and more effective, in accordance with the conditions and abilities of each child. In addition, the teacher will also easily monitor the progress that has been achieved, and provide the assistance needed.

To individual approaches and group approaches, for children with needs there are other approaches that are oriented towards achieving children's learning outcomes, namely the remedial approach and the accelerative approach. The remedial approach aims to help children with special needs in an effort to achieve specified competencies with more emphasis on existing obstacles or shortcomings in children with special needs. The remedial approach is based on the sub competency parts that have not been achieved by the child. Through a remedial approach children are trained and encouraged individually to not cover the shortcomings that exist in him by paying attention to the abilities he has.

Learning methods are ways of presenting subject matter conducted by educators so that learning processes occur in students in an effort to achieve goals.²⁰ In teaching something to children with special needs, it is important to choose certain teaching strategies that are considered most effective for certain children. This selection will depend on the learning style and the material being taught. The following are various teaching methods commonly used in teaching children with special needs, namely:

1. Communication

Students in learning will not be separated from communication between students, students with learning facilities, or with teachers. The communication skills of each individual will influence the process and learning outcomes in question and shape his personality. This process can include verbal and non-verbal skills, as well as various types of symbols.

2. Task Analysis

Task analysis is a procedure whereby tasks are broken down into a series of component steps or a small part of one final goal or target. Task analysis is intended to describe the tasks that must be carried out in competency indicators. Task analysis to determine the list of competencies. Based on the analysis of the tasks that must be performed by the teacher in the school as a

²⁰Bursuck, William D, Including Students with Special Need “Practical Guide for Classroom Teachers”, New York, Kevin M. Davis, 2019, P. 27

professional staff, which in turn is determined what competencies are needed, so that it can also be known whether a student has done his task in accordance with the competencies required of him. Basic competencies function to direct the teacher and facilitator about the targets that must be achieved in learning.

3. Direct Instruction

Direct instruction is a teaching method that uses a carefully structured step-by-step approach, in instructions or orders. This method provides a positive learning experience, thereby increasing self-confidence and motivation for achievement. Learning is delivered in a form that is easy to learn so the child achieves success. at each stage of learning. The elements are orientation, presentation, structured practice, guided practice, reflection, independent training, and evaluation.

4. Prompts

Prompt is any assistance given to children to produce the correct response. Prompts gives children additional information or assistance to carry out instructions. The types of prompts are as follows:

a. Verbal Prompts

It is a form of verbal information that provides additional instructions for assignments. The instructions tell the child what to do. Verbal Prompts provides additional information about how to handle the task. For example, if a child learns to use a computer,

instructions might turn on the computer, verbal prompts are input floppy to drive one and press the red button.

b. Gestural Prompts

Aid in the form of signals can include hands, arms, face, or other body movements that can communicate special specific visual information.

d. Tutorial Peer

It is where a student who is capable (clever) is paired with a friend who experiences difficulties / obstacles. In this installation students are able to act as tutors. Providing appropriate time in learning is very good for children with special needs. Children with special needs are slower to develop their learning from friends who have no difficulties. Peertutorial is a strategy that provides accurate time with high student involvement.

e. Cooperative Learning

It is one of the most effective and fun ways to direct several students with varying degrees of ability to work together in completing one task. Cooperative learning develops a positive and supportive environment, which encourages respect for oneself, appreciates the opinions of others and accepts individual differences.

1. Tunagrahita Teaching Methods

For mentally disabled children the teaching method that can be used is the lecture method by the teacher as at other elementary school levels.²¹ In this case the teacher explains the material being taught. After that the teacher can conduct question and answer with students so that students are better able to understand what is being taught. Teachers can also use teaching aids for several lessons so that children are more interested in learning and able to better remember the learning material. Each week a performance report can also be made so that the teacher can know the child's development as well as provide rewards for children who are well developed and disciplined in class. Impotent children have the following characteristics.

2. Deaf Teaching Methods

The right teaching method to use in teaching deaf children is TCL (teacher centered learning). Deaf are children who have mental deficiencies if we allow and tell them to study independently so what happens is that the child will play with his friend. With teacher-centered learning, students who have deficiencies can be guided by the teacher in implementing classroom learning. The teacher then focuses on student behavior, directing the students. Referring to directing is giving praise to a child who does something good and forbids a student when he does something bad.

²¹Prayitno Gondo, Efektifitas Penggunaan Pendekatan Permainan untuk Meningkatkan Kemampuan Bahasa Inggris Anak Tuna Grahita Ringan, Jurnal Pendidikan Khusus Vol 2 No.2 Nop 2006

3. Theory of instructions for teaching students for the Deaf student

Based on Thompson's theory there are instructions for teaching students for hearing disorders, as follows:²²

1. Plan materials and methods that depend on student needs. Learning planning is a preparation for teaching that contains things that need or must be done by the teacher and students in carrying out learning activities which include the following elements: material selection, methods, media, and evaluation tools.
2. Class optimization and students who focus on teacher explanations during class. As the main facilitator in the class, the teacher plays a very important role in making the daily menu always fresh, interesting, and not boring. Therefore, the presentation of material in new and fun ways can be one of the factors to determine the outcome of the teaching and learning process in class. With a pleasant classroom atmosphere, students will enjoy their learning activities without feeling depressed.
3. In explaining the material, the teacher must say loud and clear. Of course when speaking in front of the class and in front of students, the teacher must be able to communicate information clearly. Clarity in speaking is a very important element so that learning done by the teacher and the learning process that students follow can run well. If

²²Bursuck, William D, Including Students with Special Need "Practical Guide for Classroom Teachers", New York, Kevin M. Davis, 2019, P. 15.

the teacher is wrong in the delivery or tasting then this will have an impact on the students they teach.

4. Use instructions and repetitions in each word or sentence by writing keywords on the board. When speaking and communicating with students, teachers are expected to use correct grammar, vocabulary that can be understood and appropriate to the child's development, emphasizing key words by repeating explanations, speaking at the right tempo, not conveying things ambiguous, and use planning and logical thinking as the basis for speaking.
5. During the teaching and learning process the teachers use sign language, notes, pictures, to convey the material. When the learning process begins the teacher shows the picture media to be used, the teacher prepares the picture media in front of the class to attract students' attention so that they switch focus on the material that will be conveyed through the image media.
6. Optimizing students can communicate with or even ask questions about material. One of the important keys so that students interact with each other about the topics discussed is cooperation. Ask students to learn material that the teacher will later ask. So, these students will prepare it in advance and if when they prepare materials and find difficulties in understanding, then that is what they will ask the teacher later and there will be communication or reciprocity in the class so that it reduces the potential for passive classes.

7. Use of visual media to make students understand the teacher. Visual media play a very important role in the learning process. Visual media can facilitate understanding and strengthen memory. Visuals can also foster student interest and can provide connections between the content of subject matter and the real world. To be effective, visuals should be placed in meaningful contexts and students must interact with the visuals (pictures) to ensure the information process occurs. Thus the visual media can be interpreted as a learning tool that can only be seen to facilitate understanding and strengthen memory of the contents of the subject matter.

Based on Frith theorizes, there are three underlying processes involved in learning, namely, the biological level, the cognitive level and the behavioral level.²³

The latter is the one that most teachers are familiar with. It is here that it is progressively tested as well as those high stakes testing where it has been learned and whether the required standard has been attained.

Dealing with children means dealing with a great range of methods to find the best method for managing this. Unless we can make the language significant and memorable, students will not be able to process language more naturally. For this reason, the

²³ Goldfus Carol, *The Challenges Facing the Foreign Language Teacher Educator: A Proposed Teacher Education Model for EFL*, April 2012, Vol.16 No.12, P. 24.

methodology that we decided to use was the Task Based Learning Method (TBL).

This method was adopted in order to help the whole class develop communicative competence in English to a higher degree of proficiency and accuracy and make learning funny and successful though they improve their English skills significantly. Task-based learning can be seen as development within the communicative approach. It has the advantage of switching the focus of student toward achieving a goal where language becomes a tool, so that the use of language is a necessity. For children with attention deficit, this method makes them become involved in the whole process. They feel totally engaged and they are willing to take part in each task.

Three stages of different TBL: Pre-task, task-cycle (task, planning, report) and feedback, and the main advantages of following methods are not only for students but also for the whole class are that it is student's centered, language is a tool and it turns out to be the focus of teaching from abstract knowledge towards real world application. Whereas in traditional is always every single day and movement, creativity and visual aids become crucial in the classroom.

Group work and cooperative learning Increase student opportunity, takes into account learning differences, allows students to discover their strengths and weaknesses and enhance cognitive and

personal growth.²⁴ Furniture in the classroom should be arranged to allow students to interact with one another. So doing it, it allows students to develop positive interdependence, individual accountability, face-to-face interaction, social skills, and processing.

"Teaching is not just about a subject. Every teacher should be a teacher of wellbeing." Before their exams I gave them key vocabulary lists; I went through sample questions on the board; and I went through the textbook with them, highlighting key paragraphs as opposed to chapters. " For the students with a disability in Science, some take longer to write so I get them started by drawing up their results table. That way they are quickly able to get started and get their results recorded.²⁵

"A teacher should be able to plan, implement, evaluate a learning program". Ki Hajar Dewantoro in Zahara Idris and Lisna Jamal.²⁶

The method of role playing is a performance that is played by a number of people. When role play is made the division of roles and descriptions of each role, the rest the players improvise to develop their respective roles. After the game, the facilitator invites the participants to draw conclusions from the game. Playing this role can

²⁴Carranza, Tamara Robledo, Teaching English to Student With Special Need, Oct. 2016, Vol. III No.2 page.90

²⁵Shaddock,Anthony, Students with Disabilities in MainstreamClassrooms, pdf, 2017, P. 38

²⁶Febrisma, Nurlia, Upaya Meningkatkan Kosa Kata Melalui Metode Bermain Peran pada Anak Tunagrahita Ringan , vol. 1 No.2 Mei 2013, P.51

increase the vocabulary that children have through the role they play. So one of the efforts to improve vocabulary skills for mild mentally retarded children is to use the method. The method that will be used is the role playing method. Because the role playing method has several advantages. The learning process increases vocabulary with role playing methods that need careful planning.

C. Vocabulary

Vocabulary is the collection of words that an individual knows. There are some experts who give definitions of vocabulary.²⁷ Vocabulary as a list of words for a particular language or a list or set of words that individual speakers of language might use. While according to Roget, vocabulary is:

- a. A list of words often defined or translated.
- b. All the words of Language.
- c. Specialized expression which are indigenous to a particular field, subject, trade or subculture. Laufer states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate with each other in a particular language.

Vocabulary is an important aspect in teaching language, as stated by Edward "Vocabulary is one of the important factors in all language teaching;

²⁷ Alduais, Ahmed M.S. 2018. "Teaching and Learning Vocabulary: Insights from Learning Styles and Learning Theories". J Child Adolesc Behav. 6: 1-4.

students must continually learn words as they learn structure and as they practice sound system". Sometimes, it's difficult to determine the words that students related to vocabularies such as: meaning, spoken/written forms, collocations, connotations, grammatical behavior, etc.

Based on the importance of vocabulary, teachers should consider some types of vocabulary that can be taught to young learners. It will be discussed in the following section.

1. Types of vocabulary

There are some types of vocabulary. They are active or productive vocabulary and passive or receptive vocabulary.²⁸ Active or productive vocabulary refers to language items which learner can use appropriately in speaking or writing. It is line with who states that productive vocabulary refers to the words that students can pronounce, spell and write. It involves how to use the words in grammatical pattern.

Passive or receptive vocabulary refers to language items that can be recognized and understood in the context of reading or listening. This receptive vocabulary, as stated by Nation, refers to the words that students can be organized when they are heard and they are expected to be able to distinguish a word which has similar sound.

²⁸ Alduais, Ahmed M.S. 2018. "Teaching and Learning Vocabulary: Insights from Learning Styles and Learning Theories". J Child Adolesc Behav. Page. 7-8.

From the explanation above, it can be concluded that there are different types of vocabulary, this is relevant to the fact that people have different ways in understanding words in terms of visual, aural, oral and written words. Not all words suit that are needed by the learners, so vocabulary selection is important to be considered to teach learners and these criteria for vocabulary selection will be discussed below.

2. Criteria for vocabulary selection

The criteria for vocabulary selection are an essential element in learning a foreign or second language, but vocabulary cannot be taught or learned in a complete isolation from the rest of linguistic components, namely grammar, phonetics and phonology.²⁹

The criteria of vocabulary that should be taught, as mentioned by Haycraft include:

- a. Commonest words which refer to useful words used by students to communicate in their life.
- b. Words that students need by considering characteristics of students

D. Management of the Learning Environment

The learning environment is everything related to where the learning process is carried out. This environment covers two main things, namely the physical environment and social environment, both aspects of the

environment in the learning process must be mutually supportive, so that students feel comfortable at school and want to participate in the learning process consciously and not because of pressure or compulsion.³⁰

The physical environment is an environment that provides opportunities for movement and all aspects related to efforts to refresh the mind for students after following a very boring learning process. The physical environment includes the suggestion a infrastructure of learning that a school such as lighting, ventilation, benches, and a seat that is suitable for learners, and so forth. The same thing Suprayekti, also emphasized that "the physical environment that is the environment that exists around students whether in the classroom, school, or outside the school that needs to be optimized management so that teaching and learning interactions more effective and efficient. This means that the physical environment can function as a source or place of learning planned or utilized. Included in the physical environment include classes, laboratories, spatial planning, physical situations around the class, and so on. "

The social environment is associated with patterns of interaction between personnel that exist in the school environment in general. A good social environment allows students to interact well, students with students, teachers with students, teachers with teachers, or teachers with employees, and students with employees, and in general interactions between

³⁰Habibi, A., Mukminin, A., Najwan, J., Haswindy, S., Marzulina, L., Sirozi, M., Harto, K., & Sofwan, M. (2018). Investigating EFL Classroom Management in Pesantren: A Case Study. *The Qualitative Report*, 23(9), 2105-2123.

personnel. And conducive learning conditions can only be achieved if this social interaction goes well. Social environment which is conducive in this case, for example, their familiarity proportionally between teachers and learners in the learning process. Therefore, in the social environment of the class should also be created as conducive as possible, so that the classroom atmosphere can be used as a venue for in-depth dialogue and critical thinking that upholds high human principles, empathy, and others, democratic and religious.

Furthermore, the function of non-physical/social environment can be developed, namely to create a comfortable and conducive learning atmosphere such as music that is used as a background when the interaction of the learning process takes place.

Some of the descriptions above can be emphasized that the social environment of the classroom is an effort to create a learning atmosphere or classroom learning atmosphere so that interaction in the classroom is conducive. Where the classroom learning atmosphere is relaxed meaningful, democratic, fair, religious, and students can learn and be ready to concentrate.

In managing learning, educators are more required to function in carrying out the following four kinds of tasks:

a. Planning

Both for the long term (one semester) and short term (one meeting). This planning requires a careful thought. Teaching success

is highly dependent on the ability of educators in planning which includes among others: determining student learning goals, how students achieve these goals and what goals are needed for it.

b. Relationship

Relationship is an emotion-based experience that arises from interactions between teachers and their students. Besides teacher student relationship as the attachment of teachers and students in interaction with each other. Wentzel defines teacher student relationships as emotional support felt by students and is used to motivate students to engage in social and academic life in the classroom so that it has an impact on student achievement .

Good teachers are trusted and respected by their environment and know how to combine work and play, study and play. They also know how to create a situation where teenagers feel comfortable with themselves and know how to deal with teenagers who do not consider going to school as an important thing to do. Teacher effective is usually described as develop relationships with students who are emotionally close to, safe, and believe, that gives access to instrumental assistance, and encouraging the ethos of community and caring more common in the classroom. Students which have a good relationship with his teacher characterized as emotionally secure people are more open, gregarious, acceptable, and less aggressive in his context.

From the above understanding, it can be concluded that the teacher student relationship is the emotional support of the teacher to students which is built based on the interaction carried out between the teacher and his students .

Factors that affect Teacher Student Relationship Pianta, Hamre & Stuhlman suggested four factors that can contribute to teacher student relationships, namely:

a . Organizational structure and resources

Most large secondary schools, an impersonal environment, are very central characteristics to explain why the quality of teacher-student relations decreases after the transition from elementary school to secondary school. Although there are exceptions, in almost all secondary schools teachers interact with a much larger number of students than elementary school teachers. At the same time, students at the secondary level interact with a greater number of adults, and these interactions are often shorter than those at the primary level. These organizational and resource structure factors include the overall ethos or climate which places high marks on relationships, small schools or school structures within schools and block scheduling

b. Class room structure and practices

Class structure, rules, routines, and activities convey a sense of community and continuity to students. All teachers are aware of the importance of creating a classroom environment that has a structure

that ensures student safety, encourages positive behavior and ensures the flow of class activities by minimizing disruption.

c. Teacher belief, behaviors and action

The teacher's beliefs, behavior, and actions also affect the teacher-student relationship. Most studies show that teachers who have high expectations of students in terms of expected levels of achievement and their social behavior in class can influence student motivation and involvement.

d. Individual skills for developing prosocial relationship

Many studies have shown that children and adolescents must be given explicit instructions in social and emotional skills. Over the past few years curriculum material has been designed to teach these skills in schools. Curriculum material programs designed to teach social and emotional skills in schools include an emphasis on self-awareness and self-management skills; social awareness and interpersonal skills to build and maintain positive relationships; and responsible behavior in personal, school and community contexts.

Explicit and implicit instruction of this skill is important for all students because this skill can enhance students' ability to develop and maintain meaningful relationships with adults, including teachers. These skills are important for students with high disabilities to have. This is due to students in this category having social, emotional,

and bad behavior skills that can hinder the development and maintenance of prosocial relationships with adults and peers.

c. Presentation

Presentation is an activity in the form of communication or speaking to convey something in front of many *audiences* . But the presentation is not just standing and conveying something in front of the *audience* , but is an activity to submit a topic, opinion or information to the *audience* .

When you get the opportunity to speak in front of an *audience* . You must be able to calm down. In contrast to speeches that are often delivered at official events and political events, presentations are more often delivered at business events.

Generally the purpose of a presentation is to convey information usually delivered by experts, masters or experts, besides the purpose of the presentation is to create an idea or idea, to make a sale, to touch the emotions of the *audience* , to convince the *audience* , which is usually brought by someone who wants refuting certain opinions, entertaining the *audience* , persuading the *audience* , which is usually performed by *salespeople* , to motivate the *audience* , to take an action and so forth.

d. Classroom arrangement

Spatial planning rests on the determination of student seats, with a format that makes it easier for students to look at their teacher. Usually this

is influenced by the number of students in one class.³¹ The number of students that are not too much will make it easy for students to arrange tables and chairs, so that wherever students sit, they can still pay attention to the teacher while teaching.

Different if the class is too crowded and many students. Usually students who sit at the back and corner will have difficulty seeing the teacher, because it is closed with other students. Students also need enough space so they can place their books and stationery. So when they need something, they can easily find it. For example when students need an eraser. They need not be confused looking for it, because they have enough space to put the eraser on the table.

The formation of student seats also needs to be changed within a certain period. Changes in seating formation need to be done so that students do not get bored in class. Students need to get to know their friends more closely in one class, so they don't get bored studying. Students also need to feel comfortable when in class, away from unpleasant odors, noise, too bright lights, and others. This will affect the concentration of children while learning.

e. Interaction

Theory of Social Interaction Social Interaction comes from two words, namely interaction and social. According to the National

³¹Habibi, A., Mukminin, A., Najwan, J., Haswindy, S., Marzulina, L., Sirozi, M., Harto, K., & Sofwan, M. (2018). Investigating EFL Classroom Management in Pesantren: A Case Study. *The Qualitative Report*, 23(9), 2105-2123.

Education Department , social interaction means dynamic social relations between individuals and individuals, groups and individuals, as well as groups and groups. Developmental children experience difficulties in interacting with others because of intellectual limitations. Intellectual limitations cause mental retardation children have difficulty learning the norms that apply in society and impact on failure in social adjustment. The inability of mentally retarded children to do social interaction is not only caused by intellectual limitations, but environmental factors also affect the way children with intellectual disabilities do social interaction. This environment is not only the classroom and school environment, but also the children themselves, their families, and the surrounding community

E. Previous Study

In this study, researchers found a number of previous studies that discussed Children with Special Needs and Inclusive Schools, including:

1. Mumtazul Fikri, (Thesis, 2010). Implication of Moral Education in Inclusion Schools (Implementative Analysis of Moral Development in Inclusion Schools of SD Negeri 54 Tahiya Foundation Banda Aceh)
". The results of this study indicate that, moral development in the inclusive school SDN 54 Yayasan Tahiya Banda Aceh was delivered in several methods, namely, group methods, taushiah methods, entertainment methods, exemplary electronic methods.

The application of this method is adjusted to the age and characteristics of the child. Moral development is able to give a great

influence on the formation of children's personality, this can be seen from the percentage of respect and harmony of students showing positive numbers. The attitude of teachers who accept the shortcomings of children with special need is a role model for students. However, there are still a small number of students who still behave negatively, this is due to non-conducive environmental influences and lack of parental supervision. This research is a qualitative research.

2. Fitri Lestari,(Thesis, 2013) "The BK teacher method in dealing with self-adjustment problems in children with special needs (a case study in deaf students in Purworaharjo SLB)". The purpose of the research in the thesis is the author wants to know the adjustment to deaf students who include lack of confidence, lack of independence, tend to be rigid and egocentric. This research is a qualitative research .
3. Rindi Lelly Anggraini, (Thesis, 2013) "An inclusive learning model for children with special needs in Class V of SD Negeri Giwangan Yogyakarta." The purpose of the research in the thesis is the process of inclusive learning in the fifth grade of the Giwangan State Elementary School by bringing together normal students with special needs students (full class) under the supervision of a class teacher or subject teacher and a special companion teacher. This research is a qualitative research.

Based on the previous research above there is no similarity with the title discussed by the researcher, namely the Model of Handling Children with Special Needs in Inclusive Schools at SDN 54 Banda Aceh. The equation of this study from the above research is that researchers together discuss Children with Special Needs. As for the difference in this study with the above research, namely: first, in this study focused on the Model of Handling Children with Special Needs in Inclusive Schools. Second, this study explains the barriers to the Model of Handling Children with Special Needs at SDN 54 Banda Aceh.

4. Endah Miyosi P. Ari with her study entitled Teacher's Effective Strategies In English Language Teaching of Down Syndrome Students of SMPLB Batang In Academic year 2009/2010. She observed the effectiveness of strategies in English Language Teaching of Down syndrome students and the result from this research is that the Down syndrome students have disability in absorbing some information, the teacher does not only one method but also combined some appropriate methods, the researcher has some problem in English teaching, and some possible solutions in order to solve the teacher's problem. It is different with this research that the subject there is between deaf student and students that have a down syndrome. Not only the subject but also the focus is not same there are focus in strategies of teaching English and the other is only focus in teaching vocabulary.

5. Siti Mutiatun in her thesis *Techniques of Teaching English as A Second Language for Students "With Different Ability"* at SMPLB Siswa Budhi, Surabaya, 2011. This thesis explained about several techniques that are used for teaching English. The first technique is explanation which is used in every meeting in English class. The second technique used is discussion, even though it is different from typically class. The third technique is picture which is favored by the students. The fourth technique is drilling, this technique used along with pictures. And the last is reward, which can motivate the students in learning English more. The teacher already used several methods, but she has not a specific skill in English. This subject is consisting from some disability not specific to one disable.

All the previous studies are completely different from the research that the researcher is going to conduct. Some of research only focus to the subject there student have down syndrome but and the focus all about English that was by teacher there. They are not focus to one of skill in English like reading or writing. The subject not specific in one of disability because in one school of disable usually any more than disability. So that on this occasion the researchers conducted research on SMPLB teachers to find out what the challenges when teaching vocabulary in students with mental disorder at SMPLB Negeri of Bengkulu.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a case study, that focus on qualitative approach. A case study is the in-depth study of instance of a phenomenon in its natural context and from the perspective of the participants involved in the phenomenon³².

According to Sugiyono, a qualitative study is the research based on pospositivisme philoshopy, use to be scrutinizing at the objects that nature, at the opponet is experiment where the research is as instrument of the key³³. A simple of the sources data conducted in purposive and snowbal technique of the collection of triangulation (combined), analysis and are qualitative and the result of the research qualitative more emphasizes the meaning of on a sweeping. The first intention of this study is to challenges. The focus of the study is a specific part of a phenomena and it is known as a case. That opinion impacts on the needs of deploying a case study approach to accompany the inquiry process. A case study in-depth information of a phenomena through multiple sources as an attempt to captualize and depict it. This supported this study in **The Challenges Faced by EFL Teachers in Teaching Vocabulary Students With Special Needs at SMPLB Negeri 1 of Bengkulu”**

³²Duff, Patrica A. 2008. Case Study in Applied of Linguistics. United Stated Amerika of Accid; New York. P. 22

³³ Sugiyono. Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif, dan R&D, Alfabetta Bandung, P. 15.

B. Subject of the research

The subjects in this study were all the teachers in SMPLB Negeri 1 of Bengkulu, namely there were two teachers. then this research will be tested on teachers who teach in class VII mentally retarded.

Retarded students are students who have an IQ level of 50-75 and still have abilities that can be developed through education, one of which is the ability to write.

C. Data Collecting Technique and Instrument

1. Primary Data

a. Observation Checklist

To collect the data, the researcher will design an observation checklist to equip her in obtaining the data. The observation checklist will be used to observe the students and lecturer's activities in learning English related to the student with special needs.

b. Interview

The researcher will use interview to get deeper information. There are two kinds of interview, they are open and closed interview. Open interview is a question that is designed to get a lot of extensive information or answer. Close interview is a question that requires more specific answer. This type of question makes it easy for the interview to control the interview and get the information he needs. This makes people interviewed more able to control the interview. The researcher will use face-to-face interview to lecturer and students in order to check the

accuracy or to verify the impression gained through observation. In here the researcher use close interview. Therefore, the researcher will use structure interview in conducting this research. The researcher design a series of structure questions to elicit specific answer from respondents that will use to obtain information from respondents. The questions will be related to information of the challenges of the teacher of learning English the students with special needs.

2. Secondary Data

a. Field Note

During the observation, the researcher will write all activities that are related to the core of the research, especially the student' and lecturer activities in Learning English. Then, the field note will be analyzed as one source of research data. The procedure is that the researcher will make important notes of all activities that are regarded as important and influencing activities in Learning English. The written data will be in the form of field note or written report.

3. Supplementary Data

a. Documentation

Documentation will be used to obtain data from all documents used from proving the data. In this research, the documentation can be all of the observation checklists, field notes, interview transcripts, and photographs used during the teaching and learning process during the process of teaching and learning English, especially to the students with

special needs. The documentation of the data above are used to support the authenticity of the data in this research. The procedure is the researcher will come record the students' learning English activities in form of video.

D. Data Analysis

In analyzing the data, the researcher will apply the data analysis stages proposed by Miles and Huberman who propose three stages of data analysis, that are: 1. data reduction; 2. data display; and 3. drawing and verifying conclusion³⁴.

1. *Data reduction*: Data reduction occurs continually throughout the analysis. It happens through editing, segmenting and summarizing the data. In the middle stages, it happens through coding and memoing, and associated activities such as finding themes, clusters, and patterns. In the later stages, it happens through conceptualizing and explaining, since developing abstract concepts is also a way of reducing the data.
2. *Data Display*: Data display organize, compress and assemble information by displaying data through – graphs, charts, and diagrams in order to make the data clearer.
3. *Drawing and verifying conclusion*: reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data.

³⁴ Matthew B. Miles and A. Michael Huberman. *Qualitative Data Analysis: A Sourcebook* Third Edition, USA, Sage Publishing, 1994, p.174.

A. Trustworthiness of the Data

In qualitative research the researchers used many qualitative criteria to evaluate aspects of validity in content analysis. Lincoln & Guba in Elo uses the term trustworthiness in qualitative research to support the argument that the results of research can be used properly.³⁵ In the research there are many factors that can influence the validation of data so that to trust the results in collecting, analyzing data and presenting the results of the data used a reliable tool so that the data produced is accurate and in accordance with the content needed.

Data collection using triangulation is intended to test the data credibility that we have gathered from various sources. William Wiersma said that, Triangulation is to cross validation in qualitative research that assesses the adequacy of appropriate data from several sources or several procedures for collecting data.³⁶ From the explanation above, it can be concluded that triangulation testing data is a data checking carried out with various sources in various ways and various times to produce valid data. There are some triangulations in collecting of data, such as:

1. Triangulation of sources

Used to test the credibility of data that has been obtained through several sources obtained at SMPLB Negeri Kota Bengkulu during research or completion. Data obtained through several sources are categorized,

³⁵Satu Elo, *Qualitative Content Analysis: A Focus on Trustworthiness*, sgo.sagepub.com, January-March 2014: 1–10

³⁶ Sugiyono, *metode penelitian kuantitatif, kualitatif dan R&D*, alfabeta Bandung, November, 2018, h 49

described from various different perspectives and analyzed data specifically so as to produce conclusions based on member checks from several data sources.

2. Triangulation techniques

Conducted to test the credibility of the data obtained during the research at SMPLB Negeri 1 Kota Bengkulu by checking data with the same source but using different techniques. However, when conducting data credibility using different techniques, the results of different data are obtained, then a more in depth discussion is carried out to the data source in question or the other to ensure which data is more valid or maybe all data obtained is correct because it was obtained from a different perspective.

3. Triangulation of time

Can influence the results of research conducted this often affects the credibility of the data obtained because data is collected by observation techniques or interview techniques when the morning when sources are still fresh there are not many problems will provide more valid and credible data. So that in testing the credibility of data can be done by checking observations or other techniques at different times or situations, and carried out repeatedly until the data is found to be truly valid and convincing.

From various ways in collecting data through triangulation of sources, techniques, and time, we can know that in the process of collecting data and checking valid data and creativity, a variety of techniques are needed in

obtaining sources that are relevant to the research that are often influenced by time or situation collecting data.

CHAPTER IV

RESULTS AND DISCUSSION

A. History of the founding of the school

Initially the Bengkulu City SLB was named the Bengkulu City SDLB. Bengkulu City SDLB was established on August 16, 1984 on the basis of INPRES in 1984. Bengkulu City SDLB for the first time is on Jalan S. Parman occupying SDN Building No. 36. At that time there were 5 teachers and 17 students.³⁷

As time changed in 1987, Bengkulu City SDLB moved its address to Jalan Bukit Barisab, Karabela, KebunTebengKelurahan, Bengkulu City, which had experienced significant development and progress, and had 14 teachers as teaching staff and 62 students.

With the government policy, in which a separate directorate was formed to handle Special Education, in 2004 the State SDLB of the City of Bengkulu encouraged itself to pay for the Special High School.

With persistent struggle between the Principal, School Committee and the teacher council, starting from March 2, 2007, Bengkulu City SDLB changed its status to Bengkulu City SLB which has 135 elementary students (elementary and 43 advanced students), and has 12 vocational students consisting of first class vocational school (7 people) and second class vocational school (5 people), Bengkulu City Public SLB currently has 34 teacher councils, consisting of 25 civil servant teachers, 9 honorary teachers and 9 staff and employees 3 people.

B. Vision, Mission and Objectives

1. Vision

The realization of students who excel in the field of sports and skills and are independent in working based on religious and cultural values.

³⁷ Ita Rosita, the headmaster of SLBNegeri Kota Bengkulu, *Interview*. Bengkulu

2. Mission

1. Improve the quality that is relevant in special education and special services.
2. Instilling faith / creed through daily practice according to religious teachings.
3. Develop knowledge in the fields of skills, language, sports and cultural arts according to students' talents, interests and abilities.
4. Improving the quality of education in accordance with the character of the nation in accordance with community demands (anti-corruption).
5. Increase the professionalism of educators.
6. Establish cooperation with relevant agencies.

3. Objectives

1. Successful 12-year compulsory education.
2. Received an award in the field of sports that is a champion at the provincial level.
3. Preparing graduates of extraordinary education to become citizens who have good faith, cultured and productive in accordance with the abilities of students.
4. Forming students of faith in accordance with religious teachings.
5. Forming students have the ability in the field of skills that can become a provision of independent living.
6. Provide qualified and professional educators to be able to carry out quality curricular and extracurricular learning processes.
7. Develop a dynamic and comfortable school to encourage efforts to achieve school progress according to the vision and mission.

C. School Profile

School Name: SLBN 1 KOTA BENGKULU

Statistics Number:

School Status : 1. Public 2. Private

School Form : 1. Ordinary 2. Open 3. Integrated

School Categories : 1. SBI 2. RSBI 3. SSN

Study Time : 1. Morning 2. Afternoon 3. Combination

School Address : Jl. Bukit Barisan, Karbela

Village : Kebun Tebeng

District : Ratu Agung

City / Province : Bengkulu Postal Code. 38229

Tel / Fax : (0736) 25675/073625675

E-mail : slbn_bkl@yahoo.co.id

Website : <https://slbn1-kotabengkulu.com>

SK School Status: No. : 07.04.03.16.4.0000.3 on April 22, 1997

SK Declaration : 1. Bleaching 2. Transfer Function 3. Change
4. Penegerian 5. New Schools 6. Others

Accreditation : 1. Tera. A 3. Tera. C
2. Tera. B 4. Not Accredited

SK. Accreditation : No. Lb. 000043 on December 29, 2009

SK. ISO Certificate : No. QSC 00762 on September 17, 2009

SK. Setra PK-PLK : No. 1847 / C6 / OT / 2009 dated August 25, 2009

D. Data of SLBN 1 Bengkulu City Teachers and Employees

1.PNS Teacher

N o	Name/NIP	Date of Birth	M /F	Position	Status	Diplo ma	Gro up	On Duty
1	Ita Rosita, S.Pd/ 19621006 198411 2003	Garut 06-10-1962	F	Kepala Sekolah	PNS	S1/BI	IV/a	01-11-1984
2	Nurwahyuni, S.Pd/ 19600418 198403 2004	Yogyakarta 18-04-1960	F	G. Kelas	PNS	S1/PK N	IV/a	01-03-1984
3	Wahyu Widarti, S.Pd/ 19620409 198403 2006	Yogyakarta 09-04-1962	F	G. Kelas	PNS	S1/PK N	IV/a	01-03-1984
4	Karsini, S.Pd/ 19590905 198411 2001	Sleman 05-09-1959	F	G. Kelas	PNS	S1/PK N	IV/a	01-11-1984
5	Isdiyana, S.Pd/ 19600921 198703 1003	Yogyakarta 21-09-1960	M	G. Kelas	PNS	S1/BI	IV/a	01-03-1987
6	Iyasan, S.Pd/ 19620304 198703 1006	Pancung tebal 04-03-1962	M	G. Kelas	PNS	S1/PK N	IV/a	01-03-1987
7	Boimin, S.Pd/ 19630310 198803 1007	Wonogiri 10-03-1963	M	G. Kelas	PNS	S1/BI	IV/a	17-08-1988
8	Gusniwati, S.Pd/ 19650808 199103 2006	Pinang sinawar 18-08-1965	F	G. Kelas	PNS	S1/PK N	IV/a	20-08-1991
9	Muryanti, S.Pd/ 19691106 200604 2005	Bengkulu 06-11-1969	M	G.B Studi	PNS	S1/pdu	III/d	07-01-2013
10	Fipta Oktorina, M.Pd/ 19831027 201001 2011	Bengkulu, 27-10-1983	F	G. Kelas	PNS	S1/PLS	III/c	15-03-2010
11	Samsumardi, S.Pd/ 19700305 200604 1010	Pagar Dewa 05-03-1970	M	GB. Studi	PNS	S1/BIO LOGI	III/c	01-10-2007
12	Asri, S.Pd/ 19680510 200003 1011	Bengkulu selatan 10-05-1968	F	G. Kelas	PNS	S1/BI	III/d	01-03-2000
13	Dianita, S.Si/ 19811013 200903 2010	Bengkulu, 13-10-1981	F	G. Kelas	PNS	S1/Fisi ka	III/d	22-03-2013
14	Yayu Marita, M.Pd/ 19850220 201001 2007	Muara Sindang, 20-2-1985	F	G. Kelas	PNS	S1/PLS	III/c	15-03-2010
15	Resi Yusni MM, M.Pd/ 19800305 200801 2007	Bandar lampung 05-03-1980	F	G. Kelas	PNS	S1PLB /2003	III/c	01-01-2005
16	Masnalela, S.Pd/ 19681129 200604 2001	Bengkulu selatan 29-11-1968	F	G. Kelas	PNS	S1/PK N	III/c	28-06-2003
17	Yatmiwati, S.Pd/ 19650506 200604 2001	Bengkulu Selatan 06-05-1965	F	G. Kelas	PNS	S1/PK N	III/c	28-06-2003
18	Yuslina, S. Pd/ 19691115 200604 2004	Kerinci 15-11-1969	F	G. Kelas	PNS	S1/BIO LOGI	III/c	01-10-2007
19	Saharmaini, S.Pd/ 19610405 200604 2001	Pasar ambacang 05-04-1961	F	G. Kelas	PNS	S1/BK	III/c	01-10-2007
20	Sus Royani, S.Pd/ 19680605 200801 2009	Jambat akar 05-06-1968	F	G. Kelas	PNS	S1/PK N	III/c	01-07-2008
21	Ulfa Kuntari, S.Pd/ 19860702 201001 2008	Bengkulu, 02-07-1986	F	G. Kelas	PNS	S1/PLS	III/b	15-03-2010
22	Vini Retno Ambarwati, S.Pd 19820615 201001 2014	Bengkulu 15-06-1982	F	G. B Studi	PNS	S1/B.I nggris	III/b	15-03-2010
23	Nia Apriliana, S.Pd 19950402 201902 2003	Padang Panjang 02-04-1995	F	G. Kelas	CPNS	S1/PL B	III/a	18-02-2019
24	Silvia Meri Antika, S.Pd 19940724 201902 2003	Bukit Tinggi 24-07-1994	F	G. Kelas	CPNS	S1/PL B	III/a	18-02-2019

2. Teacher Non PNS

No	Name	Date of Birth	M/F	Position	Status	Diploma	On Duty
25	Erika Kurniawati, M.Pd	Pontianak 10-05-1985	F	G.Kelas	Hnr	S2/PAI	08-01-2007
26	Nayumi, S.Pd	Lahat 29-09-1966	F	G. Kelas	Hnr	S1/PKN	02-03-2008
27	Junaidy Sandy Wansyah, S.Pd	Palembang 01-10-1975	M	G.B Studi	Hnr	SMA	08-03-2010
28	Mardalena, S.Pd	Bengkulu 26-3-1981	F	G. BK/TU	Hnr	S1/BK	07-01-2010
29	Jaminatul Aini, S.Pd	Jambat Akar 23-03-1969	F	G.B Studi	Hnr	S.1/Tata Bus	19-03-2010
30	Nurvis Diana, S.Pd	Kedataran 18-10-1980	F	G. Kelas	Hnr	S.1/B.Ingg	15-11-2010
31	Fatmasari, S.Pd	Bengkulu 01-09-1985	F	G. Kelas	Hnr	S1/Pend. Ekonomi	01-04-2011
32	Eti Juliani, S.Pd.I	Bengkulu 29-07-1984	F	G. Kelas	Hnr	S1/PAI	17-07-2013
33	Liana Sari, S.Pd	Bengkulu 5 Mei 1990	F	G. Kelas	Hnr	S1/MM	01-09-2014
34	Octa Merliza, S.Pd	Bengkulu, 24-10-1991	F	G. Kelas	Hnr	S1 BK /	01-12-2015
35	Saryati Asmili, SKM	Siring Agung, 12-09-1990	F	G. Kelas	Hnr	S1 Kesmas	21-03-2016
36	Elisda Oktafiana Sari, S.Pd.I	Bengkulu, 12-10-1993	F	G. Kelas	Hnr	S1 Tarbiyah	04-11-2016
37	Nurlia Purnama Sari, S.Pd	Pagar Dewa, 22-08-1991	F	G. Kelas	Hnr	S1 B. Ingg	04-01-2017
38	Pera Yunita, S.Pd.I	Kota Agung, 26-06-1992	F	G.B Studi	Hnr	S1 / PAI	04-01-2017
39	Bheti Fitriani, S.Pd	Bengkulu, 09-03-1994	F	G. Kelas	Hnr	S1 / PLS	18-01-2017
40	Novrizal, SP	Bengkulu 25 -11-1985	M	G.B studi	Hnr	S1/Pertania n	01-02-2018

c. Non PNS Education Personnel

No	Name	Date of Birth	M/F	Position	Status	Diploma	On Duty
1	Andi Mulawarman	Kepahiang 12-07-1977	M	P. Sekolah	Hnr	SMA	01-07-2004
2	Rina Oktaviana, A.Md	Bengkulu 23-10-1984	F	Perpustakaan	Hnr	D.3/Per pus	15-11-2010
3	Hesmie Puspita	Bengkulu, 04-05-1993	F	Tata Usaha	Hnr	SMALB	15-04-2016
4	Ngatini	Kepahiang, 20-05-1981	F	T. Kebersihan	Hnr	SMP	20-08-2014
5	M. Iqbal	Bengkulu	M	T. Kebersihan	Hnr	SMALB	16-07-2018

Facilities and infrastructure**4,293,20m²****a. Land area****b. Main Facilities**

1. 27 local study rooms
2. Teacher room 1 local
3. Local headroom 1
4. Administration Room 1 room
5. Local 7 skill rooms

Consists of :

1. 1 Automotive skills room
2. 1 Carpentry room skills
3. 1 Catering Room skills
4. 1 Room Dressing skills
5. 1 Music skill room
6. 1 Make-up skills room
7. 1 Acupressure skill room

c. Supporting facilities

1. Mushola 1 unit
2. House guards 1 unit
3. Library 1 room
4. UKS Room 1 room
5. WC teacher 3 room units
6. Student toilet 7 units of space
7. WC head 1 unit of space
8. Warehouse 2 spaces
9. 24 garbage bins
10. 8 sinks

d. Sports facilities

1. Basketball court 1 pcs
2. Volley Field 1 pcs
3. Long jump field 1 pcs
4. Bocce Field 1 pcs

e. Sports Equipment

1. Volleyball 5 pcs
2. Ping pong table 2 pcs
3. foot ball 5 pcs
4. Racket 10 pcs
5. Takraw ball 6 pcs
6. Basketball 4 pcs
7. Refuse 5 bullets
8. Javelin 3 pcs
9. Discs 3 pcs
10. Adaptive Sports Equipment 1 set

f. Internet Room (ICT) 1 room

1.	Computer	8 pcs
2.	Laptop	13 pcs
3.	Printer	3 pcs
4.	Television	2 pcs
5.	DVD Player	1 pcs
6.	Proyector	3 pcs
7.	Laptop	6 pcs
8.	VCD	1 pcs
9.	Wireless	1 bpcs

E. The challenges do teacher face when teaching students with special needs in SMPLB Negeri Bengkulu city

Facing mentally disabled children is a challenge for teachers who teach because they must have a very strong patience and not easily bored in giving lessons. However, the majority of teachers in SMPLB Negeri of Bengkulu city revealed that more likes were gained compared to suffering during teaching.

As a teacher who hopes for a change in children at least a change in attitude, but children who are mentally disabled should be given more attention especially in the scope of SMPLB Negeri of Bengkulu city the number of children is quite a lot as well as the case with educators in this case that is meant by the teacher too much but the teacher still feels overwhelmed. In this case, it is also very much needed interference from parents as one of the obstacles in the learning process for mentally disabled children, as follows, the challenges or obstacles experienced in vocabulary learning in mentally disabled children :

1. Parent Cooperation

In addition to the teacher also requires cooperation from parents who have more time with children compared to teachers who are only a few hours. Parents who actually become the first madrasa for their children should spend time on the sidelines of busyness to give more attention to their children in this case learning at home will also be very pleasant for a child. However the efforts of teachers in schools provide the best if when the students have returned home there is no stimulus from parents it will be very difficult to increase self-potential in mentally disabled children.

As expressed by Mrs. Ita Rosita, as the head of SLB Negeri of Bengkulu city, said that:

"A teacher will be very difficult to achieve learning targets if there is no cooperation on the part of parents ".³⁸

The same thing was also expressed by Mrs. Vini as an English teacher that:

"The mother at home must familiarize her child with good things so that things that are given at school also need to be repeated at home through the attention of parents, such as the habit of throwing garbage at home in order to throw it into the trash because when at school he throws littering in the classroom. Though given an understanding so as not to repeat but difficult if the house itself are not accustomed to live a healthy and clean".³⁹

In this case we can understand that the process of the provide learning instead of teacher at the school, but of course there is the involvement of the parents to remember what in learn it at school and

³⁸Ita Rosita, the headmaster of SLB Negeri Kota Bengkulu, *Interview*. Bengkulu, 9 October 2019

³⁹Vini, SLB Negeri Kota Bengkulu, *Interview*. Bengkulu, 10 October 2019

of course it becomes the teacher's task in reminding each person parents to develop children's potential abilities especially in enriching vocabulary .

2. Lack of interest in learning in class

Sometimes when there is an ongoing learning process of a student who wants to eat but have not signed in time to rest, another friend joined wanted breakfast and their attention is diverted from what was being followed, learning becomes a meal together. As stated by Mrs. Vini as a class teacher that:

" When learning is taking place sometimes the attention of students is distracted by the new atmosphere created by other friends , sometimes when I have entered class the students still roam outside the classroom and I still have to wait until the child is willing to learn and enter the class , because the child like this can not be forced or pressed so we must follow their mood " .⁴⁰

So this is where the teacher is very influential to maintain the focus of children in the learning process because children are clearly known to be easily influenced by their surroundings.

3. The mood of students who like to change

The teacher follows the wishes and moods of the students, when students do not want to learn the teacher follows their wishes by waiting until students want to learn again. Things like this certainly become a challenge for a teacher, learning that should be temporary must be stopped first until students want to learn more, because mentally disabled children cannot be forced to participate in learning in a state of bad

⁴⁰Vini, SLB Negeri Kota Bengkulu, *Interview*. Bengkulu, 10 October 2019

feeling because under normal circumstances it will be very difficult to learn in accordance with what is expected especially if learning in unstable conditions.

As stated by Mrs. Nurlia as a English teacher that:

"Mood of mentally disabled children is uncertain and often changes when learning, therefore learning takes place again after the students' mood returns to want to learn".⁴¹

The teacher of mentally disorder to be more patient in assisting because in the process of a student's learning of mentally disorder , a black depending on the willingness to learn, if the child has no interest in learning it will be difficult to memualai process of learning so teachers will wait until the child is ready to learn.

4. Books Reference

Less reference book also become one of the obstacles in the process of learning, the learning process will not be effective if only rely on the ability of teachers alone, but the faculty also require a reference book that varies. The lack of reference books will greatly affect what is received by students, the knowledge gained is also limited and does not vary in this case is limited. Books become one of the most important references for teachers in carrying out an effective learning process.

Not only reference book for teachers as educators but also books for each student to be with or without the services of a teacher they can own hone me opponents themselves in terms with there is or without a teacher beside can learn on their own or along with his friend.

⁴¹Nurlia, SLB Negeri Kota Bengkulu, *Interview*. Bengkulu, 10 October 2019

As stated by Mrs. Vini:

"For reference books at school are still lacking, there are only textbooks and that alone is still incomplete. So I bought other supporting books myself to add to my reference in teaching".⁴²

5. Not on time

On time in learning both at school and at home is also very important for the development process of mentally retarded children, with teaching to time discipline both from home and at school will make mentally retarded children implement in their daily lives because talking about mentally retarded children talk about how habituating and repeating the learning that has been given.

However, not disciplined time in this school itself becomes one of the obstacles in the learning process for children with grahit because a child who is mentally inclined tends to be motivated by the teacher, they will enter the classroom when the teacher is in but if the teacher has not arrived or is late when they in the classroom they will choose to roam the school grounds until finally the teacher looks for and requests that they in the class to attend the lesson.

4. Difficult to memorize

When learning takes place students are able to follow the teacher's orders as asked to repeat the vocabulary that is being studied. As an example:

"Cow = Sapi"

⁴²Vini, SLB Negeri Kota Bengkulu, *Interview*. Bengkulu, 10 October 2019

"Mouse = Tikus"

However, when it has changed hours and changed lessons, when students are asked to repeat again the vocabulary that has been learned many students have difficulty to remember it.

F. Teacher's solution to resolve the problem of students with mental disorder in SMPLB Negeri 1 Bengkulu City.

A mentally retarded child is a child who has a disorder in thinking, where his IQ intelligence level will decrease with age. Faced with mentally disabled children clear need more effort and attention to recall that normal children just need a strategy-specific strategies to deal with both in the classroom and outside the classroom especially mentally disabled children who have problems in thinking, bored easily and tend to be forgetful.

Efforts teacher SMPLB Negeri 1 of Bengkulu city in increasing potential mentally disabled children through education in the classroom and outside the classroom education. The efforts to increase the self potential of mentally disabled children are through learning strategies.

Learning strategies according to B. Uno strategy Hamsah learning it's means used by teachers to select learning activities that will be used in the learning process, the selection is done by considering the circumstances, learning resources, needs and characteristics of learners faced in order to achieve specific learning goals.

The teacher's efforts in increasing the potential for developing vocabulary for mentally disabled children are:

a. The strategies used in the classroom are:

1. Individual service

In this learning strategy, students are clearly required to be able to learn independently without collaboration with others, and the teacher in this case provides lessons to students on an individual basis, in other words the teacher is obliged to serve all students but recall the limitations from mentally disabled children who are weak or slow in thinking individual services clearly emphasized in increasing confidence in mentally disabled children, but also in this strategy students will find it difficult to interact with their friends during learning because it focuses on the teacher and it is difficult to work in teams with his friends and of course it influences how he socializes with his surroundings.

This is as expressed by Mrs. Vini that:

" Individual learning patterns are highly emphasized in class and in class skills. Because, it would be very difficult if done with a classical except in sports subjects a".⁴³

Thus it can be understood that learning patterns must be further improved individually so that during the learning process takes place students focus on receiving learning.

⁴³Vini, SLB Negeri kota Bengkulu, *interview*. Bengkulu, 10 October 2019

2. Change atmosphere of the class into a comfortable home atmosphere and affectionate.

This is as expressed by Mrs. Nurlia as teacher of mentally retarded children in SMPLB Negeri 1 of Bengkulu city as follows:

"Children who are mentally disabled towards teachers, a teacher must also have the characteristics that attract students to the students so that later students feel comfortable in following learning, students feel participating in learning by not feeling depressed but feel comfortable as if they were in their own home " .⁴⁴

The characteristic of a teacher being one of the attractions for students in participating in learning, teachers who tend to be clever in winning the hearts of students will not experience too many obstacles because mentally retarded children will listen to what the teacher likes.

3. Application of morality kharimah

As delivered by the Mrs. Vini, as a English teacher of SMPLB Negeri 1 of Bengkulu , Regarding the understanding of religion is tied to attitudes, manners, and learning in Islamic religious education means not only science and technology but balanced with IMTAQ. Students SMPLB Negeri 1 of Bengkulu city majority Islamic religion and the rest there are Christians and Hindus, but there is power of the teacher each religion respectively.

⁴⁴Nurlia, SLB Negeri kota Bengkulu, *interview*. Bengkulu, 10 October 2019

In this case what is meant by students is also taught moral education, good behavior in shaping the character of children. In this effort, the teacher becomes the main actor who certainly gives a good example to students, by indirectly students will familiarize themselves with the good things they see and do not rule out the possibility he will apply because they are getting used to it. As stated by Mrs. Vini :

"That the formation of the morality of kharimah is one form of teacher efforts in taking a role in shaping the character of mentally disabled children who tend to justify what is seen and heard".⁴⁵

The same thing was also expressed by Mrs. Nurlia that:

"One example of the application of morality is the impact of mentally retarded children who had seen teachers or parents pray in their daily lives will also be moved to do the same thing, because without the religious understanding of mentally disabled children who sometimes reflexively hit and throw directly given an understanding so as not to repeat the same thing because it is forbidden by religion to do evil to others".⁴⁶

Thus it can be understood that the application of moral mercy is one of the processes carried out by teachers in improving children's abilities in terms of religion, because mentally disabled children are more likely to follow what they see.

b. Strategies used in outside of the classroom

Say Hallo the nature of this case a teacher is required to always greet participants and always commemorate and repeating lessons. In the world of education is a decision to act from the teacher using the skills and educational

⁴⁵Vini, SLB Negeri kota Bengkulu, *interview*. Bengkulu, 10 October 2019

⁴⁶Nurlia, SLB Negeri kota Bengkulu, *interview*. Bengkulu, 10 October 2019

resources available to achieve goals through effective relationships between the environment and favorable conditions.

Meanwhile, according to the Vienna Sanjaya quoting the view of JR David explains that in the world of education, the strategy is defined as plan, method, or series of activities designed to the Archives a particular education goal. As is dictated by Mrs. Vini as teachers SMPLB Negeri 1 of Bengkulu city that:

"One of the efforts that must be implemented in increasing the self potential of mentally disabled children who tend to be forgetful in learning is by frequently greeting students besides always commemorating and repeating learning".⁴⁷

The same thing also expressed by Mrs. Nurlia that:

"Must always greet the children, commemorate, and repeat the lesson. Always was reminded like, yesterday we learned what, son? for example, number 1. How is that number one? either in the form of its form or way of writing, mentally disabled children must be repeated because when today tid ak repeated tomorrow he will forget".⁴⁸

One form of greeting teachers with strategies like that Mrs. Vini and Mrs. Nurlia also apply in maintaining cleanliness of the class, lessons will not start if the class is still in dirty conditions and every morning before class time starts, as the teacher always repeats until finally the students accustomed and applied not only in class but he also applied at home. Programs implemented at school should also be implemented at home, because mentally disabled children must often be warned and repeated until later they are accustomed to it.

⁴⁷Vini, SLB Negeri kota Bengkulu, *interview*. Bengkulu, 10 October 2019

⁴⁸Vini, SLB Negeri kota Bengkulu, *interview*. Bengkulu, 10 October 2019

In this case, not be lame meaning not only the teachers who are fully paying attention-minor concern to the child through repetition as it was intended, but parents are also required and contribute on it is to achieve what later became the common goal . There are no parents who do not love their children, but excessive love is also not good for the development of the child, because the child who should be able to be independent in this case everything that he deserves to do is no longer a problem because he has become accustomed to being both at school and at home and he does not apply it on a daily basis because it is still too spoiled.

1. Outdoor learning (discussion / play)

Mrs. Vini, Teachers of English SMPLB Negeri 1 of Bengkulu, in this case other than in learning in the class also takes learning beyond the classroom to broaden children mentally disabled who tend to be easily bored in learning monotonous and that's all it takes sometimes learning outside the classroom. As expressed by Mrs. Vini that:

"Children with mental disabilities get bored quickly in monotonous learning so outdoor learning is one of the efforts in motivating students to learn again".⁴⁹

Outdoor learning is one alternative that teachers do in increasing student interest in learning.

⁴⁹Vini, SLB Negeri kota Bengkulu, *interview*. Bengkulu, 10 October 2019

2. Skill class

SMPLB Negeri 1 of Bengkulu more focus to skill class which is the increase in the potential of the child through learning skills for mentally disabled children in particular, and all students of SMPLB Negeri 1 of Bengkulu in general. As we know about mentally disabled children whose intelligence (IQ) decreases with age, is the main reason for the provision of skills classes, which are 70% and the remaining 30% academic.

In SMPLB Negeri 1 of Bengkulu the learning schedule starts at the skill class starting at 07. 30 WIB until 10:00 10:00 WIB applies for the remaining skills class to go to their respective classes to take part in academic learning. As stated by the mother of Patrica that:

" In our school, 70% of the skills classes are focused on the skills classes and the rest only continues into academic learning that takes place in each class. This skill class clearly has an impact on increasing the self-potential of mentally retarded children in particular because their mentally retarded IQ will decrease with age, and it is very clear that through skills classes can also represent their schools in national level competitions such as recently there are some children mentally disabled people who took part in the race both from the delivery class, sports class and beauty class".⁵⁰

Thus, in the learning process the teacher gives in each class to maintain IQ levels which tend to weaken as we get older , so one of the tricks of the teacher in providing learning is little by little to maintain the ability of knowledge in the learning process.

⁵⁰Patrica, SLB Negeri kota Bengkulu, *interview*. Bengkulu, 10 October 2019

CHAPTER V

CONCLUSION

A. Closing

Based on research that has been carried out in SMPLB Negeri 1 of Bengkulu the following conclusions can be drawn:

1. The role of SMPLB Negeri 1 of Bengkulu in dealing with mentally retarded children includes providing a different curriculum in accordance with the level of intelligence of children, providing therapy and providing additional lessons in the form of skills and extracurricular interests and talents of students.
2. The Committee of SMPLB Negeri 1 of Bengkulu also plays a role in dealing with mentally retarded children such as contributing, supporting, and controlling various policies made by schools and establishing cooperation by holding activities together to exchange ideas and information about children's development.
3. There are four barriers experienced by mentally retarded children, namely obstacles/difficulties in learning problems, adjustment problems, speech and language disorders, and personality problems. And solutions to overcome the challenges of mentally retarded children can be in the form of providing appropriate learning services and creating the right learning environment.
4. Lack of reference books.

b. Suggestion

1. SMPLB Negeri 1 of Bengkulu should increase the number of teachers who specifically teach mentally retarded children , because there are only two teachers who teach children with intellectual disabilities. Also a special room for therapy should be used and not used as a temporary storage room.
2. Parents must continue to maintain cooperation that has been established with the school so that the handling of children with intellectual disabilities can be maximally carried out.
3. It is hoped that the SMPLB Negeri 1 of Bengkulu will procure more varied reference books so that the learning objectives or basic competencies can be maximally achieved.

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