

**FACTORS OF DIFFICULTY FOR THE DISABILITY
STUDENTS IN LEARNING ENGLISH
(A Case Study at the Ninth Grade Students of Mental Retardation
at SLB Dharma Wanita Persatuan Provinsi Bengkulu)**

THESIS

Submitted as a Partial Requirements for the Degree of *Sarjana Pendidikan* (S.Pd)
in English Study Program



**BY:
DARA NOTIA
NIM : 1416232835**

**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF TARBIAH AND TADRIS
STATE INSTITUTE OF ISLAMIC STUDES (IAIN)
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2021**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN TADRIS
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51276 Fax. 51171 Bengkulu

ADVISORS SHEET

Subject: Dara Notia

NIM : 1416232835

To : The dean of Tarbiyah and Tadris Faculty

UINFAS Bengkulu

In Bengkulu

Assalamu'alaikum Wr.Wb.

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

Nama : Dara Notia

NIM : 1416232835

Title : **FACTORS OF DIFFICULTY FOR THE DISABILITY STUDENTS
IN LEARNING ENGLISH (A Case Study at the Ninth Grade
Students of Mental Retardation at SLB Dharma Wanita Persatuan
Provinsi Bengkulu)**

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

Wassalamu'alaikum Wr.Wb.

Bengkulu, Juli 2021

Firs Advisor,

Second Advisor,


Dr. H. Ali Akbar Jono, M.Pd


Detti Lismayanti, M.Hum

NIP. 197509252001121004

NIP. 19771222190902006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN TADRIS
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51276 Fax. 51171 Bengkulu

RETIFICATION

This is to certify that the thesis entitled **“FACTORS OF DIFFICULTY FOR THE DISABILITY STUDENTS IN LEARNING ENGLISH (A Case Study at the Ninth Grade Students of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu)”** by **Dara Notia** has been approved by the Board of Thesis Examiners as the requirement for the degree of **Sarjana Pendidikan (S.Pd)** in English Education.

Chairman
Dr. Adisel, M.Pd
NIP. 197612292003121004

Secretary
Andriadi, M.A
NIP. 198402212019031001

Examiner I
Deti Lismayanti, M.Hum
NIP. 197712222009012006

Examiner II
Fera Zasrianita, M.Pd
NIP. 197902172009122003

Bengkulu, Juli 2021
Approved by the dean of Tarbiyah
and Tadris Faculty



Dr. Zuhedi, M.Ag, M.Pd
NIP. 196903081996031005

(Handwritten signatures and dates)
20
2021

MOTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

*"O you who believe, make patience and prayer as your helper,
verily Allah is with those who are patient."*

(QS Al-Baqarah: 153)

*"Indeed, the thesis is a struggle, the
struggle takes effort and prayer,
effort and prayer takes patience."*

(Dara Notia)

DEDICATION

THIS THESIS IS DEDICATED TO

- ❖ My beloved my father (Mr. Nopi Dian) and mother (Mrs. Sumarti) who always supporting and praying in the succes of my study and life.
- ❖ My beloved husband Khairul Amin, S.Kom. who always support me every step of the way.
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- ❖ SLB Dharma Wanita Persatuan Provinsi Bengkulu
- ❖ All people who always pray and give support in finishing this thesis.

PRONOUNCEMENT

Name : Dara Notia
NIM : 1416232835
Study Program : English Study Program
Faculty : Tarbiyah and Tadris Faculty

I hereby sincerely state that the thesis titled **“FACTORS OF DIFFICULTY FOR THE DISABILITY STUDENTS IN LEARNING ENGLISH (A Case Study at the Ninth Grade Students of Mental Retardation at SLBN 5 Kota Bengkulu)”** is my real masterpiece. The things out 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 sanctions in the form of repealing my thesis and academic degree.

Bengkulu, Juli 2021



Dara Notia

NIM. 1416232835

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The researcher realizes that this thesis is till far from being perfect. The researcher hopes that this Thesis is useful for the researcher in particular and the readers in general.

Bengkulu, Juli 2021
The Researcher.

Dara Notia
1416232835

ABSTRACT

Nama : **Dara Notia**
NIM : **1416232835**
Program Studi : **English Education**

The writing of this thesis is motivated by the difficulty in learning English experienced by children with special needs, especially tunagrahita students, this is based on the limitations of their thinking abilities. Because tunagrahita students can be interpreted as mentally weak, brain weak, weak in mind, mentally disabled, or mental retardation. The purpose of this study was to describe the factors that influence the process of learning English faced by Mental Retardation students who were selected as research subjects. This research was conducted at the SLB Dharma Wanita Persatuan Provinsi Bengkulu, with five research subjects in ninth grade tunagrahita coded with the initials MPS, IPH, VR, AS, and NA. This type of research is a qualitative descriptive analysis. The data collection technique used by conducting interviews and observations. The data analysis technique was carried out in 3 stages, namely data reduction, data presentation, and drawing conclusions. The results showed that the factors that influenced the difficulty in learning English for Mental Retardation students at SLB Dharma Wanita Persatuan Provinsi Bengkulu were the influence of several factors including: (1) the method applied during learning (2) the teacher did not always use learning media, the media used was useless varied and less interesting so that students get bored easily; and the last is (3) the factors that exist in students, including physiological factors, cognitive factors, and fatigue factors.

Keyword: Learning English, Disability Students, Students of Mental Retardation.

ABSTRAK

Nama : Dara Notia
NIM : 1416232835
Program Studi : Pendidikan Bahasa Inggris

Penulisan skripsi ini dilatarbelakangi oleh kesulitan belajar Bahasa Inggris yang dialami anak berkebutuhan khusus terutama siswa tunagrahita, hal ini didasari oleh keterbatasan kemampuan berpikir mereka. Karena siswa tunagrahita dapat diartikan lemah mental, lemah otak, lemah pikiran, cacat mental atau terbelakang mental. Adapun tujuan penelitian ini adalah untuk mendeskripsikan faktor yang mempengaruhi proses belajar Bahasa Inggris yang dihadapi oleh siswa tunagrahita yang terpilih sebagai subjek penelitian. Penelitian ini dilakukan di SLB Dharma Wanita Persatuan Provinsi Bengkulu, dengan 5 subjek penelitian di kelas IX Tunagrahita yang dikodekan dengan inisial MPS, IPH, VR, AS, dan NA. Jenis penelitian ini adalah analisis deskriptif kualitatif. Teknik pengumpulan data yang digunakan adalah dengan melakukan wawancara dan Observasi. Teknik analisis data dilakukan dengan 3 tahapan yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa faktor yang mempengaruhi kesulitan dalam belajar bahasa Inggris bagi siswa Tunagrahita di SLB Darma Wanita Persatuan Provinsi Bengkulu yaitu di pengaruhi oleh beberapa faktor diantaranya: (1) metode yang diterapkan selama pembelajaran (2) guru tidak selalu menggunakan media pembelajaran, media yang di gunakan kurang variatif dan kurang menarik sehingga siswa mudah bosan; dan yang terakhir adalah (3) faktor yang ada dalam diri siswa, meliputi: faktor fisiologis, faktor kognitif, dan faktor kelelahan.

Kata Kunci: Pembelajaran Bahasa Inggris, Siswa Disabilitas, Siswa Keterbelakangan Mental.

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CHAPTER I

INTRODUCTION

A. Background of the Problems

Language is a tool of communication or a symbol for which purpose as a connection between human interaction. Therefore language is a mandatory thing as the main requirement in communicating between people. The language also a system of conventional spoken, manual, or written symbols employing which human beings, as members of a social group and participants in its culture, express themselves.

A functional approach to language means investigating how language is used and find out the purposes that language serves us best and how we achieve these purposes using the four macro skills, namely: speaking and listening, reading, and writing. In classrooms characterized by teacher research, the use of transcripts on small-group dialogues and children's reasoning in problem-solving tasks help teachers understand how students construct meaning by sharing their knowledge. Explored the cognitive functions of language in preschool children. The study highlights the areas on three cognitive functions of language, namely as a tool for concept formation, communication, and problem-solving. (Ambrosio, et al., 2015). They are many languages in the world that are different from one to another. One country has one language that differs from another. Even, one region of a country has one language that differs from another. The difference and diversity show the signs of the power of Allah. Allah says in holy Al-Qur'an:

وَمِنْ آيَاتِهِ خَلْقَ السَّمُوتِ وَالْأَرْضِ وَآخْتِلَافَ أَلْسِنَتِكُمْ وَالْوَنَاصِرِ الَّذِينَ فِي ذَلِكَ لآيَاتٍ لِلْعَالَمِينَ ﴿٢٢﴾

“And among His sign are the creation of heavens and the earth and the difference of your languages and colors. Verily, in that are indeed signs for men of sound knowledge.” (**Ar-Rum:22**).

The term English is derived from English, the speech of the Angles—one of the three Germanic tribes that invaded England during the fifth century. The English language is the primary language of several countries (including Australia, Canada, New Zealand, the United Kingdom, and many of its former colonies, and the United States) and the second language in several multilingual countries (including India, Singapore, and the Philippines). It’s an official language in several African countries as well (such as Liberia, Nigeria, and South Africa) but is spoken worldwide in 101. It’s learned around the world by children in school as a foreign language and often becomes a common denominator between people of different nationalities when they meet while traveling, doing business, or in other contexts. (Nordquist, 2016).

The four skills of language (also known as the four skills of language learning) are a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing. In the context of the first-language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing. For this reason, these capabilities are often called LSRW skills. (Morehouse, 2017).

English specific purpose is a way of teaching English to students with a specific purpose or having specific goals in teaching that are used by teachers, especially for Mental Retardation Students. Span theory arose from early efforts to bring basic data and theory to bear on the challenge of developing effective teaching methods for students with severe mental retardation. (Denny, 1964).

Education is a place to gain knowledge, sharpen the intelligence of the brain, and channel talents and skills for children in general, all children have the right to education facilities as well as for children with special needs they are also eligible for education like everything else but here the government has also provided schools based exclusively on children with disabilities, especially children with mental retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu. Mental retardation children are children who experience obstacles to the functions of intellectual intelligence and social adaptation that occur in their development. Mental retardation consists of various classifications, one of which is child mental retardation. In terms of IQ, children with mental retardation have an IQ of around 50 to 70. Moh. Amin suggested that: "Mental retardation is those whose intelligence and social adaptation are late, but they can develop in academics, social adjustment, and workability." The term mental retardation is often referred to as mental retardation or mental disability. Explain mental retardation with the term mental retardation that can be learned has the ability of IQ 50-70. (Maria J, 2007). Likewise, in the world of education, these mentally retarded children find many difficulties learning especially in English lessons.

Education is a process of changing behavior to mature individuals through teaching and training efforts. Therefore, education is the right of every individual as stated in the 1945 Constitution Article 31 paragraph (1), that: "Every citizen has the right to education". Referring to the article, education is also a right for individuals with physical, mental and intellectual disabilities. This is stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Article (2), that: "Citizens who have physical, emotional, mental, intellectual and social disabilities are entitled to special education".

Based on the above law, education for children with special needs have legality and a clear legal umbrella, so that education for them cannot be ignored. Therefore, the purpose of education for children with special needs is not much different from the goals of education in general, one of which is to develop basic learning skills at school such as: reading, writing and arithmetic.

Based on the Special School Education Statistics data for 2019/2020, that the number of mental retardation students in Indonesia is 81,443 people and in Bengkulu province there are 962 people. (Kemendikbud, 2020)

Based on preliminary observations conducted by researchers from the junior high school at SLB Dharma Wanita Persatuan Provinsi Bengkulu, precisely in class nine mental retardation students. The researcher asked the number of mental retardation students. In 2020 the total number of mental retardation students is 56 people. And the ninth grade consists of 15 mentally retarded students, 7 male 8 female members consisted of two groups. On average, they are seventeen years and above, but researchers only examined one class, amounting to 8 students consisting

of 4 males and 4 females. There, the researchers also observed how the activities of mental retardation students in the English subject class. Their activities are spent to follow these subjects by paying attention to teaching subject teachers using conventional methods in the classroom, so that it is undeniable that this, of course, will have an impact on their mindsets that are increasingly difficult to absorb everything the teacher has taught and caused students to exist who is sleepy and doesn't care. This was proven when the researcher asked one of the class students who had the initials VR when the subject was finished "Do you like English subjects," then the student answered, "No".

Then the researchers asked the students the initials IPH. "Do you like English subjects?" the student's answer is the same as the first student's "No".. Likewise, with other students, their average answers are the same. When observations were made, the researcher also began asking questions about the English subject teacher.

Among them are, in addition to mentally retarded children, they have weak intellectuals, which makes it difficult for them to absorb subjects, especially English subjects, they are slowly, forgetful.

This was proven when the researcher tested the students by observing the students during the course and interviewed several students, 5 students who tested the test namely MPS (Name disguised) aged 18 years, IPH (Name disguised) aged 18 years, VR (Name disguised) age 20 years, AS (Name disguised) age 17 years, NA (Name disguised) age 21 years. When researchers observe the students on average, all of these students, the researchers found all of them had difficulty learning in English subjects.

It cannot be denied that as long as researchers observe the process of learning English in the classroom researchers find all students mental retardation difficulties in all skill of English subjects, namely reading, writing, speaking, listening and memorize vocabulary which should be the most basic things that must be mastered by children when they are entering their age at the lesson. So from that, the task of the teacher is to teach them patiently and full of perseverance and with other supporting things such as methods and rooms as well because researchers see their feelings including lack of support in the learning process because general and special children should be distinguished in any way, but behind it, all perseverance and desire of children are more important to change themselves to be better, but still children with special abilities cannot be equated with children in general. Also, the books used by subject teachers are using the 2013 curriculum which is specifically for mentally retarded children, but the contents are still the same as books in general, there are no specific methods or tricks in delivering content.

So from that, the researcher intends to raise the title of “FACTORS OF DIFFICULTY FOR THE DISABILITY STUDENTS IN LEARNING ENGLISH (A Case Study at the Ninth Grade Students of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu).”

B. Identification of the Problems

Based on the description of the background of the problem, various problems can be identified as follows.

1. Students Slowly in learning English.
2. Students are forgetful in memorizing vocabulary.

3. Students cannot speak very well.
4. Students cannot read every English vocabulary.
5. Students cannot listen very well.
6. The classroom does not provide facilities for media in learning.

C. Limitation of the Problem

Basically, the factors that influence the teaching and learning process are many, “FACTORS OF DIFFICULTY FOR THE DISABILITY STUDENTS IN LEARNING ENGLISH (A Case Study at the Ninth Grade Students of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu).

D. Research Questions

The research problem formulation are:

1. How is the process of activities in learning English for mental retardation students given by teacher?
2. What factors affects the difficulties in learning English for mental retardation students?
3. What solutions are given by the teacher to overcome the difficulties of learning English?

E. Research Objectives

Base on the objective of the research above, the objective of the research of this research are:

1. To find out the process of activities in learning English for mental retardation students given by teacher.

2. To find out factors affects the difficulties in learning English for mental retardation students.
3. To find out solutions are given by the teacher to overcome the difficulties of learning English.

F. Significances of the Research

The benefits of this research are as follows:

1. Theoretical benefits

Theoretically, this thesis research is expected to contribute ideas in enriching insights, concepts, and theories on science, especially in the field of special education for Mental retardation disabled students.

2. Practical

Practically this research is expected to be useful for:

- a. MOT is always able to evaluate the teaching-learning process between teachers and Mental Retardation disabled students in the classroom.
- b. The teacher can find the solution to other methods that more effective to be used in the teaching and learning process for Mental retardation disabled students in the classroom.

CHAPTER II

LITERATURE REVIEW

A. Theory Description

1. Slowly

Slowly learning are students who are slow in the learning process, so it takes longer than a group of other students who have the same level of intellectual potential. Those who have low learning achievement (below the average child in general) in one or all academic areas, but they are not classified as mentally retarded children. With such conditions, their learning ability is slower than their peers. Not only limited academic ability but also in other abilities. (Nani & Amir, 2013).

2. Reading

Reading is one of the four important language skills in addition to the other three language skills. Reading is important, and becomes even more important at a time when developments in various aspects of life are happening very quickly (Djiwandono, 1996).

Reading is not only important for regular students, but mentally retarded students also need reading for their daily activities in the future. In this case, the obstacle in reading activities for mentally retarded students is the problem of understanding, because mentally retarded students who experience intellectual disabilities have an effect on their cognitive problems. Lack of understanding in reading will hinder the daily activities and independence of mentally retarded students.

3. Speaking

Speaking is a form of delivering language using speech organs. There are people who have good language skills, but there are disturbances in their speech organs so that they have difficulty speaking. There are people whose speech organ are good but have difficulty in speaking and there are also those who in addition to having language difficulties also have difficulties in speech. As experienced by the mental retardation student, the mentally retarded student has language difficulties and speech difficulties. (Alimuddin, 2013).

4. Listening

According to Sutari in (Rosdia, 2014) Listening has meaning to listen or pay close attention to what others are saying. Listening is listening to understand what other people are saying with a serious process that cannot be done only by relying on habits, reflexes or instincts. while mentally retarded students do not have good listening skills so it will be difficult to accept learning.

5. Forgetful

Forgetfulness is a condition in which a person fails to remember something constantly. This condition is the result of changes in the human brain. Easy to forget generally not only occurs when someone wants to remember events that have already happened. It can also be in the form of difficulty forming new memories or learning something (Irawan, 2021). one of the causes of mentally retarded students to be easy to forget, in addition to physical illness, some are also related to psychological conditions which indeed mental retardation abilities of mentally retarded students are below average so that they easily forget to remember.

6. Learning Difficulties

According to Ahmadi and Supriyono, learning difficulties are “A situation where students or students cannot learn as they should, this is not always caused by intelligence, but can also be caused by non-intelligence factors.”

Whereas according to Djamarah, that is “learning difficulties is a condition where students cannot learn well, due to threats and disruptions in the learning process that originate from the internal factors of students and external factors of students.”

It can be concluded that learning difficulties are a condition where students cannot learn well, due to interference, both from internal factors, students are limited by intelligence and external factors. These factors cause students to be unable to develop according to their capacity. (infokmoe, 2015).

7. English Language

English is one of the international languages spoken by many countries. In some countries, English has become a second language for its people, because the role of English as an international language of communication is very important for various sectors, and Indonesia is one of the countries that now make English a second language, though not all Indonesian do it. Seeing the background of Indonesia as a land of historical and cultural diversity, making Indonesia one of the tourist destinations abroad.

English has four important components of writing, reading, listening, and speaking. Through English, we can introduce the cultural diversity and language of

this nation to those who would want to know about this nation. Greatly needed English in the national and international arena. (Education, n.d.).

8. Learning

Learning is an activity that involves a person obtaining knowledge, skills, and positive values by utilizing various sources for learning. Learning can involve two parties, namely students as learners and teachers as facilitators. The most important thing in learning activities is the learning process. Because something is said to be learning outcomes if it fulfills some of the following characteristics: (1) learning is realized. (2) learning outcomes. (3) learning requires interaction. A student will have knowledge faster because of help from the teacher, trainer, or instructor. In this case, there is two-way communication or student and teacher. The connection is that learning requires interaction, this shows that the learning process is a process of communication, meaning that in it there is a process of delivering messages from someone (source of messages) to someone or a group of people (recipient of the message) (Susila & Riyana, 2009).

So that there is feedback between students and teachers. So it is necessary to understand the requirements in communication such as respect, empathy and honesty. (Hutalagung, 2007).

The success of a learning process begins with careful planning. Planning is done well, then half of the success has been obtained, the rest lies in the implementation. Therefore, good planning and proper implementation will determine the success of the learning process. (Hakiim, 2009).

9. Learning English

Learning English is what people do when they want to learn how to speak and understand the English language. People learning English often learn to read and write English at the same time.

A lot of people learn English at school, where English is a common subject. Many people also want to spend their own personal time learning English. Some of these people may not know any English, where others will have learned some English in school and will want to advance their knowledge of it.

Teaching English as a foreign language is certainly different. Thus, the success of this teaching depends on the teacher's understanding of appropriate teaching and learning strategies. English in the Indonesian context is as a foreign language or EFL, not as a second language or ESL. (Alwasilah, 2011).

10. Students with Disabilities

A person with a disability is someone who has a physical or mental impairment that significantly limits one or more major life activities. A person is considered to have a disability if he or she has the disability, has a record of having the disability, or is perceived to have the disability. This definition includes the idea that impairment by itself is not a disability; it is the interaction of an impairment's impact and the demands of the environment that causes a disability.

Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems is considered a "physical impairment": neurological, musculoskeletal, special sense organs,

respiratory (including speech organs), cardiovascular, reproductive, digestive, genito-urinary, hemic and lymphatic, skill, and endocrine.

Any psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disorders, is considered a "mental impairment."

An impairment that "substantially limits" refers to an inability to perform a major life activity, or a significant restriction on the condition, manner, or duration under which a major life activity can be performed in comparison to the average person or most people; the availability of some mitigating factor (such as a hearing aid for a person with hearing loss that improves hearing acuity). These limitations are determined by considering (a) the nature and severity of the impairment, (b) the duration or expected duration of the impairment, and (c) the long-term or permanent impact of the impairment.

The most basic activities that the average person can perform with little or no difficulty are known as major life activities. Walking, seeing, learning, working, performing manual tasks, speaking, and hearing are examples of these activities.

An individual is considered to have a disability if he or she has a record of an impairment or is perceived to have an impairment. This section of the definition is intended to protect individuals from discriminatory treatment based on perceived category membership assumptions.

A person with a disability who is otherwise qualified is one who, with or without reasonable accommodation, meets the academic and technical standards

required for admission or participation in the educational program or activity (LSUS, 2008).

Various types of disabilities:

1. “Physical defect”

Etiologically, the image of someone who is identified as having a chance is someone who has difficulty optimizing bodily functions as a result of injury, disease, misformed growth, and consequently the ability to carry out certain body movements decreases.

Definitely, the notion of the quadrilateral is the inability of members of the body to carry out their functions due to the reduced ability of the limbs to carry out their functions normally as a result of injury, disease, or imperfect growth so that for their learning needs special services are needed.

According to Somantri, the definition of Disability is a condition that is damaged or disrupted as a result of a form of obstacle in the bones, muscles, and joints in their normal function. This condition is caused by illness, accident, or it can also be caused by an innate birth. Tuna daksa is often also interpreted as a condition that inhibits individual activities as a result of damage or interference with the bones and muscles, thereby reducing the normal capacity of individuals to attend education and to stand alone.

So it was concluded that Forced Disease is a condition that is damaged or disturbed as a result of disruption of shape or resistance to the bones, muscles, and joints in their normal function. This condition is caused by illness, accident, or it

can also be caused by an innate birth (imperfect growth) so that it causes disability and makes limbs lose their function. (Seputarpengertian.blogspot.com, 2017)

2. “Blind”

Blind people are individuals who have vision problems. Blind people can be classified into two groups: Blind and low vision. Definition of Blindness, according to Kaufman & Hallahan, is individuals who have weak vision or accuracy of vision less than 6/60 after being corrected or no longer have a vision. Because blind people have evenness in their sense of sight, the learning process emphasizes other sensory devices, namely the sense of touch and the sense of hearing. Therefore the principle that must be considered in providing teaching to blind individuals is that the media used must be tactual and sound, for example, the use of braille writing, embossed drawings, model objects, and real objects. While the voice media is a voice recorder and JAWS software. To help visually impaired activities in their extraordinary schools learn about Orientation and Mobility. Orientation and Mobility include learning how blind people know the place and direction and how to use a white stick (a special blind spot made of aluminium).

3. “Deaf”

Deaf are individuals who have both permanent and non-permanent hearing problems. Deaf classification based on the level of hearing loss is:

- a. Very mild hearing loss (27-40 dB),
- b. Mild hearing loss (41-55 dB),
- c. Moderate hearing loss (56-70 dB),
- d. Severe hearing loss (71-90 dB),

- e. Hearing loss is extreme / deaf (above 91 dB).

Because it has obstacles in hearing-impaired individuals have obstacles in speaking so they are commonly called speech impaired. The way to communicate with individuals using sign language, for finger alphabets has been patented internationally while language signals vary in each country. Now in some schools, total communication is being developed, which is a way of communicating involving verbal language, sign language, and body language. Deaf individuals tend to have difficulty understanding the concept of something abstract.

4. “Mental Retardation”

Mental retardation is an individual who has significant intelligence that is below the average and is accompanied by an inability to adapt behavior that appears in the developmental period. classification of mental retardation based on IQ levels: 1.) Mild mental retardation (IQ: 51-70). 2.) Moderate mental retardation (IQ: 36-51). 3.) Severe mental retardation (IQ: 20-35). 4.) Impotence is very severe (IQ below 20).

Learning for mentally retarded individuals is more focused on the ability of self-development and socialization.

5. “Unsociable”

Unsociable are individuals who experience obstacles in controlling emotions and social control. tunalaras individuals usually show deviant behavior that is not by the norms and rules that apply around it. Tunalaras can be caused by internal factors and external factors, namely, the influence of the surrounding environment (wikipedia.org, 2013).

11. Understanding of Mental Retardation

The term Mental retardation may be unfamiliar to some people but, in everyday life, we often encounter someone with an indication of Mental retardation, such as a child who always gets bad grades in terms of academics, or someone who often does not understand the command given to him. The above problems can occur if the child has mental obstacles.

1. Understanding Children's Mental retardation

The term commonly used in calling a child is stupid, stupid, stupid, ignorant, weak mind, mentally retarded, mental retardation, defects, and feeble-minded. In a foreign language, Mental retardation is also known as a mental deficiency, mentally handicapped, feeblemindedness, mental subnormality, intellectually handicapped, and intellectually disabled.

In the preceding terminology, the words "mental" and "intellectual" have the same meaning and not in terms of psychological conditions.. Differences in the use of the term are caused by the scientific background and the interests of the experts who put it forward. However, all of these terms have the same understanding of the constraints and limitations of the development of one's intelligence when compared with children in general. The delays and limitations of intelligence are accompanied by limitations in behavioral adjustment (Wardani, 2011).

Tunagrahita children are children who significantly have intelligence below the average child in general with accompanying obstacles in adjustment to the surrounding environment. They have delays in all areas, and they are permanent.

Their memory ranges are short, especially those associated with academic, less able to think abstract and complicated. (Aprianto, 2012).

A person is categorized as having a mental disorder in the sense of lack or tunagrahita, that is, children identified as having low intelligence levels (below normal), so to pursue the task of development requires special assistance or services, including education and guidance programs. (Mohammad, 2009). Mental retardation, according to Lee Willerman (Suharmuni, 2009) are as follows:

Mental deficiency is defined as "significantly below-average intellectual functioning that exists concurrently with deficits in adaptive behaviour and manifests during the developmental period." The most important point to take away from this definition is that mental retardation requires deficits in both intellectual functioning and adaptive behavior. The ability to perform various duties and social roles appropriate to age and gender is referred to as adaptive behavior. Self-help skills such as bowel control or dressing oneself may be among the adaptive behavior indices for a young child; for an adult, one index may be the extent to which the individual can work independently on a job."

So according to Lee Willerman that people with mental retardation are someone who has below the normal intellectual function causing difficulties in adaptive behavior and lasted during the period of development. The most important point of the definition is that a person is a tunagrahita or not, judging by his or her intellectual function and adaptive behavior. Adaptive behavior refers to the ability to do things and follow social rules according to age and gender. Adaptive behaviors that can be observed, such as the ability of young children in controlling defecation

or dress themselves, for more mature people, for example, can work independently. Suggested that a child with an intellectual disability causes difficulties in adaptation to his/her social environment. (Suharmini, 2009).

Basically, there are five bases that can be used as a conceptual basis in understanding mental retardation (Rochyadi, 2005), namely; 1) mental retardation is a condition, 2) the condition is characterized by a mental ability far below average, 3) has barriers in social adjustment, 4) related to the existence of organic damage to the nervous system, and 5) the mental retardation can not be cured.

The American Association of Intellectual Developmental Disability (AAIDD) defines mental retardation as "a disability characterized by significant limitations in both intellectual functioning and adaptive behaviour, which encompasses many everyday social and practical skills." This disability manifests itself before the age of 18. “

Based on the opinion of the experts above, the authors conclude that mental retardation is a condition where a person is experiencing barriers in intellectual development and adaptive behavior in the period of development.

2. Classification of Childhood Mental retardation

There are various ways of looking at classifying the child's mental retardation. The classification of this mental retardation will facilitate the teachers in the preparation of educational service/learning programs that will be given appropriately. Classified mental retardation is seen from various views, namely: classification view of medical, education, sociological, and classification, according to Leo Kanner (Mumpuniarti, 2007).

The classification of children with educational disabilities is to classify the child's mental retardation based on their ability to follow education or guidance. Grouping based on the classification is mental retardation able to learn, able to train, and need care (Mumpuniarti, 2007). The classification can be reviewed as follows:

1.) Able to learn, tunagrahita included in the classification of these students can be mild, borderline, marginally dependent, moron, and debil. Their IQs range from 50 / 55-70 / 75. 2.) Ability to train, the ability of mental retardation in this class is equivalent to a moderate, semi-dependent, imbecile, and has a level of IQ intelligence ranged from 20 / 25-50 / 55. 3.) Need care, which included in the classification need to care is a child that includes totally dependent or profoundly mentally retarded, severe, idiot, and the level of intelligence 0 / 5-20 / 25. The classification of children's mental retardation based on the need for learning is as follow (Aprianto, 2012)s: 1.) Educable, children in this group have academic skills equivalent to children in grade 5 of Primary School. 2.) Trainable, people with mental disabilities in this group are still able to take care of themselves and defend themselves. Getting education and adjustment in a social environment can be given, although very limited. 3.) Custodia, learning can be given continuously and specifically.

The mental retardation in this group can be taught how to help themselves and develop more communicative abilities.

While the classification of mental retardation classification for the learning needs by B3PTKSM (Aprianto, 2012), is as follows: 1.) Borderline in education is referred to as slow learning or slow learner with IQ 70-85. 2.) Mental retardation

able to educate (educable mentally retarded) has IQ 50-70 or 75. 3.) Mental retardation able to train (trainable mentally retarded) has IQ 30-50 or 35-55. 4.) Mental retardation need care (dependent or profoundly mentally retarded) has an IQ below 25 or 30.

A pedagogue classifies mental retardation based on an assessment of the educational program presented to the child. Based on the assessment, mental retardation is classified into mental retardation able to learn, able to train, and able to care (Mohammad, 2009).

1. Mental retardation able to learn (debil). Not able to follow the program at regular school, but still able to develop ability through education even though the result can not maximize. The abilities that can be developed in the child's mental retardation able to learn, among others: (1) reading, writing, spelling, and counting; (2) adapt and not rely on others; (3) simple skills for future employment.
2. Mental retardation able to train (imbecile). Has a low intelligence, so can not follow the learning program as in mental retardation able to learn. The skills of a trainable child who can be empowered to train, are (1) learning to take care of themselves, such as eating, dressing, sleeping, or bathing themselves; (2) learning to adjust in the neighborhood or surroundings; (3) studying the economic usefulness at home, workshops (sheltered workshop), or in special institutions.
3. Mental retardation able to care (idiot). Mental retardation with a level of intelligence that is so low that it can not take care of itself or social interaction.

The mental disorders in this class are those who need the help of others in all activities of their lives. A child who is an idiot is such intellect needs (Kirk & Johnson in (Mohammad, 2009)). It can be said that mental retardation needs care is a person who can not live without the help of others.

The classification of mental retardation is as follows (Sugihartono et al, 2007): 1.) Mild mental retardation (IQ 50-70). Physically it does not look like a person with mental retardation. Can be taught practical skills, can also read and write but only up to grade 6 level of Primary School. Besides, able to be guided to make a social adjustment. 2.) Moderate mental retardation (IQ 36-50). The ability to move, especially speaking, seems slow. Can be trained in simple jobs, such as self-care exercises. 3.) Severe mental Retardation (IQ 20-36). Slow motor development, low communication ability. Can be trained in basic skills such as self-help, requiring supervision and guidance in a safe environment.

4. Profound mental retardation (IQ below 20). Weak in all aspects of development. Require close supervision, can not take care of themselves or do self-help.

Next is the classification system of sociological-minded mental retardation. This grouping is based on the ability of people with mental disabilities in their ability to be self-sufficient in the community or what they can do in the community. Classified as mild mental retardation, moderate mental retardation, severe and very severe mental retardation (Mumpuniarti, 2007)

1. Mild mental retardation, their IQ level of intelligence ranges from 50 to 70, easier in terms of social adjustment as well as associating with other normal people, able to adapt to a wider social environment and be able to perform semi-skilled jobs.
2. Moderate mental retardation, their IQ level ranges from 30-50, able to take care of themselves, can adapt to the nearest environment, can do work continuously but still require supervision.
3. Severe and very severe disablement, the level of IQ intelligence in this mental retardation below 30. Throughout their lives depend on others. They can only communicate simply and within certain limits

Based on the classification that has been put forward by the experts, the authors conclude that mental retardation can be classified into several types, depending on the point of view. In line with the research that the authors do, the authors limit the classification of mental retardation based on the ability to receive education or ability in receiving lessons, namely: mental retardation able to learn or mental retardation mild (debil), mental retardation able to train or mental retardation medium (imbecile), mental retardation able care or mental retardation heavy and very heavy (idiot). Then, the mental retardation student who was the subject of the study was a child with a classification of moderate mental retardation.

3. Characteristics of Childhood Mental Retardation

Characteristics or characteristics of mental retardation can be divided into three, general characteristics, characteristics at the time of development, and special characteristics.

a. General characteristics

In general, the characteristics of mental retardation according to (Mohammad, 2009), as follows: 1.) Tend to have the ability to think concretely and hard to think. 2.) Have difficulty in concentration. 3.) Socialisability is limited. 4.) Unable to store difficult instructions. 5.) Less able to analyze and assess the events faced. 6.) In mental retardation able to learn, highest achievement field of reading, write, count not more than normal child grade III-IV Primary School.

While the characteristics of mental retardation, according to Astaty are (Aprianto, 2012): 1.) Intelligence, intelligence possessed by the child is very limited mental retardation. 2.) Social, having difficulty in socializing due to their inability in independent life 3.) Other mental functions, child mental retardation, tend to have difficulty in concentrating. Hard to think about. 4.) Emotion drive, child mental retardation does not have a positive initiative in defending herself. 5.) Personality, personality mental retardation children easy to shake, their personality is not mature. 6.) Organisms, imperfect physical connections, slow motor movements, can not distinguish something good or bad.

b. Characteristics at the time of development

Some of the traits that can be used as an indicator of the different suspensions of children in general are: 1.) Infancy, although experts are still difficult to identify tunagrahita in infancy, it was suggested that infants with disorders of mental retardation have characteristics less active, delays in physical and motor development. 2.) Childhood, Mild retardation at this age is more difficult to

recognize than moderate and severe mental retardation. This is because the mental retardation is moderate, and the weight of their physical condition is different from the child in general while the mild mental retardation has normal physical. In children with mild (slow) mental retardation will show an inappropriateness in the environment or maybe (rapidly) hyperactive. 3.) School period, the difficulties of a mental retardation child during schooling are evident, for example, with low learning achievement, because he has difficulty in almost every lesson. Another difficulty during schooling is the difficulty in concentrating and understanding the tasks assigned, as well as difficulty also concentrating because of the lack of ability in communication tunagrahita. Then the child's tunagrahita can not adjust to the environment, often breaking the rules. Besides, the child's mental retardation experience disruption in motor skills. 4.) Puberty, the change in mental retardation is similar to that of teenagers in general. Physical and organs develop normally but not followed by good mental development so often difficulties in the association of adolescents his age. 5.) Obstacles experienced by children with mental disorders, intellectual barriers, and difficulties in adjusting behavior to mental retardation are highly influential in other aspects of life, so they often find it difficult to deal with their lives. Difficulties experienced by mental retardation include:

a. Learning problem

Teaching and learning activities are activities directly related to the ability of intelligence (Mohammad, 2009).

States that "in essence, a child with an intelligence ability below the normal average or mental retardation exhibits a low intelligence on the general function of

his intelligence” The thing that is considered to be common and to be natural can be extraordinary, unique, or strange for the child’s mental retardation, this is due to the low cognitive function it has. Students who are mentally retarded may experience great difficulty in learning abstract material (Smith, et al., 2009).

This shows that the child’s mental retardation experiences what is called a cognitive deficit that is reflected in one or more cognitive processes such as; perception, memory, idea development, evaluation, and reasoning (Endang & Alimin, 2005).

Research conducted by Espin and Deno suggests that these factors can also affect the effectiveness of underdeveloped student learning (Smith, et al., 2009); 1.) Mental retarded students have difficulty focusing their attention on a task for a long time. 2.) Mentally retarded students have difficulty recognizing and focusing on important aspects of the task. 3.) Mentally retarded students have difficulty in transferring and generalizing ability from one context to another. 4.) Mentally retarded students find it difficult to get easy information related to the main problem, perhaps they miss the meaning of reading or learning. 5.) Mentally retarded students can forget information very quickly than others.

Based on what experts have pointed out about the cognitive impairment experienced by inflammatory mental retardation, the authors conclude that learning difficulties experienced by mental retardation are due to their inhibited intellectual function. Learning done in overcoming the above problems is to create a conducive learning atmosphere and fun. Lesson material is made simple and repetitive. The

difficulty of thinking abstract in mental retardation can be minimized in learning by using concrete objects or with props.

b. Adjustment problems

Mental retardation children have difficulty in understanding and interpreting environmental norms (Endang & Alimin, 2005). About its cognitive conditions, it is difficult for the environment to introduce norms (Suharmini, 2009).

In line with the opinions that have been described, Weschler argues that intelligence is the ability of a person to act directed, thinking rationally, and face the environment effectively (Mohammad, 2009).

According to Kirk & Gallagher (Suharmini, 2009), a tunagrahita child has a deficit in adaptive behavior, causing the child to have trouble in adjustment and social adjustment. Although children with mental retardation have a need for social relationships as well as normal children, children with difficulty with mental retardation and often fail in social adjustment (Reiss, et al in (Suharmini, 2009)). As a result of this failure in social adjustment, There will be frustration, from that frustration, in turn, a distorted behavior will arise as a reaction of the self-defense mechanism, and as a form of maladjusted adjustment (Mohammad, 2009).

In the interaction between adults with people with tunagrahita by Turner (Smith, et al., 2009), the following needs become important: 1.) The need to feel the other. 2.) The need to find protection from negative attitudes and labels. 3.) The need for social support and comfort. 4.) The need to eliminate boredom and find social stimulation.

This social need leads directly to the importance of positive social interaction among mentally retarded students and their unencumbered friends (Smith, et al., 2009). In line with Willerman, who said that the provision of social opportunities for children in mental retardation much helps social development (Suharmini, 2009).

Based on the opinion of the experts above, it can be concluded that the social barriers experienced by mental retardation caused by their cognitive barriers that cause difficulties in understanding social norms and behave according to existing social norms. So they are difficult in socializing with normal. The implications of this difficulty in learning are by creating a healthy interaction between the students' mental retardation and the normal students within. Mental retardation students learn to socialize in inclusion classes, in addition, to familiarize the student's mental retardation socialize, can also as a means of building empathy and appreciation for normal students.

c. Speech and language disorders

Research on language ability and speech on mental retardation conducted by Eisenson and Ogilvie (1963), it is known that intelligence as one of the potential possessed by each individual has a strategic value in contributing to improving the acquisition of language and speech skills in addition to the influence of other external factors such as exercise, education, and environmental stimulation (Mohammad, 2009). Language difficulties can cause students' abilities to be misunderstood and belittled (Smith, et al., 2009). Children everywhere and learn any language turns out through the same stages and processes (Endang & Alimin,

2005). The difference between a normal child with tunagrahita is the amount of vocabulary and development achieved. Research on the language skills of children with mental retardation using ITPA (Illinois Test of Psycholinguistic Abilities) by Robert Ingall in 1987 (Endang & Alimin, 2005) shows that: 1.) Mental retardation children acquire language skills, basically the same as normal children. 2.) The speed of the child's mental retardation in obtaining is much lower than in normal children. 3.) Most child mental retardation can not achieve perfect language skills. 4.) The development of the language of children with mental retardation is strongly inhibited compared to normal children, even in the same MA. In other words, the child's mental retardation has a deficit in language skills. 5.) Child mental retardation has certain difficulties in grammatical mastering. 6.) The language of the child with mental retardation is concrete. 7.) Mental retardation children can not use compound sentences, he will use many single sentences.

So it can be concluded that the actual language skills obtained by mental retardation have the same process as normal children. But with limited intellectual ability, making its development also can not be as optimal as normal children. In learning should the use of language is very paid by the teacher. Teachers should use simple single sentences that make it easier for students to absorb the lesson (Mumpuniarti, 2007).

B. Related Previous Studies

In this study the authors include three research results that have relevance or relevance to the research to be carried out, which can be seen in table 2.1 below:

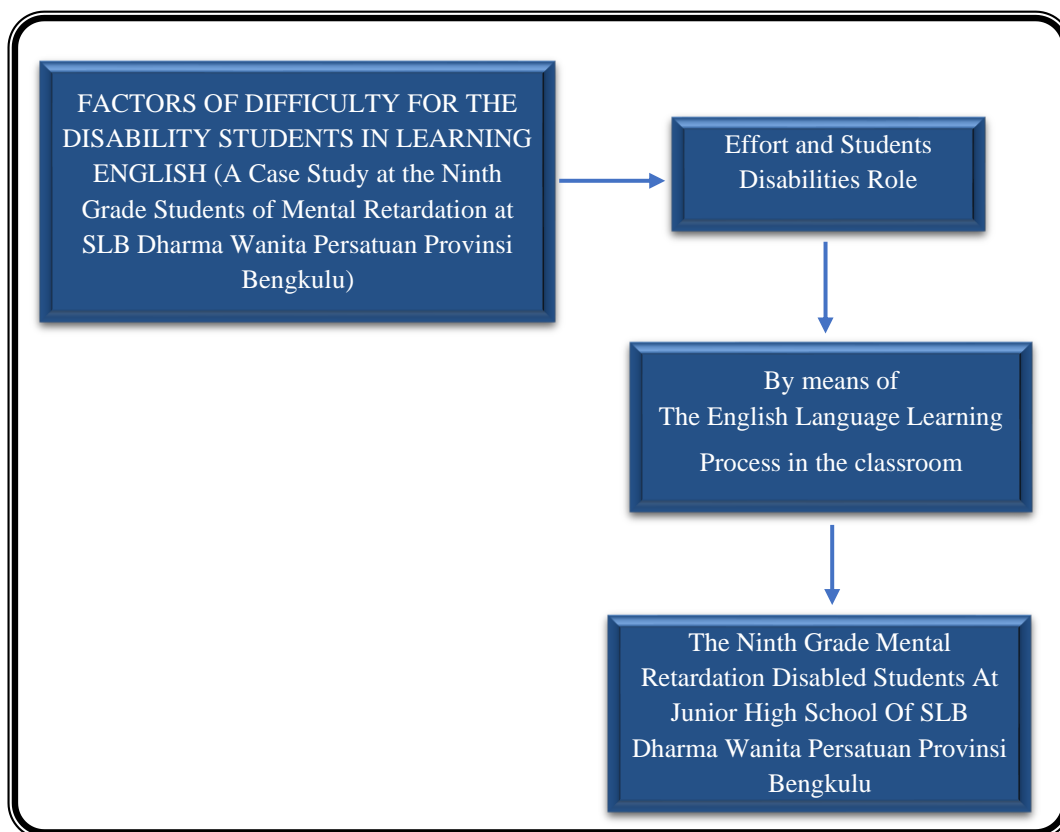
Table 2. 1 Related Previous Studies

No	Author Name, Year & Journal Title	Research purposes	Research methods	Results & Conclusions	Similarities & Differences with Researchers
1	Ifa Arifah (2014), Learning Implementation For Mental retardation Students In Class 5, Sd Gunungdani, Pengasih, Kulon Progo.	This study aims to describe the implementation of learning for mental retardation students in grade 5 SD Gunungdani, Pengasih, Kulon Progo.	This research uses descriptive qualitative research method case study	The results of the study concluded that the process of implementing learning for mentally retarded students consisted of (1) material based on the results of the assessment so that it was different from regular students, but not yet functional; (2) the learning method applied is the same as other students; (3) learning media used is concrete media, simple, easy to find and use; (4) general and specific principles of learning for mental retardation have been implemented, only a few principles relating to parental interactions and initiatives of mentally retarded students have not been implemented; (5) the obstacles experienced by teachers during learning include, difficulty communicating with mentally retarded students, teachers must provide explanations twice, not all	Ifa Arifah research (2014) has a relationship with the writer's research for mental retardation students discuss the learning process.

				teachers get debriefing to teach mentally retarded students, lack of assistance time; (6) the response of mentally retarded students during learning is very positive. (Arifah, 2014).	
2	Tanya Santangelo (2014) Why is Writing So Difficult for Students with Learning Disabilities? A Narrative Review to Inform the Design of Effective Instruction	The purpose of this study is to describe the difficulties commonly experienced by mental retardation students to planning, text production, and revising.	This research uses descriptive qualitative research method case study	The results of this Journal describing the difficulties commonly experienced by students with LD should facilitate the ability to design targeted and effective instructional interventions to promote the development of writing competency. For instance, students who are challenged by managing certain aspects of the writing process benefit from learning strategies targeting their particular area of need (e.g., planning, revising). Students who have limited knowledge of the essential elements and characteristics of good writing across genres need to acquire such knowledge. Students who lack automaticity and fluency with lower-level transcription skills (e.g., handwriting and spelling), require meaningful and contextually situated opportunities to develop those abilities. Finally, for students who have yet to recognize and understand the purpose, power, value, enjoyment, and relevance of writing, it is especially important to design authentic, extended, and engaging writing	Tanya Santangelo (2014) research has a relationship with the writer's research on the description of difficulties commonly experienced by mental retardation students

				opportunities. (Santangelo, 2014).	
3	Patricia Jacobs and Dangling Fu (2014) Learning Disabilities Students in an Inclusive Writing Classroom	The purpose of this research is to demonstrate how an inclusive model setting helped them to progress as writers despite two significant obstacles.	This research uses the method used is a case study	This case study demonstrates how students with learning disabilities benefit from an inclusive model classroom in which they learn alongside their regular education peers. Students with learning disabilities have the opportunity to reach their full potential in this setting, which is designed to academically support and challenge students with and without identified disabilities (Waldron & McLeskey, 1998). Children with LD require the same high-level instruction as their peers and must practice working through writing difficulties with direct and explicit instruction in writing strategies (Dudley-Marling & Paugh, 2009). Focusing on students' strengths and teaching writing as a process can give children with LD the confidence to overcome their writing challenges and achieve success as authors. (Jacobs & Fu, 2014).	Patricia Jacobs and Dangling Fu research (2014) has a relationship with the writer's research on teaching writing for mental retardation students.

C. Thinking Framework



Picture 1.1 Thinking Framework.

In the research that will be carried out by the researcher with the title FACTORS OF DIFFICULTY FOR THE DISABILITY STUDENTS IN LEARNING ENGLISH (A Case Study at the Ninth Grade Students of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu) where researchers will observe the efforts and roles of students in the teaching and learning process through English language lessons in the classroom so that researchers can find out what factors influence the learning difficulties of students with these needs.

CHAPTER III

RESEARCH METHODS

A. Research Approach

The approach used in this study is a qualitative approach. States that qualitative research is a research method based on postpositivism philosophy, used to examine the condition of natural objects, (as opposed to experiments) where researchers are as a key instrument, data collection techniques with triangulation, data analysis is inductive/qualitative, and qualitative research results more emphasis on the meaning of the generalization (Sugiyono, 2010).

The type of research used in this research is descriptive research. Argues that descriptive research is a study intended to investigate the conditions, conditions, or other things already mentioned, the results are presented in the form of research reports (Arikunto, 2010).

More specifically, this study is included in case studies. A case study, according to Suharsimi, is a study conducted in intensive detail and depth against a particular organization, institution, or symptom. Case studies cover only a narrow subject and are more in-depth.

This research intends to examine the case or problem about the factors that affect the difficulties of learning English for the Students of Mental Retardation in Junior High School SLB Dharma Wanita Persatuan Provinsi Bengkulu in depth.

The result of the research is not the number of continuing description of the influence factor of English learning difficulties for the Junior High School Students of Mental Retardation in SLB Dharma Wanita Persatuan Provinsi Bengkulu.

B. Research Sites

This research was conducted at SMP SLB Dharma Wanita Persatuan Provinsi Bengkulu in ninth grade class Students of Mental Retardation. The school is located at Jalan Mangga No.01 Kelurahan Lingkar Timur Kecamatan Singaranpati Kota Bengkulu. Study time in September 2020.

C. Research Subject

In qualitative research, researchers enter certain social situations, make observations and interviews with people who are considered to know about the social situation. Subjects in this study was a child with a mental retardation category in ninth grade at SLB Dharma Wanita Persatuan Provinsi Bengkulu.

D. Research Instruments

The quality of the research results is strongly influenced by the quality of the instruments, in addition to the quality of the data collection. The research instrument in qualitative research is the researcher itself. In line with what is expressed by Lincoln and Guba "That's why researchers in qualitative research are also called the human instrument (Sugiyono, 2010).

Qualitative researcher, as a human instrument, function set the focus of research, choose informants as data sources, collect data, assess data analysis, interpret data and make conclusions on the findings (Sugiyono, 2010). To facilitate the research process, researchers make the following research instruments:

1. Observation Sheet

Prior to the observation activities carried out, researchers need to make observation guidelines to facilitate researchers while in the field. The observation guidelines are prepared based on theoretical studies, used to observe students with mental retardation, classroom teachers, companion teachers, and subject teachers.

Table 3.1 Grid guidelines for learning observation of mental retardation

No	Aspects observed	Sub aspects observed
1.	Component implementation learning for Mental retardation	Materials given to students with mental retardation
		The method used at the time of learning tunagrahita
		The use of media during the learning process for mental retardation students
2.	Principles of learning for Mental retardation student	General principles of learning
		The special principle of learning mental retardation
3.	Teacher barriers in learning for mental retardation student	Barriers and supporting factors
4.	Student response	Student response during the learning process takes place

2. Interview guide

Interview guides are prepared based on theoretical studies. Interview guides are used to obtain necessary information from students with mental retardation, classroom teachers, companion teachers, and subject teachers.

a. Interview guides for classroom teachers, escort teachers, and subject teachers.

Interviews with teachers were conducted to obtain more detailed information about factors affecting the difficulties of learning English for mental retardation students in SMP SLB Dharma Wanita Persatuan Provinsi Bengkulu. Interviews were conducted with regard to learning difficulties that included the components of instructional implementation and the principles of learning.

Table 3.2 Grid of interview guidelines for teachers

No	Indicator
1.	Submission of material to mental retardation students
2.	The method used in learning activities for students with mental retardation
3.	The use of media in the learning process of students with mental retardation
4.	Application of general principles of learning in the learning process for mental retardation
5.	Application of specific principles of mental retardation learning
6.	Obstacles experienced by teachers in learning for mental retardation
7.	Student response during English learning

b. Interview guidelines for students with mental retardation

In addition to interviews with classroom teachers, companion teachers, and subject teachers, interviews were also conducted with tunagrahita students to find out how the students responded to the implementation of learning mental retardation in SMP SLB Dharma Wanita Persatuan Provinsi Bengkulu.

Table 3.3 Grid of interview guidelines for mental retardation students

No	Indicator
1.	Student response to the implementation of English learning for mental retardation students

The accuracy of a research hypothesis is highly dependent on the quality of the data collected. Research data which in the process of collecting it often requires funding, time and effort will not be useful if the instrument used to collect data does not have high validity and reliability. (Ancok, 1989).

E. Data Collection Technique

The data obtained in the study aims to determine the results of the research. Therefore, to obtain valid data required techniques in collecting data. In this study, data collection techniques conducted by researchers are:

1. Observation

In this study, researchers used participatory observation. Susan Stainback states in participatory observation, researchers observe what people do, listen to what they say, and participate in their activities (Sugiyono, 2010). In this observation, researchers are directly involved in the daily activities of the subject under study. Researchers participated in learning for students of ninth grade mental retardation in Senior High School SLB Dharma Wanita Persatuan Provinsi Bengkulu. While doing the observation, the researcher did what the researcher did, so the data obtained was more on the level of meaning. The information that researchers want to obtain in this observation are related to factors affecting the learning difficulties of English for mild mental retardation students, namely: the application of the principle of learning, the material taught to the student's mental retardation, methods and media used in learning, the role of teachers in the learning of students mental retardation, obstacles experienced by teachers, as well as the response of students mental retardation in learning.

2. Interview

The Interview is the exchange of information from two or more people through question and answer. In qualitative research, participatory observation is often combined with in-depth interviews. This is done because there are things that do not appear in the observation but can be known after conducting interviews with resource persons.

In this study, researchers used this type of semi-structured Interview. In conducting the Interview, the researcher needs to listen carefully and record what is said by the students mental retardation, classroom teachers, special escort teachers, subject teachers (English) The purpose of the Interview conducted in this study is to obtain information related to factors affecting the difficulty of learning Language English for mental retardation students, namely: application of learning principles, materials taught to students mental retardation, methods and media used in learning, the role of teachers in teaching students mental retardation, obstacles experienced by teachers, and the response of students mental retardation in learning. Another purpose of the Interview is to know things that can not be known if the researcher only made observations.

3. Documentation

The form of the document is diverse, ranging from writings, drawings, or monumental works. Document study is a complement of observation and interview methods in qualitative research (Sugiyono, 2010). Documentation conducted by researchers in this study is to attach photos of learning activities, the results of the students' work mental retardation during the research process took place.

Documentation is done with the aim of supporting the credibility of research results obtained from observations and interviews.

F. Data Analysis Technique

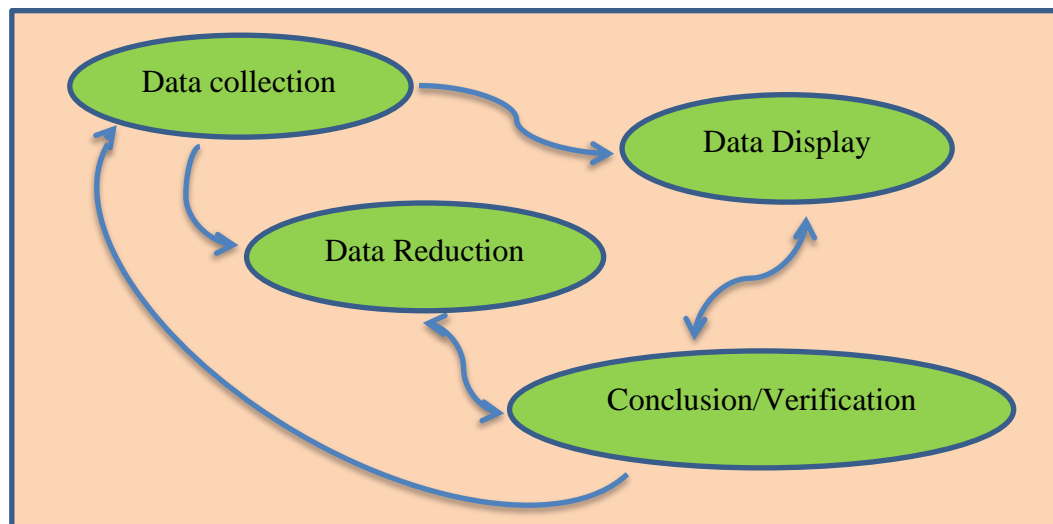
Data analysis by Bogdan is the process of searching and systematically compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and findings can be informed to others. In line with the opinion of data analysis is the process of searching and arranging systematically data obtained from interviews, field notes, and documentation by organizing data into categories, describing into units, synthesizing, arranging into patterns, choose what is important and what will be learned, and make conclusions so easily understood by yourself and others (Sugiyono, 2010).

Miles and Huberman mentioned that activity in qualitative data analysis is done interactively and continuously until complete, so the data is saturated. Activities performed in data analysis are data reduction, data presentation, and verification or conclusion (Sugiyono, 2010).

According to Mudjirahardjo in (Sujarweni, 2014) data analysis is an activity to measure, sort, group, code in order to obtain the necessary data. Data analysis is a very important part of research.

Based on the above description, it can be concluded that data analysis is the process of compiling data obtained from observation activities, interviews, documentation, or other field notes systematically. The compilation of data is based on certain categories, so it can be easily understood by yourself and others. Data

analysis used in this qualitative research is data analysis model Miles and Huberman covering three activity, that is:



Picture 3.1 Data Analysis Component

1. Data Reduction (Data Reduction)

The purpose of data reduction is to summarize, select the important things from the data that has been obtained in the field, in order to provide a clearer picture. Reduction of data will also facilitate researchers in conducting further data collection.

2. Presentation of Data (Data Display)

Presentation of data in qualitative research can be a chart, a brief description, the relationship between categories, flowchart. The purpose of the presentation of this data is to facilitate researchers in understanding what has happened and plans that will be done after the researchers understand the circumstances that have occurred.

3. Withdrawal Conclusion (Verification)

The conclusion in qualitative research is a new finding in the form of description or description of an object that has not been existed yet and still dim or dark so that after examination becomes clear, can be a causal or interactive relationship, hypothesis, or theory (Sugiyono, 2010). In qualitative research, withdrawal conclusion is done after the data in the field-collected and used to answer the problem formulation. Conclusions can be said to be valid if supported by the evidence obtained during the study took place.

G. Data Validity Engineering

Lexy J Moelong stated that the technique of data testing is also called the examination technique, which includes four criteria of credibility, certainty, dependency, and certainty. In this research, the examination technique used is triangulation. Wiliam Wiersma explains that triangulation is interpreted as a way of checking data from various sources in various ways and at various times. Thus there is source triangulation, technique triangulation, and time triangulation. In this study, researchers used triangulation of sources and triangulation techniques (Bungin, 2011).

Triangulation of sources is a triangulation used to test the credibility of data by checking the data that has been obtained from several sources. In this research, source triangulation is done by checking what is obtained through interviews on several sources, in-class IX teachers, special escort teachers, subject teachers, and light tunagrahita students.

Triangulation techniques are used to test the credibility of data performed by checking the data to the same source with different techniques. Triangulation of this technique is done by using the results of the Interview, which is then checked with the results of observation and documentation.

From these techniques can be expected to produce a conclusion related to the implementation of learning for Mental retardation students in Senior High School SLB Dharma Wanita Persatuan Provinsi Bengkulu.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In the initial process of the study, the theme of difficulty factors for students with disabilities in learning English attracted the attention of researchers to study it further. Because this theme is closely related to the world of education, especially English, although it has been widely discussed and developed by many education experts. This theme is still interesting to be studied more differently. Here researchers focus research for children with special needs category tunagrahita.

Researchers took the research site at SLB, which included schoolchildren who had specificity over other normal children. Researchers want to reveal more about the difficulty factors for students with disabilities in learning any English language. SLB referred to here is SLB Dharma Wanita Persatuan Provinsi Bengkulu. Here researchers focus on mental retardation students who have reached junior high school education level.

1. Profile of SLB Dharma Wanita Persatuan Provinsi Bengkulu

a. Background of the Establishment of SLB Dharma Wanita Persatuan Provinsi Bengkulu

Noting the number of children with special needs, children with disabilities in the 1980s raised the idea of Women of Dharma Wanita Provinsi Bengkulu to establish a container that can accommodate and educate children with disabilities or special needs children.

The idea received a response from the wider community and local government. On the occasion of the visit of the Minister of Education and Culture, Professor Dr. Daoed Yusuf to Bengkulu in September 1981, his visit at that time was pleased to lay the first stone for the construction of the building above 20,000 m² with land title certificate No. 03/PD on behalf of the Dharma Wanita Provinsi Bengkulu, which the Bengkulu Provincial Government provided to build a special school building located on the Mangga Lingkar Timur road, Bengkulu City, as a sign of the realization of the ideas of the Dharma Wanita Provinsi Bengkulu women.

In October 1981, the Extraordinary School building could be built with the assistance of the Bengkulu Level I Region, the community, philanthropists, and donations from the Ministry of Education and Culture, which totaled Rp. 150,000,000 (one hundred and fifty million rupiah). The school was named the Dharma Wanita Provinsi Bengkulu, which was inaugurated by Tien Suharto's mother on March 23, 1982, accompanying the President's working visit to Bengkulu. In 2004 it changed its name to SLB Dharma Wanita Persatuan Provinsi Bengkulu.

To respond to the situation at the SLB Dharma Wanita at the time before becomes the State School was very alarming, plus there was a Government regulation that all PNS teachers and employees had to be returned to State Schools, so we as teachers and employees at that time were very confusing. In principle, we will not give up, and we will try how to make SLB Dharma Wanita become a State School.

Thanks to the cooperation of the teachers, employees, and the retired school principal, who proposed changing the status of the SLB Dharma Wanita Persatuan Provinsi Bengkulu to SLB State School, at that time our proposal was forwarded by the Head of the Education and Culture Office of Bengkulu Province Budiman Ismaun, M.Pd to the Governor of Bengkulu, Mr. H. Rohidin Mersyah.

With maximum effort and through various obstacles, Alhamdulillah, our request was granted. On April 28, 2020, SLB Dharma Wanita Persatuan Provinsi Bengkulu officially changed its status to SLB Negeri 5 Kota Bengkulu based on SK No. H.213.DIKBUD YEAR 2020, which Mr. H. Rohidin Mersyah signed as Governor at that time.

b. Vision Mission and School Goals

The State Special School 5 Bengkulu City has the following vision:

1. Vision of SLB Dharma Wanita Persatuan Provinsi Bengkulu

The realization of quality schools based on skills, skills, independence with noble character based on Faith and Taqwa to God Almighty.

2. Mission of SLB Dharma Wanita Persatuan Provinsi Bengkulu

To realize this vision, SLB Dharma Wanita Persatuan Provinsi Bengkulu has set the following missions:

- a. Creating a conducive learning environment in an effort to improve the quality of learning.
- b. Equip the work skills needed by students according to their disabilities.

- c. Cultivate the spirit of excellence for students, teachers, and employees so that they have a strong will to move forward.
- d. Guiding students to worship according to their religion.
- e. Develop student potential according to needs.
- f. Develop discipline from within students
- g. Prioritize the family system.

3. The purpose of SLB Dharma Wanita Persatuan Provinsi Bengkulu

The purpose of basic education is to lay the foundation for intelligence, knowledge, personality, noble character, and can equip them to live independently.

4. Target of SLB Dharma Wanita Persatuan Provinsi Bengkulu

- a. Increase teacher insight in the field of knowledge
- b. Graduates from SDLB, SMPLB, SMALB, can be independent and have skills according to their abilities
- c. Students master one of the skills developed in school.
- d. Improving the quality of education in the field of knowledge.
- e. Develop talent services owned.

c. Research Subjects at SLB Dharma Wanita Persatuan Provinsi Bengkulu

The sample of the study subjects here were five mental retardation students who belonged to the light and moderate category. The number of mental retardation students in SLB Dharma Wanita Persatuan Provinsi Bengkulu itself consists of 8 students. These five students are samples from ninth grade. The subject has the

initials MPS is now 18 years old, IPH is 18 years old, VR is 20 years old, AS is 17 years old, and NA is 21 years old. If you look at the age, the level of education they receive today is not by the age restrictions. According to the average age of education, they should have reached high school level because their intellectual barriers should be different from normal children in general.

In the academic field, these five subjects are already able to read, write, and count. MPS, IPH, VR, AS, and NA, can already read with a few words appropriately. Only when there are words that are not familiar, then will students find it difficult. However, despite being able to read, these students do not yet understand what they are reading. Their writing is still messy and untidy. Some are still wrong. Sometimes there are additions and subtractions of letters. This is natural because they are children who have intellectual barriers that require special handling in terms of learning. Students tend to be easy to forget about the subject matter they get because their comprehension skills also tend to be low, so while learning, the teacher must often repeat the explanation (Interview SB8).

In terms of communication, students are cheerful children. They are easy to interact with even though it is not like normal children in general. Researchers were also accompanied by teachers of English subjects when inviting them to communicate at the beginning of inter-action. Sometimes the words they speak are difficult to understand even if the intentions expressed are as we expect.

2. Process of Activities in Learning English for Mental Retardation Students Given by Teacher

Based on interviews conducted by researchers with teachers of English subjects. The teacher stated that the delivery of materials for mental retardation students is different from that of most students. When the researcher asked how the lesson materials were delivered to the mental retardation students, the teacher replied as follows. “We teach here with an individual approach. It means that with the strategy of love, we teachers must be more patient and painstaking, especially in my class, the type of disability is mental retardation. For mental retardation students, you have to be really patient, sometimes I just explain, they have forgotten. So in teaching they must be patient and painstaking, once they have forgotten and have to repeat the material again”. (Interview SB2).

The difference in material delivery to students is based on the results of *the assessment*. When the researcher asked on what basis the teacher made a difference, the teacher replied as follows: “is a tunagrahita children, they are different from others because they have a low or abnormal IQ like others or below average, so the way of delivery can not be equated with students in general”. (Interview SB3).

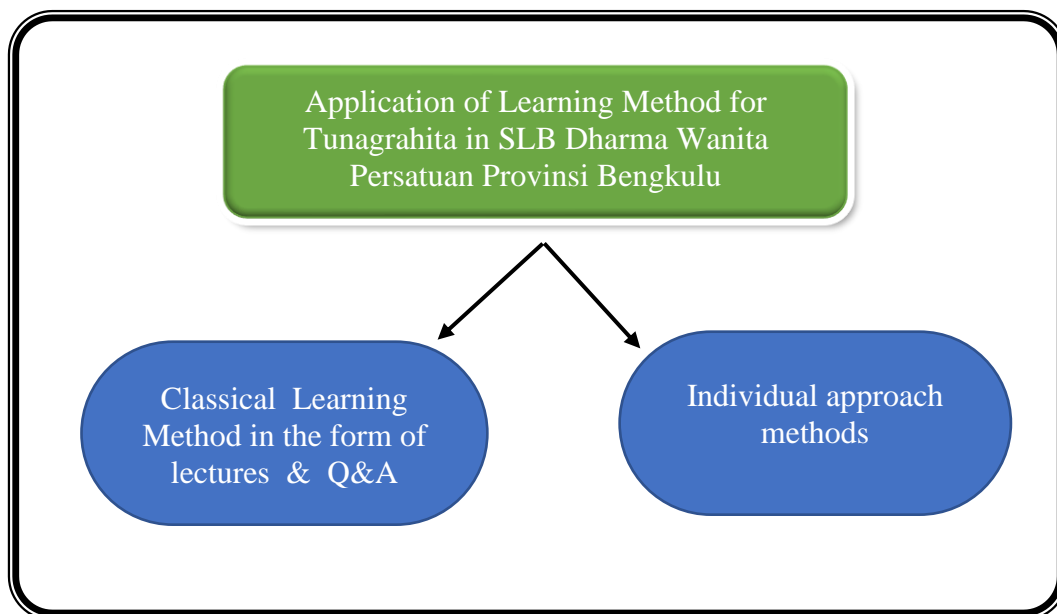
So researchers can conclude that to teach students with disabilities, teachers must use special strategies in educating children with special needs. As for the strategy, the individual approach by educating and teaching students with teacher disabilities is not recommended grumpy. Teachers should be more patient and painstaking in giving explanations to students because mental retardation students are easy to forget and slow in capturing the material that is being delivered.

a. Application of Learning Methods for The Mental Retardation

By result interview that Done to teacher eye lesson language English Known that method that usual Used for Learning for tunagrahita be method Lectures and ask answer. Teachers also explain that deep teach tunagrahita teacher must give approach automatically individuals. At the moment, Researchers Ask the question how Application method Learning for student, English subject teacher answered as follows: “Method that what was done at class for this be method Lectures, Assignment and ask answer. And also with giving approach automatically individual”. (Interview SB4).

Besides the interview, the result Observation and documentation also show that method that Applied teacher deep Learning tunagrahita be method Lectures and ask answer.

So that researchers can conclude that the methods applied during the learning of the mental retardation are methods of lectures, question and answer, and assignment dan also by providing an approach individually. Due to the limitations of their abilities, students can't get the same materials or assignments as students in general.



Picture 4. 1 Learning Methods

b. Use and Function of Learning Media

From the results of interviews conducted by researchers on teachers of English subjects, it is known that teachers use media during the learning process for mental retardation, but not every teacher's learning uses media. The subject teacher revealed that the media used is simple and easy to find and sometimes uses specially prepared media in accordance with the material to be delivered. When the researcher asked the question of whether teachers use learning media during the learning process, the teacher gave the following answer: Not always use the media in each meeting. Only when there are suitable media and easy to find, such as windows, doors, books, pens and so on. (Interview SB5).

The results of observation and documentation also show that teachers use media during the learning process. The media used is a simple medium. However, not every teacher's learning uses learning media. This can be seen from the

observations. From three observations, there are only two observations that use the media in English learning. On the first observation on August 06 2020, the teacher uses the subject book and then records the contents of the book on the board and explains it and is followed by the students, who are written by the teacher himself on the board, to explain the vocabulary of objects, as well as show the object around the classroom. Then in the second observation on September 09 2020, the media used color paper, used when the teacher explained the various colors. Then in the third observation on September, 16 2021, do not use the media when explaining about the calculations or numbers.

From the results of interviews with teachers of English subjects, it appears that teachers use learning media. (Interview SB5). Learning media is used by teachers to make students interested in taking lessons. Students' interest in taking lessons when teachers use learning media is one of the functions seen from the use of learning media.

The function of the use of learning media is also seen from the observation results. Here teachers apply individual learning models by setting a direct example to students. To help implement the teacher learning model using tools such as tables, chairs, books, pens, and other learning media. Students seem enthusiastic and actively follow as taught by the teacher.

The results of observation data and interviews showed that learning tools or media provide functions and benefits in supporting the continuity of learning in the classroom of mental retardation. This learning medium serves to attract students' attention when the teacher explains and makes students more enthusiastic to follow

the lesson.

Based on the results of the interview, observations, and documentation, researchers concluded that teachers had used media during the learning process for mental retardation. However, it does not always use media in every learning.

c. Response Students to Learning

Based on the results of interviews with teachers of English subjects, it is known that students always give a positive response during learning. When researchers asked how the students' response to learning, teachers responded as follows: Positive student responses. Always follow the learning with enthusiasm. (interview SB6).

The results of the interview were also reinforced by observations made by researchers. Based on the observations that have been made, it is known that during learning, students always show a positive response. Students always receive lessons vigorously. Although it tends to be passive during learning, students always receive well-given materials. When given assignments, students will do so diligently and responsibly. But during the learning, students also sometimes show attitudes that can disturb the conducive atmosphere of the classroom, such as drowsiness and entering and exiting the classroom.

Based on the results of the interviews and observations described above, the researchers concluded that in learning, students showed a positive response. Always follow the learning process enthusiastically, and do the tasks given by the teacher responsibly despite some slight interruptions.

d. Teacher's Obstacles

Based on the results of interviews conducted with teachers of English subjects, it is known that teachers do not know what material to give because the materials presented in the classroom have been repeated over and over again. When the researchers asked about the obstacles experienced during learning, the teacher said as follows: The material will be given to students already repeatedly. So that teachers often repeat the explanatory material in the classroom, because students tend to easily forget the subject matter. (Interview SB8).

Then, based on the results of observations by the researchers with SB on 06/08/2020, it is known that during learning, there are several obstacles experienced by teachers. The obstacles experienced by teachers during learning are as follows. The first is that in learning, teachers often repeat the explanation material in class because students tend to forget the lesson material easily. Furthermore, the researchers found that during learning, sometimes teachers can not manage the class to the maximum. For example, when the teacher gives an explanation, students look for their own busyness so that the atmosphere of the class becomes less conducive. Then, the lack of vocabulary mastery in students, causing difficulty in communicating. Sometimes teachers have to repeat questions or change the sentences used so that students can understand.

Based on the results of interviews and observations that researchers conducted, it can be concluded that there are many obstacles experienced by teachers during the learning process the mental retardation, the obstacles experienced by English teachers are supported by observations made by researchers

that in English subjects, students often forget, so the material obtained is only a little even not at all.

3. Factors Affect the Difficulties in Learning English for Mental Retardation Students.

Every learning process that takes place is definitely inseparable from some problems, be it little or much. Similarly, what happened to English learning at SLB Dharma Wanita Persatuan Provinsi Bengkulu. The problem is the problem of difficulty in the learning process. Problems in the learning process are in English learning materials.

In addition to the problem of teaching materials, teachers also have to deal with students who have different characters and their own difficulties in learning. As for the problem with mental retardation children themselves, when the learning process, it is easy to feel tired, bored, and easily forget the materials that have been delivered (SB2, SB7 & SB8). In addition, students are slow in accepting the material being delivered by the teacher. While learning English itself is difficult to be reading that the pronunciation must be in English, and the students have difficulty. The researchers found out from the results of interviews with English teachers, as follows: "The names are mental retardation children, so their IQ abilities are below the average child in general. Apart from that, they easily forget what is conveyed, and they also get tired easily, sometimes they don't finish writing, they complain, he says, tired. For English material that is read in English, children have difficulty." (Interview SB7).

Based on the above interviews on the problem of students with visual impairment in learning problems, namely: Physical limitations and low IQ cause students difficulty to receive lesson materials. When the learning process takes place, students easily feel tired, bored and easily forget about the material that has been delivered by the teacher.

From the explanation above can be known the learning problems of students with visual impairment, which is influenced by several factors cognitively the thinking ability of children with visual impairment below the average of other normal children. This makes students tend to be easily forgotten and sluggish in receiving any material delivered by the teacher. As for the problem of English learning related to mental retardation students, are said to be unable to pronounce vocabulary whose context uses English correctly.

The problem of mentally retardation students that is the most influential in student learning is the family environment. Then the family should be able to motivate their children at home because motivation is a very important factor to be given to mental retardation students in everyday life to raise students' enthusiasm in the learning process.

From the exposure of the data above can be known factors that affect the difficulty in learning English for students with Disabilities in SLB Dharma Wanita Persatuan Provinsi Bengkulu as follows:

- 1) The method applied during mental retardation learning is the lecture method, question and answer, and assignments and also by providing an individual approach because the method used in learning mental retardation at SLB

Dharma Wanita Persatuan Provinsi Bengkulu is less varied and less attractive, so students are easily bored with any subject matter delivered by the teacher in class. (Interview SB4)

- 2) The learning problems of mental retardation children are caused by several influencing factors, including cognitive problems of mental retardation children who have limited thinking abilities, where their abilities are below the average child in general. This makes it easy for children to forget and slow to accept any subject matter presented by the teacher in class. Some of the problems above affect the psychology of children who tend to get tired and give up easily. This is the background for the emergence of problems in children's English learning. (Interview SB3 and SB7).

4. Solutions are Given by the Teacher to Overcome the Difficulties of Learning English

Based on the results of interviews conducted by researchers with English subject teachers. To overcome the problem of learning English in mental retardation, children must use different strategies and approaches from students in general. As conveyed by the English teacher, When the author asked how the solution was to overcome the problem of learning English for mental retardation children, he explained as follows: I teach in class using the discussion method, question, and answer, while the special learning method for mentally retarded children I use an individual approach method with a question and answer over and over again with the same material. (Interview SB9).

From the results of this study, researchers can conclude that to teach mental retardation students. Teachers must use special strategies in educating children with special needs, especially mental retardation students. As for the strategy, namely, an individual approach by educating and teaching students, teachers must be more patient to repeat in giving explanations to students. Because mental retardation students easily forget and are slow in capturing the material being delivered. (Interview SB8).

B. Discussion

1. Process of Activities in Learning English for Mental Retardation Students Given by Teacher

From the description of the data that the researchers have described in the research results, in delivering the material, whether the material presented is different or the same, the teacher still pays attention to the different needs of students by providing the material that is tailored to their respective abilities. The difference in the delivery of material by the teacher is based on the results of the assessment that has been carried out on the student when he first enrolled in school. Considerations using the results of the assessment were also put forward by (Marthan, 2007) namely, the implementation of a friendly learning process for ABK must be based on the implementation of planned observations and assessments. The results of the student assessment show that their cognitive abilities are equivalent to those of students in low grades, so the teacher conveys low-grade material to mental retardation students. (Interview SB3 and SB7).

In the learning process, the teacher will try his best so that the teaching is successful. One of the factors that can bring success is the way the material is delivered or the teacher's teaching strategy. As did the English teacher at SLB Dharma Wanita Persatuan Provinsi Bengkulu, they had to use a strategy, namely by applying an individual approach strategy, where the teacher could not teach mental retardation students angrily if the students did not understand. Teachers must be more patient and painstaking in repeating the material presented. (Interview SB2).

a. Application of Learning Methods for The Mental Retardation

From the data already, Researchers describe Above, Known that method Learning that Applied at the moment Learning by tunagrahita be method Lectures, ask answer and assignment. Almost all teachers Apply method Lectures, ask answers and assignments, good automatically individual And classical. The method that Used teacher Applied automatically individual because although all students Tunagrahita manner arrest Material different. At the moment teacher Applies the method Lectures automatically classical, with Consideration that material at class low same as the material at class tall. Only level difficulty at assignments that different. At Shiva, Tunagrahita teacher gives an assignment that level Difficulty Equivalent with student class low. (Interview SB4).

In learning, the chosen strategy is adjusted to the circumstances, characteristics, and objectives that have been determined. So the use of lecture and question and answer methods has not been considered the characteristics of mental retardation students, namely the ability to think concretely and have difficulty in

thinking.... (Efendi, 2006). The method used in the learning of tunagrahita in SLB Dharma Wanita Persatuan Provinsi Bengkulu is also less varied and less interesting. (Observations 1, 2 and 3).

b. Use and Function of Learning Media

Based on the data that researchers have described above. In addition to learning methods, teachers also use the media as a means of delivering materials. In order to choose a good learning medium, teachers must really understand the characteristics of the difficulties experienced by students so that appropriate assessment measures are needed. And in every learning for the mental retardation in (Azwardi, 2007). SLB Dharma Wanita Persatuan Provinsi Bengkulu, teachers do not always use learning media. It can be said that teachers almost never use the media during learning. Although in some meetings, teachers appear to use the media. The media used in learning is a medium that is simple, easy to use, and familiar with mental retardation students. (Interview SB5).

In the use of learning media for mental retardation, students should pay attention to the characteristics of the mental retardation students themselves. Characteristics of cognitive impairment include concrete thinking, difficulty concentrating, not being able to store difficult instructions so that the right learning medium is the medium that pays attention to it all. The right learning medium for mental retardation is a concrete, interesting, and easy-to-use learning medium. (Efendi, 2006).

When the teacher decides to use the learning media in the teaching and learning process, of course, the learning media has the benefit of making it easier for teachers to explain the lesson material.

Learning media is a tool or physical means to deliver learning materials used by a teacher. Tools that can provide visual experiences to students, namely to encourage learning motivation, simplify and clarify abstract concepts and enhance learning absorption (Susilana & Riyana, 2009). With the learning media that can be seen, the absorption will be better than just what can be heard. As we know, children with disabilities are children who have intellectual barriers, then for the learning process needs special handling and special methods. With the help of learning media, it is hoped that these children will be easier to absorb the subject matter.

Dra. Astaty, M.Pd suggests that the characteristics of visual intelligence, among others, have limited capacity in learning, difficulty focusing, have a perception disorder, and easily forget. While heavy or very heavy, tunagrahita can still rejoice (accustomed to listening to music and watching tv). (Apriyanto, 2012)

The opinion expressed by Astaty above can be a reference that children with disabilities can still focus on interesting things such as animation, movies, pictures, and other objects. This is where it is expected that learning media can be interesting and become the center of attention of mental retardation students.

Data findings in the field are known that English teachers at SLB Dharma Wanita Persatuan Provinsi Bengkulu do not always use learning media as a tool to support students' learning. Teachers have not optimized the use of learning media in the subject matter when teachers teach students Tunagrahita. (Observation 3),

The learning media used by teachers at SLB Dharma Wanita Persatuan Provinsi Bengkulu is made by teachers by itself, and there are also facilities from the school. The findings of the field are known that the learning media used by teachers in the form of tables, chairs, books and papers which this media serves to support students' learning in digesting lessons. Through this real media, students can know the shape, color, and character of a material presented by the teacher. (Observation 1 and 2).

c. Student Response to Learning

From the results of the research that has been described above, it is known that the response shown by students during learning is always positive. Students are always enthusiastic in every given learning. They are always excited about the material given to them. If the student is only silent at the time of learning, it is because the student feels bored or bored with the subject matter. Students also always do the tasks given by the teacher diligently and responsibly. When left by the teacher to the office or other places, students continue to do the assignments given but are often affected by the noise caused by other students. But during the learning, students also sometimes show attitudes that can disturb the conducive atmosphere of the classroom, such as drowsiness and entering and exiting the classroom. (Observations 1, 2 and 3).

d. Teacher's Obstacles

Based on the results of the research described above, it is known that there are many obstacles experienced by teachers during learning. And the obstacles

experienced by teachers are subjective, so teachers have different obstacles to each student in learning for mental retardation.

Difficulty in delivering material by English subject teachers. Teachers often do not know what material to convey to students because the material presented in class has been repeated. Furthermore, with the condition of students, teachers often have difficulty in communicating. To overcome this, the teacher must be responsive. If it feels unable, the teacher must explain again. Then, to ask questions, the teacher must use simple language so that it is easily understood by students. Explain what has been given in the previous meeting. (Interview SB8).

During learning, there are several obstacles experienced by the teacher. The obstacles experienced by teachers during learning include in learning the teacher often repeats the explanation material in class, because students tend to easily forget the subject matter. Furthermore, obstacles during learning sometimes teachers cannot manage the class optimally. For example, when the teacher gives an explanation, students look for their own busyness, so the class atmosphere becomes less conducive (Observation 3). Then, the lack of vocabulary mastery in students causes difficulties in communicating. Sometimes the teacher has to repeat the question or change the sentence used so that students can understand. (Observations 1, 2 and 3).

2. Factors that affect the difficulty in learning English for mental retardation students

Factors subject matter that is not in accordance with the conditions of students will affect the emergence of a student learning problem. But basically, the

learning problems experienced by students can occur by several factors, one of which is a factor that comes from the students themselves, including. (Interview SB3 and SB7):

- a. Cognitive factors where the level of intelligence is one of the critical success factors of learning.
- b. Fatigue factor.

Learning problems in children with special needs include problems that are often felt in teaching and learning activities, including problems in subject matter, teacher teaching techniques, and facilities used by teachers (Atmaja, 2018).

As the problem of learning English at SLB Dharma Wanita Persatuan Provinsi Bengkulu, which originates from within the mental retardation students, is caused by several influencing factors, including cognitive problems of mental retardation children who have limited thinking abilities, and their abilities are below the average student in general. This makes students easy to forget and slow in accepting any subject matter presented by the teacher in class. Some of the problems above affect the psychology of children who tend to get tired and give up easily. This is the background to the emergence of problems in learning English for mental retardation children, and the problems include: it is difficult to read English texts and pronounce the vocabulary being taught. From some of the problems described, there are also extra-academic advantages possessed by children with special needs for mental retardation, namely arts such as playing music, dancing, etc.

From the analysis of the data above, it is known that the problems that arise during the English learning process are influenced by several factors, including: (1) the method applied during the mental retardation learning is the classical method, namely lectures and questions and answers. (2) in learning for the mental retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu, the teacher does not always use learning media. The media used in learning is less varied and less interesting, so students are easily bored with any subject matter delivered by the teacher in class. (Interview SB4 and SB5).

There are several factors originating from students that influence the emergence of problems or problems in learning English, including:

a. Cognitive factors where the thinking ability of mental retardation students is below the average student in general, making students easy to forget any material presented, tend to be slow in receiving material. This makes it difficult for students to think abstractly.

b. Fatigue factors and easily bored, mental retardation students easily feel tired in learning, so they get bored easily. This is influenced by the thinking ability of mental retardation students who tend to be below the average child in general.

According to the researcher from the results of the explanation above, the factors that influence the difficulty in learning English for mental retardation students at SLB Dharma Wanita Persatuan Provinsi Bengkulu are influenced by several factors, including (1) the method factor applied during learning with intellectual disabilities is the classical method. (2) teacher factors do not always use learning media, even the media used in learning are less varied and less

interesting so students get bored easily, and the last is the factors that exist in students, including physiological factors, namely the condition of students who have difficulty speaking, factors Cognitive, namely the ability to think of students below the average which causes students to forget and slow in receiving material easily, and the fatigue factor, namely students easily feel tired and bored. (Interview SB3, SB4, SB5 and SB7).

3. Solutions are Given by the Teacher to Overcome the Difficulties of Learning English

Teachers play an important role in learning activities. Success or not a lesson can be seen how the teacher manages to learn to run according to the objectives. In the classroom, the teacher performs two main activities, namely teaching and managing the class.

Based on the results of these observations and interviews, it is known that in improving effective learning, teachers must be able to create effective learning with certain teaching methods. The teaching is, of course adapted to the state of the material to be taught and also the state of the students. (Interview SB3). The management of learning for mentally retarded children adapts to the character of each student and the material to be taught with an individual approach, simplified material adapted to the abilities of mentally retarded children, learning while still involving students in cooperative learning processes such as discussions and questions and answers, as well as using media creative and varied learning. (Interview SB9).

C. Research Limitations

Limitations in this study include:

1. Researchers do not conduct interviews with parents because of the busyness of the parents, so the data obtained is still not maximal.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of research and discussion that has been described, it can be concluded that:

1. The process of learning English for children with special needs for mental retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu has been going well, where the process of learning English for children with special needs is carried out flexibly, namely adjusting to students' abilities and adapting to special principles of learning with special needs children. The learning process carried out is the same as the learning process in schools in general. However, the material for mental retardation students is different from students in general.
2. The factors that influence the difficulty in learning English for mental retardation students at SLB Dharma Wanita Persatuan Provinsi Bengkulu, namely, are influenced by several factors, including (1) the method factor applied during the mental retardation learning is the classical method; (2) the teacher does not always use learning media, even the media used in learning is less varied and less interesting so that students get bored easily; and the last is (3) the factors that exist in students, including physiological factors, namely the condition of students who have difficulty speaking, cognitive factors, namely students' thinking abilities below the average which causes

students to forget and slow in receiving material easily, and fatigue factors, namely students easily feel tired and bored.

3. Solutions that the teacher can do to overcome the difficulties of learning English as learning in students tunagrahita adjust to the character of each student and the material to be taught with an individual approach, materials, simplified to their ability mental retardation, learning while engaging students in cooperative learning processes such as discussions and questions and answers, as well as the use of creative and varied learning media.

B. Suggestion

Based on the conclusion, the researchers delivered the following suggestions.

1. In the process of learning English in the mental retardation class, teachers should pay attention to the characteristics and needs of students and make individual development programs. So that learning can be beneficial for mental retardation students in social life.
2. In learning, teachers should use new learning media more often. So that mental retardation students have broad knowledge and can recognize a lot of vocabulary through new media. And learning media that are used must be concrete, easy to use, and familiar with mental retardation students.
3. It is expected for the parents to be more patient and continue to give motivation to the children so that children in the spirit of learning.
4. For further research, the study also conducted interviews with the parents of the students, not only from the school, so that the data obtained can be more profound.

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APPENDICES

ALAT PENGUMPULAN DATA (APD)

FAKTOR YANG MEMPENGARUHI KESULITAN DALAM BELAJAR BAHASA INGGRIS DI SLB DHARMA WANITA PERSATUAN PROVINSI BENGKULU

A. Observasi

Mengamati tentang faktor apa saja yang mempengaruhi kesulitan anak berkebutuhan khusus tunagrahita pada pembelajaran Bahasa Inggris di SLB Dharma Wanita Persatuan Provinsi Bengkulu.

B. Wawancara

Pedoman Wawancara dengan Guru Bahasa Inggris di SLB Dharma Wanita Persatuan Provinsi Bengkulu.

1. Apa saja pelajaran yang ada di SLB Dharma Wanita Persatuan Provinsi Bengkulu?
2. Upaya apa saja yang dilakukan oleh guru bahasa Inggris dalam penyampaian materi pelajaran kepada siswa tunagrahita untuk meningkatkan belajar anak Tunagrahita?
3. Apakah ada Perbedaan penyampaian materi pelajaran kepada siswa tunagrahita?
4. Bagaimana metode pembelajaran Bahasa Inggris pada anak berkebutuhan khusus tunagrahita?
5. Apakah guru menggunakan media pembelajaran selama proses pembelajaran kepada anak berkebutuhan khusus tunagrahita?
6. Bagaimana respon siswa terhadap pembelajaran yang di sampaikan kepada siswa tunagrahita?
7. Factor apa yang menyebabkan siswa sulit menerima materi pelajaran Bahasa Inggris?
8. Permasalahan atau hambatan apa yang dialami pada saat pembelajaran Bahasa Inggris pada anak berkebutuhan khusus tunagrahita?
9. Bagaimana solusi yang Bapak lakukan dalam mengatasi permasalahan belajar Bahasa Inggris pada anak berkebutuhan khusus tunagrahita?

TRANSKIP WAWANCARA GURU BAHASA INGGRIS

Peneliti : Kode (P)

Informan : Kode (SB)

Hari, Tanggal : Jum'at, 16 Juli 2021

Waktu : 09.00 wib

Tempat : Di rumah masing-masing (Via Telepon)

Kode	Transkrip Wawancara
P1	Apa saja pelajaran yang ada di SLB Dharma Wanita Persatuan Provinsi Bengkulu?
SB1	Untuk pelajaran sama seperti sekolah pada umumnya, bahkan di SLB lebih banyak karena harus menyesuaikan dengan karakteristik masing-masing siswa.
P2	Upaya apa saja yang dilakukan oleh guru bahasa Inggris dalam penyampaian materi pelajaran kepada siswa tunagrahita untuk meningkatkan belajar anak Tunagrahita?
SB2	Kami mengajar disini dengan pendekatan individual. Maksudnya dengan strategi kasih sayang itu kami guru harus lebih sabar dan telaten bu, apalagi dikelas saya jenis ketunaannya tunagrahita. Untuk siswa tunagrahita harus betul-betul sabar, kadang baru saja saya terangkan, begitu sudah lupa. Maka dalam mengajar harus sabar dan telaten bu, begitu sudah lupa dan harus mengulang lagi materi tersebut
P3	Apakah ada Perbedaan penyampaian materi pelajaran kepada siswa tunagrahita?
SB3	Kan anak Tunagrahita, mereka itu berbeda dengan yang lainnya karena memang mereka IQ nya rendah atau tidak normal seperti yang lainnya atau dibawah rata-rata jadi cara penyampaian pun tidak bisa disamakan dengan siswa pada umumnya.
P4	Bagaimana metode pembelajaran Bahasa inggris pada anak berkebutuhan khusus tunagrahita?
SB4	Metode yang diterapkan di kelas selama ini adalah metode ceramah, penugasan, dan tanya jawab. Dan juga dengan memberikan pendekatan secara individual.

P5	Apakah guru menggunakan media pembelajaran selama proses pembelajaran kepada anak berkebutuhan khusus tunagrahita?
SB5	Tidak selalu menggunakan media dalam tiap pertemuannya. Hanya bila ada media yang cocok dan mudah ditemukan, seperti jendela, pintu, buku, pena dan lain sebagainya.
P6	Bagaimana respon siswa terhadap pembelajaran yang di sampaikan kepada siswa tunagrahita?
SB6	Respon siswa positif. Selalu mengikuti pembelajaran dengan semangat.
P7	Factor Apa yang menyebabkan siswa sulit menerima materi pelajaran Bahasa Inggris?
SB7	Namanya anak tunagrahita ya kemampuan IQ mereka di bawah rata-rata anak pada umumnya. Selain mereka mudah lupa terhadap yang disampaikan mereka juga mudah lelah terkadang belum selesai menulis mereka mengeluh, katanya capek. Untuk materi Bahasa Inggris yang bacaannya menggunakan bahasa inggris anak-anak kesulitan.”
P8	Permasalahan atau hambatan apa yang dialami pada saat pembelajaran Bahasa inggris pada anak berkebutuhan khusus tunagrahita?
SB8	Materi yang akan diberikan kepada siswa sudah berulang-ulang. Sehingga guru sering mengulang materi penjelasan di kelas, karena siswa cenderung mudah melupakan materi pelajaran.
P9	Bagaimana solusi yang Bapak lakukan dalam mengatasi permasalahan belajar bahasa inggris pada anak berkebutuhan khusus tunagrahita?
SB9	Saya dalam mengajar di kelas menggunakan metode diskusi, tanya jawab, sedangkan metode pembelajaran khusus anak Tunagrahita saya menggunakan metode pendekatan individual dengan tanya jawab berulang-ulang dengan materi yang sama, dan menggunakan media supaya siswa mudah ingat.

OBSERVASI 1

Sumber data : Guru Bahasa Inggris

Hari, Tanggal : Kamis, 06 Agustus 2020

Waktu : 7.30-08.45 wib

Tempat : Ruang Kelas

No	Aspek yang diamati	Refleksi	Interpretesi
1	Penyampaian Materi Pelajaran Bahasa Inggris Kepada Siswa Tunagrahita	Guru dalam menyapaikan materi menggunakan strategi khusus yaitu, pendekatan individual dengan cara mendidik dan mengajari siswa guru harus lebih sabar dan telaten mengulang-ulang dalam memberikan penjelasan pada siswa.	Strategi Pendekatan Individual
2	Metode Pembelajaran Bagi Tunagrahita	Guru mata pelajaran bahasa Inggris selama pembelajaran menggunakan metode ceramah dan tanya jawab. SB menyampaikan materi secara berulang-ulang untuk memahami siswa. Setelah ceramah SB berinteraksi dengan siswa untuk pendekatan secara individual.	Metode Klasik ceramah tanya dan tanya jawab
3	Media Pembelajaran	Guru menggunakan buku mata pelajaran lalu mencatat isi buku tersebut di papan tulis dan menjelaskan tentang kosakata benda, sekaligus menunjukkan objeknya pada sekeliling ruangan kelas.	Menunjukkan objeknya pada sekeliling ruangan kelas untuk menjelaskan kosakata
	Respon Siswa	Sebagian mendengarkan dan mengikuti guru ada juga yang mencari kesibukan sendiri.	Repon siswa positif

OBSERVASI 2

Sumber data : Guru Bahasa Inggris

Hari, Tanggal : Rabu, 09 September 2020

Waktu : 7.30-08.45 wib

Tempat : Ruang Kelas

No	Aspek yang diamati	Refleksi	Interpretasi
1	Penyampaian Materi Pelajaran Bahasa Inggris Kepada Siswa Tunagrahita	Guru dalam menyampaikan materi menggunakan strategi pendekatan individual dalam memberikan pemahaman pada siswa.	Strategi Pendekatan Individual
2	Metode Pembelajaran Bagi Tunagrahita	Guru mata pelajaran bahasa Inggris selama pembelajaran menggunakan metode ceramah dan tanya jawab. SB menyampaikan materi secara berulang-ulang untuk memahami siswa. Setelah ceramah SB berinteraksi dengan siswa untuk pendekatan secara individual.	Metode Klasik ceramah tanya dan tanya jawab
3	Media Pembelajaran	Guru menggunakan media kertas warna, digunakan pada saat guru menjelaskan tentang macam-macam warna	Menggunakan media kertas warna, digunakan pada saat guru menjelaskan tentang macam-macam warna
	Respon Siswa	Siswa aktif melihat kertas warna	Repon siswa aktif

OBSERVASI 3

Sumber data : Guru Bahasa Inggris

Hari, Tanggal : Rabu, 16 September 2020

Waktu : 7.30-08.45 wib

Tempat : Ruang Kelas

No	Aspek yang diamati	Refleksi	Interpretasi
1	Penyampaian Materi Pelajaran Bahasa Inggris Kepada Siswa Tunagrahita	Guru dalam menyampaikan materi menggunakan strategi pendekatan individual dalam memberikan pemahaman pada siswa.	Strategi Pendekatan Individual
2	Metode Pembelajaran Bagi Tunagrahita	Guru mata pelajaran bahasa Inggris selama pembelajaran menggunakan metode ceramah dan tanya jawab. SB menyampaikan materi secara berulang-ulang untuk memahami siswa. Setelah ceramah SB berinteraksi dengan siswa untuk pendekatan secara individual.	Metode Klasik ceramah tanya dan tanya jawab
3	Media Pembelajaran	Guru tidak menggunakan media, pada saat menjelaskan tentang hitung-hitungan atau angka	Guru tidak menggunakan media saat menjelaskan tentang hitung-hitungan atau angka
	Respon Siswa	Sebagian mendengarkan dan mengikuti dengan seksama, ada juga siswa yang mencari kesibukan sendiri	Repon siswa positif

DOKUMENTASI FOTO



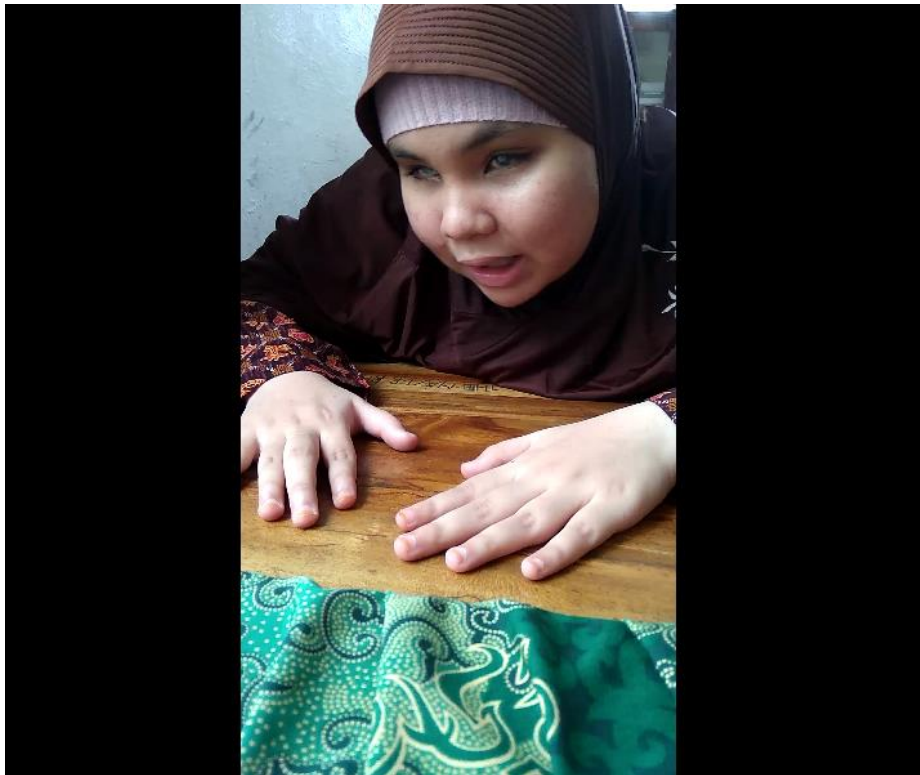
Gambar 1 : Foto kegiatan belajar bahasa Inggris



Gambar 2 : Foto bersama peneliti dengan siswa tunagrahita



Gambar 3 : Foto Salah satu siswa tunagrahita



Gambar 3 : Foto Salah satu siswa tunagrahita



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INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBİYAH DAN TADRIS
at : Jl. Ruden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PENUNJUKAN

Nomor : 2492/In. 11/F.II/PP.00.9/05/2018

Dalam rangka penyelesaian akhir studi mahasiswa Fakultas Tarbiyah dan Tadris maka Dekan Fakultas Tarbiyah & Tadris Institut Agama Islam Negeri (IAIN) Bengkulu menunjuk dosen:

1. Nama : Dr. Ali Akbarjono, M.Pd.
NIP : 19750925 200112 1 004
Tugas : Pembimbing I
2. Nama : Detti Lismayanti, M.Hum
NIP : 19771222 20090 2 006
Tugas : Pembimbing II

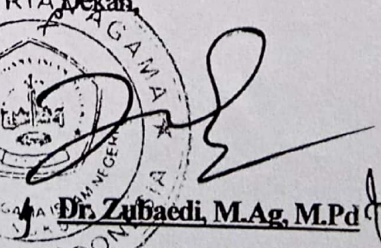
untuk membimbing, menuntun, mengarahkan dan mempersiapkan hal-hal yang berkaitan dengan penyusunan skripsi, kegiatan penelitian sampai pada persiapan ujian munaqasyah bagi mahasiswa:

Nama : Dara Notia
NIM : 1416232835
Judul Skripsi : ~~Analysis of Factors Affecting the Difficulties of the English Language Learning Process for Students with Disabilities in the Classroom (Case Study of the Nine Grade Mild Tunagritha Disabled Students at Junior High School of SLB Dharma Wanita Unity Bengkulu Province in Academic Year 2017/2018)~~

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 07 Mei 2018


Dekan
Dr. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031005

Tembusan:

1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

PENUNJUKAN PENYEMINAR

Nomor : 7406/In.11/F.II/PP.009/10/2020

Lamp. :-

Perihal : Penyeminar Proposal

Kepada Yth.

1. Riswanto, Ph.D.
2. Reko Serasi, M.A.

di

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Kamis 15 Oktober 2020

Waktu : 09.00 s/d selesai


Tempat : C.4.1/ Daring

No.	Nama Mahasiswa/NIM	Judul
1	Dara Notia 1416232835	Factor of Difficulty for the Disability Student's in Learning English (A Case Study at the 9 th Grade of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu)
2	Helvi 1516230047	An Analysis of English National Examination Test Items Based on Curriculum 2013 (A Descriptive Qualitative at 3 rd Grades Students of SMA N 07 Mukomuko)
3	Khelidin Yono 1316230830	Using Top-Down Strategy to Improve Students' Listening Ability (A Classroom Action Research at the First Grade Students of SMA Pallawa Kota Bengkulu in Academic Year 2020/2021)
4	Ghatot Prasetyo 1611230013	An Analysis of Students English Achievement Based on Their Learner Styles

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terimakasih.

Wassalamu'alaikum Wr. Wb.

Bengkulu, 13 Oktober 2020

Dekan

ZUBAEDI



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FAKULTAS TARBIYAH DAN TADRIS

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama: Dara Notia, NIM: 1416232835 yang berjudul **“FACTORS OF DIFFICULTY FOR THE DISABILITY STUDENTS IN LEARNING ENGLISH (A Case Study at the Ninth Grade Students Of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu)”**. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis, 15 oktober 2020

Pukul : 09:00 WIB s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian).

Bengkulu, Februari 2020

Penyeminar I

Riswanto, M.Pd, Ph.D.

NIP. 196901291999031001

Penyeminar II

Reko Serasi, M.A.

NIP. 199404202018012003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Jln. Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telp. (0736) 51276-51161-53879, Faximili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nomor : 270/In.11/F.II/TL.00/07/2021

14 Juli 2021

Lampiran : 1 (satu) Exp Proposal

Perihal : Mohon izin penelitian

Kepada Yth,
Kepala SLBN 5 Kota Bengkulu
Di -

Bengkulu

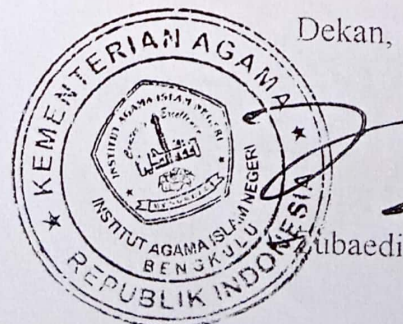
Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "*Factors of Difficulty for the Disability Student's in Learning English (a Case Study at the Nine Grade Students of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu)*"

Nama : Dara Notia
NIM : 1416232835
Prodi : Tadris Bahasa Inggris
Tempat Penelitian : SLBN 5 Kota Bengkulu
Waktu Penelitian : 14 Juli s/d 13 Agustus 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.



Dekan,

Subaedi



PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SLB NEGERI 5 KOTA BENGKULU

Alamat : Jalan Mangga Nomor 1 Lingkar Timur Bengkulu Email dharmaawanitaslb@gmail.com Telepon (0736) 20136

Nomor : 422/31/SLBN 5/07/2021

Lamp- : -

Hal : Izin Penelitian

Kepada Yth :
Dekan Fakultas UINFAS Bengkulu

Assalamu'alaikum wr. wb.

Berdasarkan surat keterangan izin penelitian. Dengan ini memberikan izin penelitian kepada mahasiswa :

Nama : Dara Notia
NIM : 1416232835
Program Studi : Bahasa Inggris
Judul Penelitian : FACTORS OF DIFFICULTY FOR THE DISABILTY STUDENTS IN LEARNING ENGLISH (A Case Study at the Niath Grade Students of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu.

Demikian surat izin ini diberitahukan agar dapat dipergunakan seperlunya terima kasih.

Bengkulu, Juli 2021

Pt. Kepala Sekolah,



[Signature]
H. Susti, S.Pd

NIP/19661118 199303 2 005



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Rarier, Fatah Pagar Deva Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBİYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN)
BENGKULU

Nomor : 2670 /In. 11/F.II/PP 099/07/2021
Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Dara Notia
NIM : 1416232325
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	FENGUJI	ASPEK	INDIKATOR
1	Hengky Satrisno, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hata'aa Surat (Ad Dhaha s/d An Naas)
2	Feny Martina, M.Pd.	Kompetensi Jurusan/Prodi	1. Hafalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulary, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL < LTR, ESP, CMD
3	Zelvia Liska Afriani, M.Pd.	Kompetensi Keahlian	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat-lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.



Bengkulu, 14 Juli 2021
Dekan

ZUBAEDI



PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SLB NEGERI 5 KOTA BENGKULU

Alamat : Jalan Mangga Nomor 1 Lingkar Timur Bengkulu Email dharmawanitaslb@gmail.com Telepon (0736) 20136

SURAT KETERANGAN

No. 422/33/S.Ket/SLB.N 5/VII/2021

Yang bertanda tangan dibawah ini :

Nama : **ILI SUSTI, S.Pd**
NIP : 19661118 199303 2 005
Pangkat/Gol : Pembina IV/A
Jabatan : Plt. Kepala Sekolah

Menerangkan bahwa :

Nama : **Dara Notia**
NPM : 1416232835
Prodi : Tadris Bahasa Inggris
Judul Skripsi : ***“Factors of Difficulty for the Disability Student’s in Learning English (a Case Study at the Nine Grade Students of Mental Retardation at SLB Negeri 5 Kota Bengkulu)”***.

Bahwa nama tersebut diatas telah selesai melakukan Penelitian dari tanggal, 14 Juli s/d 22 Juli 2021 di SLB Negeri 5 Kota Bengkulu.

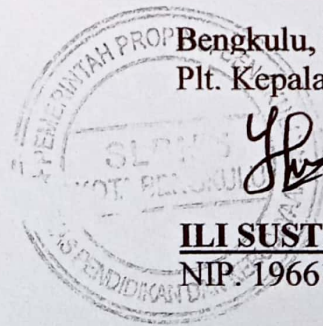
Demikian surat keterangan ini kami buat dengan sebenarnya, untuk dapat dipergunakan seperlunya.

Bengkulu, 22 Juli 2021

Plt. Kepala Sekolah

ILI SUSTI, S.Pd

NIP. 19661118 199303 2 005



26/07 2021

DARA NOTIA

Hanura Febriani

ORIGINALITY REPORT

25%

SIMILARITY INDEX

23%

INTERNET SOURCES

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STUDENT PAPERS

PRIMARY SOURCES

1	ices.prosiding.unri.ac.id Internet Source	1%
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INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nomor : 2857 /In.11/F.II/PP.0.09/07/2021
Lamp. : -
Perihal : Ujian Skripsi

Bengkulu, 28 Juli 2021

Kepada Yth.

1. Dr. Adisel, M.Pd. (Ketua)
2. Andriadi, M.A. (Sekretaris)
3. Detti Lismayanti, M.Hum. (Penguji Utama)
4. Fera Zasrianita, M.Pd. (Penguji II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 29 Juli 2021
Waktu : 08.00 sampai selesai
Tempat : C.4.1 (Ruang Munaqosyah)

No.	Nama/Nim	Judul
1.	Relin Karlina 1711230069	The Items Analysis of Summative Test at the Eighth Grade of SMPN 12 Lebong in the Academic Year of 2020/2021
2.	Siska Fitriana 1711230125	An Analysis of Metacognitive Strategies Ability Among English Students in Dealing with Reading Questions on TOEFL (A Quantitative Analysis Research towards English Students in IAIN Bengkulu)
3.	Nur Anggolah 1416232938	The Effect of Think Aloud Strategy toward Students Reading Comprehension (A Quasi Experimental Research at the Seventh Grade of MTS AL-Qur'aniyah Manna Kabupaten Bengkulu Selatan in Academic Year 2020/2021)
4.	Dara Notia 1416232835	Factors of Difficulty for the Disability Students in Learning English (A Case Study at the Ninth Grade Students of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu)
5.	Titin Istikasari 1611230009	The Use of Participation Point System in Teaching English Speaking (A Classroom Action Research at the Seventh Grade Students of SMPN 06 Seluma in Academic Year 2020/2021)

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.
Wassalamu'alaikum Wr. Wb.



Wassalamu'alaikum Wr. Wb.

Dekan,

Zubaedi

KEMENTERIAN AGAMA REPUBLIK INDONESIA

FAKULTAS TARRIBYAH DAN TADRIS

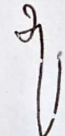

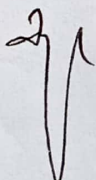
INSTITUT AGAMA ISLAM NEGERI BENGKULU

Alamat: Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. 51171

KARTU BIMBINGAN

Nama : DARA NOTIA
 NIM : 1416232835
 Jurusan : Tarbiyah & Tadris
 Prodi : Bahasa Inggris

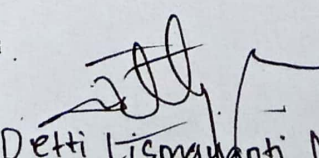
Pembimbing I/II :
 Judul Skripsi : ANALYSIS OF
 FACTORS AFFECTING THE DIFFICULTIES
 OF THE ENGLISH LANGUAGE LEARNING PROCESS
 FOR STUDENTS WITH DISABILITIES THE CLASSROOM
 (Case study of The nine Grade Mental Retardation
 Disabled students At Junior High school of SLB Dharma
 Wanita Persatuan Provinsi Bengkulu in Academic year
 2016 / 2019)

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
	Selasa 12.06.2018	Proposal Bab 123	Format Bab 123, Background lampiran foto, footnote, full revise.	
	Minggu 24.03.2019	Proposal Bab 123	<ul style="list-style-type: none"> - The format should be revise - Tunagrahita in English - Give intro / Explanation (Research question and objective of the research) - too broad space 	
	Jumat 29-3-2019	Proposal	<ul style="list-style-type: none"> - Add one more Related previous study - The position of data collection & research instruments exchanged 	

Mengetahui


 Kepala
 Institut Agama Islam Negeri Bengkulu
 Ag, M. Pd
 NIP. 196903081996031001

Bengkulu, 9-4-2019
 Pembimbing I / II


 Detti Lismananti, M. Hum
 NIP. 19771222200602006



KEMENTERIAN AGAMA REPUBLIK INDONESIA

FAKULTAS TARBIVIAH DAN TADRIS

INSTITUT AGAMA ISLAM NEGERI BENGKULU

Alamat: Jl. Raden Fatah Pagar Dewa Bengkulu Tlp (0736) 51171, 51172, 51276 Fax. 51171

KARTU BIMBINGAN

DARA NOTIA

Pembimbing I / II

1416232835

Judul Skripsi

Tarbiyah & Tadris

Bahasa Inggris

nama
M
urusan
Kodi

No	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
4	Jumat 05-05-2019	Proposal Bab 123	Foot note	
	Senin 15-05-2019	Aii		

Mengetahui

Dekan



Bengkulu, 3-4-2019

Pembimbing I / II

Detti Lismayanti, M.Hum
NIP. 19771222 200602006



KEMENTERIAN AGAMA REPUBLIK INDONESIA
 FAKULTAS TARBIYAH DAN TADRIS
 INSTITUT AGAMA ISLAM NEGERI BENGKULU

Alamat: Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. 51171

KARTU BIMBINGAN

Nama : Dara Nofia
 NIM : 1416232835
 Jurusan : Tarbiyah & Tadris
 Prodi : Bahasa Inggris

Pembimbing : Dr. Ali Akbar Jono, M. Pd
 Judul Skripsi : FACTOR OF DIFFICULTY FOR THE DISABILITY STUDENT'S IN LEARNING ENGLISH (A Case Study at the Nine Grade Students Of Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu).

NO	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	Rabu 10.09.2019	Proposal Bab 1	Change the sentence of title, Make outline /deductive of Background, format, Add the research question.	
2.	21.05.2019	Proposal Bab 1	Logo Cover, Reduction word of the title, Bodynote - footnote.	

Mengetahui
 Dekan

 Dr. Zubaedi, M. Ag, M. Pd
 NIP. 196903081996031001

Bengkulu,.....
 Pembimbing I / II

 Dr. Ali Akbar Jono, M. Pd
 NIP. 197509252001121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN TADRIS
INSTITUT AGAMA ISLAM NEGERI BENGKULU

Alamat: Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. 51171

KARTU BIMBINGAN

Nama	: Dara Notia	Pembimbing I / II	: Dr. H. Ali Akbar Jono, M. Pd
NIM	: 1416232835	Judul Skripsi	: FACTOR OF DIFFICULTY FOR THE DISABILITY STUDENT'S IN LEARNING ENGLISH (A CASE study at the Nine Grade students OF Mental Retardation at SLB Dharma Wanita Persatuan Provinsi Bengkulu).
urusan	: Tarbiyah dan Tadris		
prodi	: Bahasa Inggris		

NO	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
3	24.05.2019	Proposal Bab 1	Footnote, Make sentence 5w+1H,	
4	27.05.2019	proposal Bab 2	footnote, Review - Identification, Research question	
5.	09.12.2019	Proposal 1, 2 and 3	Background, Identification, change literature Riview, Research Instruments	

Mengetahui

 Dr. Zubaedi, M. Ag, M. Pd
 NIP. 196903081996031001

Bengkulu,.....
 Pembimbing I / II

 Dr. H. Ali Akbar Jono, M. Pd
 NIP. 19750925200121009



KEMENTRIAN AGAMA REPUBLIK INDONESIA
 FAKULTAS TARBIYAH DAN TADRIS
 INSTITUT AGAMA ISLAM NEGERI BENGKULU

Alamat: Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51172, 51276 Fax. 51171

KARTU BIMBINGAN

Nama : Dara Notia
 NIM : 1416232835
 Jurusan : Tarbiyah dan Tadris
 Prodi : Bahasa Inggris

Pembimbing I/II : Dr. H. Ali Akbar Jono, M.Pd
 Judul Skripsi : FACTOR OF DIFF
 CULTY FOR THE DISABILITY STUDENT'S
 IN LEARNING ENGLISH (A case study at
 the Nine Grade students of Mental Retar-
 dation at SLB Dharma Wanita Persatuan
 Provinsi Bengkulu).

NO	Hari/ Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
6	10.07.2020	Proposed	Cek Cap dan paper Gelar Kolum & form Bda	
7	13.07.2020		Perbaiki ya di format	
8	Selasa 14 Juli 2020		Acc UTA sempurna	

Mengetahui
 Dekan

Dr. Zubaedi, M. Ag, M. Pd
 NIP. 196903081996031001

Bengkulu, Selasa 14 Juli 2020
 Pembimbing I / II

Dr. H. Ali Akbar Jono, M. Pd
 NIP. 19750925200121004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN TADRIS
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Alamat : Jl. R..den Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

KARTU PEMBIMBING

Nama : Dara Notia Pembimbing I / II : Deti Lismayanti, M.Hum
NIM : 1416232835 Judul Skripsi : **FACTORS OF DIFFICULTY
FOR THE DISABILITY STUDENTS IN LEARNING
ENGLISH (A Case Study at the Ninth Grade Students
of Mental Retardation at SLBN 5 Kota Bengkulu)**
Jurusan : Tarbiyah dan Tadris
Program : Bahasa Inggris

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	17.07 2024	Bab 4 & 5	-Lengkapi bab 4 & 5 nya dengan Bab 1, 2 dan 3	
2	18 .07 2024	Bab 4 & 5	- footnote ubah body note - Grammar	
3	18 .07 2024	Bab 4 & 5	-Tidak perlu meng unaka profile pada Bab 4	



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FAKULTAS TARBIYAH DAN TADRIS
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Alamat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171. 51276 Fax. 51171 Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
4	19.07.2021	Bab 9 & 5	- wawancara menggunakan kode - perhatikan peletakan tabel	
5	19.07.2021	Bab 4	- Buat tabel wawancara	
6	20.07.2021	Lampiran	- Apendix tabel wawancara	
7	21.07.2021	Kartu bimbingan	- melengkapi kartu bimbingan	
8	21.07.2021	Bab 1-5	ACC	

Bengkulu,

Pembimbing I / II



Mengetahui
Dekan

Dr. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031005

Detti Lismayanti, M.Hum
NIP. 19771222200902006



KARTU PEMBIMBING

Nama : Dara Notia Pembimbing I / II : Dr.H. Ali Akbar Jono, M.Pd
NIM : 1416232835 Judul Skripsi : FACTORS OF DIFFICULTY
Jurusan : Tarbiyah dan Tadris FOR THE DISABILITY STUDENTS IN LEARNING
Program : Bahasa Inggris ENGLISH (A Case Study at the Ninth Grade Students
of Mental Retardation at SLBN 5 Kota Bengkulu)"

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1	17.07.2021	Bab 4 & 5	- Cover - Pakai profil tempat penelitian di Bab 9	✓
2	20.07.2021	Bab 4 & 5	Review on sugyan - find by research that relevant with the these questions differentially & separately.	✓
3	20.07.2021	Bab 4 & 5	- There is Dron par it is also summary & broader analysis.	✓



KEMENTERIAN AGAMA REPUBLIK INDONESIA
FAKULTAS TARBIYAH DAN TADRIS
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
mat : Jl. Raden Fatah Pagar Dewa Bengkulu Tlp. (0736) 51171, 51276 Fax. 51171 Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
4	21.07.2021	Bab 4	perbedaan. Use Accounting system & tax. some had 3 of report dalam buku.	
5	21.07.2021	Bab 4	Ketua dan karyawan pada dasar hukum to. mungkin atau 2. nilai Nomenklatur	
6	21/7 2021		Peraturan Acc in proses up request	



Mengetahui
Dekan

Dr. Zubaedi, M.Ag, M.Pd
NIP. 196903081996031005

Bengkulu,
Pembimbing I / II

Dr.H. Ali Akbar Jono, M.Pd
NIP. 197509252001121004