

**DEVELOPING SUPPLEMENTARY ENGLISH TEACHING MATERIAL
FOR THE STUDENT WITH SPECIAL NEEDS**
(*Research and Development of Student with Specials Needs at SLBN 01 Bengkulu
City*)

THESIS

Submitted as a Partial Requirements for the degree of *Sarjana Pendidikan* (S.Pd)
in English Education Study Program Tarbiyah and Tadris Faculty UINFAS
Bengkulu



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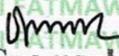
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MOTTO



ALHAMDULILLAHIRABBILALAMIN

يُسْرًا أَلَسْرَ مَعَانٍ

Whoever is sincere, really sincerity is for his own good
(Q.s. Al- Ankabut: 6)

Intelligence is not the determinant of success, but hard work is the real
determinant of your success.

Do the best and pray. God will take care of the rest

DEDICATION

This thesis is dedicated to:

- ❖ Thanks for My Lord ALLAH SWT. Still given to me a chances to give my toga for My Angels.
- ❖ My beloved father “Bintara S.sos”, my beloved mother “Efrillita”, my beloved brother “Feri pajri” Thank you very much for your struggle, support, and great prayer to make my dream come true.
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- ❖ For everyone who around me, where i am not able to say one by one.

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I here by sincerely state that thesis entitle : "Developing Supplementary English Teaching Materials for the Students with Special Needs" is my masterpiece. pAll thing out my masterpiece in this thesis are signed citation and referred in the bibliography. If after proven that my thesis discrepancies, i am willing to take the academic sanctions in the form of repealing my thesis and academic degree

Bengkulu, 2022

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Alhamdulillahirrabil'alamin,

In the name of Allah the beneficent, the Merciful in the name of Allah the most Gracious and Merciful. Alhamdulillah, all praise be to Allah the most graceful and the Merciful, after such a hard work, finally the writer could finish research and finish the report in the form of the minor thesis (skripsi), entitled “*Developing Supplementary English Teaching Materials For The Students With Special Needs*”

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Finally the words are not enough to be expressed, except praise is to Allah the worlds for blessing and guidance, May their good deeds be accepted by Allah subhanahuWata`ala Amin.

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ABSTRACT

Adetia Mareta, (1516230054), 2020.

Developing Supplementary English Teaching Materials for the Students with Special Needs (*Research and Development in Extraordinary School 01 Bengkulu City Academic Year 2019/2020*). Thesis, English Study Program, Tarbiyah and Tadris Faculty, State Institute for Islamic Studies (IAIN) Bengkulu.

Advisor I: Dr. Syamsul Rizal, M.Pd. Advisor II: Dedi Efrizal, M.Pd.

Key Words: *Developing Supplementary, Students with Special Needs, Research and Development*

The objective of this study is to develop effective English supplementary materials for children extraordinary school 01 Bengkulu City.

The design research that use Research and Development with the reason the teacher know students need students to in development existing materials. The sample of this research was all of eight grade students of extraordinary school 01 Bengkulu City academic year 2018/2019. That consist 10 students.

ABSTRACT

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Tujuan penelitian ini adalah untuk mengembangkan materi tambahan bahasa Inggris yang efektif untuk anak sekolah luar biasa 01 Kota Bengkulu.

Rancangan penelitian yang digunakan Research and Development dengan alasan guru mengetahui siswa membutuhkan siswa dalam pengembangan materi yang ada. Sampel penelitian ini adalah seluruh siswa kelas VIII Sekolah Luar Biasa 01 Kota Bengkulu tahun ajaran 2018/2019. Itu terdiri dari 10 siswa.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

English review is one of the main examinations in language learning across the world. It is on the grounds that English as a global language is utilized in pretty much every part of people's life. In financial matters, governmental issues, and innovation, for instance, English assumes a significant part, particularly at the level of global networks. Many books, articles, and diaries of science and innovation from numerous nations are additionally written in English; accordingly, dominating English will be exceptionally fundamental for cause us to have the option to contend in the globalization period. Our administration likewise has the worry of the significance of English to be sure, and suggests it as the subject in each proper school level, rudimentary, middle school, senior high, and surprisingly in college.

English is additionally carried out in the educational plan of exceptional school. In proper instruction that happens in a conventional school, an educator is committed to maintain the instructing and figuring out how to occur and including the understudies in the movement. Instructing and learning are coordinated into one part; a teacher should comprehend both the learning and showing process; each part in the action should be cultivated to arrive at the aftereffect of significant learning. In SKB Negeri 01 Bengkulu City utilized curriculum k-13.

In this specific circumstance, English for understudies with exceptional necessities is additionally considered as a significant part as well ,particularly in this worldwide period there are so many English expressions are utilized in our country, for instance, is "non-smoking region" it is an English expression, for ordinary individuals who have seen it for ordinarily, it won't be difficult to figure the expression anyway it very well may be diverse for the understudies with unique requirements; they may get hard to get the importance of that expression.

From the present circumstance, we can infer the end that English is significant for everybody without exception. In Indonesia, there are numerous unprecedented school applies English as a considerable subject, this shows how English is characterized as a supporting component for understudies with extraordinary should be associated with day by day public activity. Fundamentally, to instruct English to understudies with extraordinary requirements particularly understudies with chemical imbalance the mindfulness and understanding the understudies' circumstance is one primary concern that should be perceived by the teachers. Understudies with mental issues are the understudies who experience the ill effects of psychological wellness disease, when exceptional necessities start to seriously influence an individual's reasoning, enthusiastic state and conduct then it is possible that the issue is turning into a problem. Assuming this happens it is vital that the individual looks for fitting assistance from a wellbeing expert like an overall specialists, clinician or other emotional wellness proficient.

A psychological issue is a clinically diagnosable ailment¹A psychological issue likewise called Tunagrahita might be new to certain individuals, yet in our day to day routines we regularly experience somebody with scholarly handicap, for instance a kid who generally gets an awful grade in scholastic matters, or somebody who frequently doesn't comprehend the orders given to him. - The above issues can happen assuming the kid encounters mental obstructions. The meaning of mental hindrance in the American Association of Intellectual Developmental Disability (AAIDD) characterizes "Scholarly inability is an incapacity described by critical restrictions in both scholarly working and in versatile conduct, which covers numerous ordinary social and commonsense abilities.

This inability begins before the age of 18. "In view of the assessment of the specialists over, the creators reason that psychological impediment is a condition where an individual encounters snags in scholarly turn of events and versatile conduct during improvement. In SLB 01 Bengkulu city the educators apply old or conventional strategies in showing the mentally unbalanced understudies. However, educators should know about the materials that are instructed should be conveyed in an alluring and inventive manner to get understudies' contribution and focus. A bunch of created reasonable showing materials extremely expected to help the educators and the understudies too.

By that the created educating and learning materials (covers schedule (not completely), example plans (if vital), showing materials, and action will

¹Lisa Ruble & Trish Gallagher, *Autism Spectrum Disorders:Primer For Parents And Educators*. (University Of Louisville Health Sciences Center: National Association Of School Psychologists.2012)

improve and foster chemical imbalance understudies' association and fixation besides friendly capacity by assembling them work in gatherings and they will fabricate correspondence inside their own local area. Working in a gathering and combines are great courses in further developing understudies' association, this additionally prompts the pleasant exercises that can be applied in homeroom exercises. Understudies can rehearse their language capacity by the assistance of their friends and furthermore the homeroom instructor and subject educator. This created material will go to a more powerful learning and instructing action.

Another part of educating and learning process is the materials. A fruitful instructing and learning is the point at which the materials are conveyed and sent successfully to the recipients. The materials assume a major part to getting understudies' advantage and inclusion, as we realize that showing mental imbalance understudies will require more exertion than showing ordinary understudies. Educators need more work to make them in full fixation, full interest and association. In light of pre perceptions and meeting with the English instructor directed on May 28 2019 at the SLB 01 Bengkulu City, the scientist observed that the showing materials utilized by educators or the school were as yet not extremely appealing showing material utilized by instructor or the school were as yet not exceptionally alluring in light of the fact that the instructor clarify the material still dull and doesn't fluctuate so the understudy try to ignore examples and a few understudies are less dynamic with the primary book.

So the scientist needs to add a few materials the type of module. The analyst decides to foster instructing and learning materials for mental imbalance understudies as the subject of the accompanying theory with these contemplations. First instructing and learning is one coordinated action and they can't be isolated from the materials to be passed on. Second, the instructing and learning materials are significant as they have been considered as the information that should be dominated by understudies, teaching tunagrahita understudies is difficult. There are many types of materials that can be created to acquire understudies' focus, association and intrigue which can be applied and drilled by instructors and understudies simultaneously. In light of the foundation over the scientist needs to directed the exploration entitle: "Developing Supplementary English Teaching Materials for the Students with Special Needs (Research and Development in Extraordinary School 01 Bengkulu City Academic Year 2019/2020)".

B. Identification of Problems

To foster educating and learning materials for tunagrahita understudies as the subject of the accompanying postulation with these contemplations: The primary, absence of offices and media like books, word references, varying media helps, and others. Second, the absence of coaches.

C. Limitation of the Problem

There were a few issues in this exploration. They were the program to further develop kids' English language abilities, the asset, the offices, the educators, and media. Nonetheless, the scientist will zero in on the program by

creating English valuable informative materials at exceptional school 01 Bengkulu city. As the analyst expressed in the reviews part, the materials were made to help the youngsters who live in the exceptional school. For this situation, figured out by Borg and Gall. This examination configuration will be embraced in light of the fact that the standards and steps were appropriate for the youngsters research configuration comprises of the standards and steps which are efficient. The four standards called Research and Development cycle desire to foster the item seriously and the means give the courses in planning the dependable item.

D. Research Question

In light of the constraint of the issue, plan of the issue is "how is advancement the viable English valuable informative materials for kids at remarkable school 01 Bengkulu City?"

E. The Objective of the Study

This target of this review is "to plan the viable English strengthening materials for youngsters remarkable school 01 Bengkulu City."

F. The Product of the Study

Instructive innovative work is a process used to create and approve training item². In the wake of leading the examination, the supplementary will be in the structure:

1. Supplementary book with module
2. The book will contains media to be utilized as extra instruments in learning

² Nursyahidah, Farida. 2012. *Research And Development Vs Development Research*. Retrieved From (<https://Faridanursyahidah.Files.Wordpress.Com/2012/06/Research-And-Development-Vs-Development-Research.Pdf>). Accessed On agustus 21 2019

G. Signification of the Study

The analyst trusts that the consequence of the examination will be helpful for the better accomplishment of English educating and learning materials advancement to work on the nature of the learning system itself. By this exploration she predicts that it will give more references of materials for educators in instructing autistics understudies. Moreover, the essayist expects that the outcome will give more data and information for every individual who peruses this review that is about the general state of English instructing learning process that held in a specialized curriculum school (remarkable school), explicitly for chemical imbalance.

This concentrate additionally gives materials to guardians assuming they need to deal with their medically introverted children at home without anyone else, in light of the fact that the materials that will be created are formal instruction bases, yet in addition considered relevant for guardians in casual training which is a valuable device for guardians who deal with issues in tracking down materials to show their mentally unbalanced youngsters English. The consequence of this examination is a strengthening book.

H. Definition of Key Term

1. Teaching-materials Development

Instructing materials Development is reviewing the substance of the materials to be fit to the targets of the learning system which will be constrained by the material planned by the scientist.

2. Special requirements

Exceptional requirements is a formative pattern welcomes sway on capacity somebody to impart and communicate with individuals around³. Which is portrayed by debilitation in correspondence and social cooperation, and limited, tedious and stereotypic examples of conduct, interests, and exercises.

3. Teaching Special need Students

Showing Special need Students is kids with chemical imbalance present with contrasts in learning style, hindrances in correspondence and social ability improvement, and the presence of testing practices.

³ HasnahToran, Mohd. HanafiMohd. Yasin, Mohd. MokhtarTahar&NoraniSalleh, *TahapLatihan, PengetahuandanKeyakinan Guru-guru PendidikanKhastentangAutisme*, 2010

CHAPTER II

LITERATURE REVIEW

A. Concept of Teaching and Learning

1. Definition of Teaching and learning

Educating and learning are two things that go together all the time. Here are meanings of educating and learning expressed by Brown⁴. The meanings of learning are:

- a. Learning is procurement or getting.
- b. Learning is maintenance of data or ability.
- c. Retention infers stockpiling framework, memory, intellectual association.
- d. Learning includes dynamic, cognizant spotlight on and following up on occasion outside or inside the living being.
- e. Learning is moderately, yet likely to neglecting.
- f. Learning includes some of training, maybe supported practice.
- g. Learning is chance of conduct.

Brown said that instructing is a section that can't be isolated from learning⁵. He expressed educating is directing and working with the picking up, empowering the students to learn, and setting the condition for learning. In Indonesia, English isn't utilized in all fields of life as its job is as unknown dialect. Brown characterizes that it isn't utilized as key

⁴ H. Douglas. 2000. Principles of Language Learning and Teaching. San Francisco: Addison Wesley Longman, Inc

⁵ H. Douglas. 2000. Principles of Language Learning and Teaching. San Francisco: Addison Wesley Longman, Inc

language in business and training; this regularly alludes to English educated in nations⁶. English is an unknown dialect or EFL. As explained by. In showing English as an unknown dialect, there are few rules:

- a. Use class time for ideal valid language info and association.
- b. Don't squander class energy on work that should be possible as schoolwork.
- c. Provide customary inspiration animating exercises.
- d. Help understudies to see certified utilizations for English in their own lives.
- e. Play down the job of tests and underscore more characteristic elements.
- f. Provide a lot of extra-class learning valuable open doors.
- g. Encourage the utilization of learning procedures outside class.
- h. Form a language club and timetable customary exercises.

Instructing is in excess of a bunch of strategy⁷. Educating is a bunch of occasions, outside the students which are intended to help inward course of learning⁸. Educating is the most common way of helping others to become familiar with the things you definitely know⁹. In light of the

⁶ Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education Company.

⁷ Alan Crawford, Wendy Saul, Samuel R. Mathews, And James Makinster, *Teaching And Learning For The Thinking Classroom*, (International Debate Education Association: New York, 2005), P.10

⁸ Sequeira, *Introduction To Concepts Of Teaching And Learning*, 2017, P.3

⁹ Alan J. Singer, Maureen Murphy, S. Maxwell Hines, *Teaching To Learn, Learning To Teach A Handbook Fir Secondary School Teachers*, 2003, P.39

definition above it tends to be presumed that educating is a way or cycle of conveying data so there is a collaboration among understudies and instructors to accomplish goals. The existed materials are the crude source to be contrasted with the created materials.

In this process a few preliminaries are expected to see the degree of fittingness and the meaning of the materials to get understudies' consideration and association. This connects with the inquiry for what reason are materials significant in showing language. Teaching is an impression of instructor's singular framework that acts expertly¹⁰.

A showing hypothesis is seen as something built by individual educator. According to this viewpoint, educating is seen as driven by teachers' endeavors to coordinate hypothesis and practice. As per Blum, twelve attributes of compelling educating is¹¹:

- a. Instruction is directed by a preplanned educational plan
- b. There are exclusive standards for understudy learning
- c. Students are painstakingly situated to illustrations
- d. Instruction is clear and centered
- e. Learning progress is observed intently
- f. When understudies don't comprehend, they are retaught
- g. Class time is utilized for learning

¹⁰ Elaine B. Johnson, *Contextual Teaching and Learning*, (California: Corwin Press Inc, 2002), p. 19.

¹¹ Jack C. Richards & Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice*, (Cambridge University Press), p. 21

- h. There are smooth and proficient study hall schedules
- i. Instructional bunches shaped in the study hall fit informative requirements.
- j. Standards for study hall conduct are high
- k. Personal connections among educators and understudies are positive
- l. Incentives and compensations for understudies are utilized to advance greatness.

As per Johnson, learning is an impression of understudy's singular framework that show a demeanor connected to the task given. Learning is one of the most critical to piscine brain research today; its idea is hard to characterize. The American Heritage Dictionary characterizes it as follows: "learning is to acquire information, cognizance or authority through experience or study"¹². Learning is moderately long-lasting change in a conduct propensity and as the aftereffect of supported practice. While educating can be characterized as help in somebody to figure out how to accomplish something all together that he/she can see well.

The idea of learning has been significantly impacted by the mental investigation of the learning system, and therefore it is considerably more broadly deciphered than has been standard in well known employments of the term. The mental idea of gaining goes a long ways past advancing

¹² B. R. Hergenhahn and Matthew H. Olson, *Theories of Learning*, 7th ed, (Jakarta: Kencana, 2010), p. 2

straightforwardly from an instructor or learning through study or practice¹³.

Learning has been characterized practically as changes in conduct that out come for a fact or robotically as changes in the organic entity that outcome as a matter of fact¹⁴. The two kinds of definitions are risky . Learning is a result of connection¹⁵. Learning is prototypically considered as something creatures do¹⁶ .

In view of the definition above it very well may be inferred that an interaction or exertion made by every person to get an adjustment of conduct, both as information, abilities, mentalities and positive qualities as an encounter of different material that has been learned.

Materials here control the learning and educating process. An inferred understanding with regards to showing materials advancement is about redesigning the substance of the materials to be fit to the destinations of the learning system which will be constrained by the material planned by the engineer. Showing learning of a language involves practice. The language educator can show the language any way he prefers. In any case, the information and utilization of specific standards assist him with showing a similar language viably. While educating, the educator should

¹³ Stern, Fundamental Concepts..., p. 18

¹⁴ Jan De Houwer Ghent University, Ghent, Belgium Dermot BarnesHolmes, Running Head: A *Functional Definition Of Learning*, 2014, P.2

¹⁵ Tanya Elias, *Learning Analytics: Definitions ,Processes And Potential*, 2011, P.1

¹⁶ Jim Davies, *What Is Learning? A Definition For Cognitive Science*, P.271

remember the student, his ability and ability to learn or more the entirety of his current circumstance of learning¹⁷.

2. Teaching Method

Edward Anthony said that there are three hierarchal components specifically approach, strategy, and procedure. A methodology is a bunch of supposition managing the idea of language, learning and educating.

Technique is a general arrangement for efficient show of language dependent on a chose approach. Strategy is the particular exercises appeared in the homeroom that were predictable with a technique and along these lines is in agreement with a methodology too¹⁸. Jeremy Harmer likewise has separated those three terms¹⁹.

Approach alludes to the speculations of the idea of language and language discovering that fills in as the wellspring of practices and standards in language educating. A methodology portrays how the language is utilized and the way in which its constituent parts interlock. As such it offers a model of language capability.

A methodology depicts how individuals gain their insight into language and offer expression the condition which will advance effective language learning. A technique is the down to earth hypotheses of a methodology. The originators of technique have shown up at choice with

¹⁷ M.E.S Elizabeth and DigumartiBhaskaraRao, *Methods of Teaching*, (New Delhi: Discovery Publishing House, 2004), p. 15

¹⁸ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Fancisco: Longman, 2001), p. 14.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (Malaysia: Longman, 2002), p. 78-79.

regards to sorts of exercises, jobs of educators and students, the sorts of material will be useful, and a few model of prospectus associations.

Strategies incorporate different techniques informed by obviously expressed methodology; they are not difficult to be depicted. The more sweeping they become, but the more troublesome is to arrange them as genuine technique by their own doing. A methodology is an arranged succession of strategies. A techniques can be portrayed in term, for example, first you do this, and afterward you do that. It's more modest than a strategy and it's greater than a method. Strategies will quite often be concerned principally with instructor and understudies jobs and practices and optionally with so much highlights as semantic and topic goals, sequencing, and material. There is relationship among showing strategy, approach, and method. Strategy is the functional acknowledgment of a methodology and incorporates different systems and procedures²⁰. The strategy utilized by the instructor must be changed with understudies need. The best technique is relying upon certain variables. Educators observe that a specific technique resounds with their own qualities, experience, and principal sees about instructing and learning.

It fits with what they are attempting to accomplish and it is proper to their understudies and their specific situation. Technique ought not be traded starting with one circumstance then onto the next's. In this way, it requests educators to have different strategies dependent on the understudy

²⁰ H. Douglas Brown, *Teaching...*, p. 88

condition. Showing little youngsters has diverse strategy from instructing grown-up. Likewise, the strategy utilized in showing adolescent guilty parties should be not the same as expected kids.

3. Function of Teaching and Learning

To conquer snags in youngsters with exceptional necessities then, at that point, use learning media²¹. The media is as instruments or instructing helps that are utilized as an apparatus to clarify a material in the educating and learning process. since as an instructor and merchant of messages, the media is exceptionally useful in introducing learning data to understudies, so understudies feel glad to learn while playing, while additionally expanding youngsters' regard for be all the more amicable in learning.

4. Components of Teaching and Learning

As the specialist said in the past explanation that educating and learning are two cycles that work and go together. The instructing and learning cycles will be viable assuming the parts are finished. The parts are students, instructor, study hall the executives, and approach, strategy, and procedure. Each is introduced underneath.

a. Learners

Students are the focal point of the English instructing learning process, consequently the qualities and requirements of the students are significant things that ought to be dealt with well by the educator.

²¹ Suswanto Heru Purnomo, Haryana, *Identitas dan Asesmen Anak Autis*, 2016,P.67

The attributes of good students dependent on Naiman, Rubin and Thomson in Harmer are students who can live in many societies of life and students who are imaginative, canny, who create own open doors for training, and who utilize logical piece of information²².

b. Teacher

Instructor plays a few parts in showing learning process²³. The jobs are regulator, coordinator, assessor, guide, member, asset, coach, and spectator. Every job is introduced underneath.

a) Controller

As regulator, the educator goes about as regulator of the class and of the movement occurring which is distinctive with what the understudies are working. As the regulator, the instructor takes roll, takes the understudies things, arranges drills, read so anyone might hear, and epitomizes the characteristics of educator – fronted homeroom in different ways.

b) Organizer

Instructor likewise assumes part as a coordinator, to arrange understudies to do different exercises. In this way, instructor might give understudies data, telling how they will do the exercises, placing the understudies into sets or gatherings, and shutting things when the time has come to stop.

²² Harmer, Jeremy. 2002. The Practice of English Language Teaching. 3rded. Malaysia: Pearson Education Limited. P.42

²³ Harmer, Jeremy. 2002. The Practice of English Language Teaching. 3rded. Malaysia: Pearson Education Limited, p.56

c) Assessor

As an assessor, the educator offers criticism and amendment and reviewing understudies in different ways.

d) Prompter

Assuming part as a guide, the educator should incite the understudies delicately and empowering yet most importantly with circumspection. The instructor can assume this part when understudies lose track of the thread of what is happening, for instance at pretend.

e) Participant

As the member, educator acts individuals who remain back from the movement.

f) Resource

In this job, the educator ought to be useful and accessible, and yet should oppose encouraging to coddle our understudies with the goal that they become over-dependent on us.

g) Tutor

The job as coach can be carried out when the educator works with people or little gatherings and pointing them in bearings they have not yet thought or taking.

h) Observer

The educator sees what understudies do as such that we can give them valuable gathering and individual criticism and furthermore to

pass judgment on the achievement of the various materials and exercises that the understudies take into illustration.

c. Classroom Management

The language homeroom can be overseen through planning class to be entire class gathering, understudies all alone, pair work, and gathering work²⁴. According to Brewster study hall the board is connected with the three principle regions²⁵. That is keeping up with inspiration, keeping up with study hall control and discipline, and putting together learning exercises. The each will be introduced underneath.

1). Motivation

In view of Brewster inspiration is a bunch of convictions, considerations, and sentiments that are transformed right into it²⁶. Inspiration of learning an unknown dialect for youngsters and grown-ups is unique, so the educator ought to embrace the basic disposition to the exercises and undertakings made. Other than that, the homeroom air is made to advances students certainty and confidence. So they can advance viably and pleasantly. Agreeing Dornyei in Brewster there are two keys factors in inspiring students. The first is the manner by which far students hope to be fruitful in doing the undertaking.

²⁴ Harmer, Jeremy. 2002. *The Practice of English Language Teaching*. 3rded. Malaysia: Pearson Education Limited.p.114

²⁵ Brewster, Jean, Gail Ellis and Denis Girard. *The Primary English Teacher's Guide*. 2004. England: Pearson Education Limited, p.218

²⁶ Brewster, Jean, Gail Ellis and Denis Girard. *The Primary English Teacher's Guide*. 2004. England: Pearson Education Limited p.219

The second is how much students believe being effective in doing the undertaking is significant. Besides, the inspiration should come inside to the students. By the tremendous inherent inspiration in gain proficiency with a language, students will get the ability to convey the learning forward. The sensation of satisfaction, challenge or achievement will be expected to confront the troublesome assignment of learning a language is to be accomplished.

2). Classroom Control and Routine

There are five contemplations to establish a compelling learning climate connected with study hall control and discipline. The first is setting up schedules. The second is tracking down an equilibrium. The fourth is getting the students' consideration. The following is observing an adequate commotion level, and the latter is giving acclaim.

3). Organizing Learning Activities

The fascinating exercises will help students able to connect with the exercises. The instructor should discover the understudies' advantages like leisure activities, films, toys, games, TV software engineers, music, sports, and so forth Other than that, the educator should a few contemplations beneath.

- a. Dealing with bilingual students
- b. managing pair and gathering work
- c. the impacts of various types of homeroom exercises
- d. the blend capacity classes

- e. time the executives
- f. classroom association and format
- g. keeping instructing record
- h. Approach, Method, and Technique

Approach, meth'6od, and strategy are the parts of how language are educated. Every one of them will be clarified underneath.

1. Approach

Earthy colored states approach illuminates about nature of language, language learning, and the relevance to showing learning process²⁷. Another master, harmer says that approach portrays how language is utilized and the way in which its constituent parts interlock and offers a model of language ability. Approach depicts how individuals gain their insight into language and offer expressions about the conditions which will advance fruitful language learning. The methodology utilized in this examination is Contextual Language Teaching (CLT). The CLT approach will be introduced in the following clarification.

2. Method

As indicated by Harmer, strategy is the reasonable acknowledgment of a methodology. The originators of a technique have shown up choices about sorts of exercises, educator's jobs, students' jobs, and the sorts of materials, and some model of

²⁷ Brown, H. Douglas. 2001. Teaching by Principles: An Interactive Approach to Language Pedagogy. New York: Pearson Education Company.p.16

prospectus association²⁸. Earthy colored expresses that technique worries with instructor and understudy job, materials, and sequencing in English course²⁹.

3. Technique

Anthony in Brown characterizes procedures as explicit exercises appeared in the homeroom that are predictable with a strategy and accordingly are in agreement with a methodology also³⁰.

1. Special Needs

1. Definition of Special Needs

Youngsters with extraordinary requirements are kids who need exceptional treatment dissimilar to kids for the most part as a result of an issue advancement and anomalies experienced by kids³¹. Youngsters with exceptional necessities are kids who have unique attributes connected with their mental and state of being so they need suitable material or practice to advance their latent capacity³².

In light of the definition above it very well may be reasoned that youngsters with unique requirements are kids with exceptional attributes that are not the same as kids overall without continually showing a psychological, passionate or actual inability.

²⁸ Harmer, Jeremy. 2002. *The Practice of English Language Teaching*. 3rded. Malaysia: Pearson Education Limited.p 78

²⁹ Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education Company. P.17

³⁰ Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education Company. P. 14

³¹ DinieRatriDesiningrum, *Psikologi Anak Berkebutuhan Khusus*, 2016, P.2

³² Nur Eva, *Psikologi Anak Berkebutuhan Khusus*, 2015, P.5

Youngsters with extraordinary necessities can't react, reply, and play as a kid in like manner. This syndrom isn't reparable, however it is treatable. The indications can be minimalized by the intercession of early schooling. It can assist mental imbalance with further developing their social turn of events and reduction the interruption habbits.

2. Types of Children With Special Needs

a. Children with Physical Disorders:

- 1). Blind, that is, a youngster whose feelings of vision are not working (blind/low vision) as a divert for getting data in day by day exercises like alarm individuals.
- 2) Deaf, which is a youngster who loses all or part of his hearing power with the goal that he isn't or less ready to impart verbally.
- 3) Tunadaksa, kids who experience anomalies or imperfections that continue in the development (bone, joints and muscles).

b. Children with Emotional Disorders and Behavior:

1. Tunalaras, in particular youngsters who experience issues in self-change and act no as per appropriate standards.
2. Children with correspondence issues can be called tunawicara, to be specific kids who experience anomalies sound, enunciation (elocution), or familiarity with discourse, which brings about inconsistencies language structure, language content, or language work.

3. Hyperactivity, mentally hyperactivity is a strange conduct issue, caused neurological brokenness with the principle side effects can't handle development and center consideration.

c. Children with Intellectual Disorders:

1. Mentally impeded, that is, youngsters who really experience snags and impediment in scholarly mental advancement far underneath the normal so they experience challenges in scholastic, correspondence and social undertakings.
2. Children sluggish student, is kids who have scholarly potential somewhat beneath ordinary however do exclude mental impediment (typically have an IQ of around 70-90).
3. Children with exceptional learning hardships, to be specific youngsters who altogether experience challenges in unique scholarly errands, particularly as far as the capacity to peruse, compose and count or mathematics.
4. Gifted kids, are kids who have unprecedented gifts or capacities and knowledge, specifically youngsters who have the capability of (insight), innovativeness, and obligation regarding the assignment (task responsibility) over the offspring of their age (typical kids), to understand its capability to be a genuine accomplishment, requires custom curriculum administrations.
5. Autism, which is a kid's formative issue brought about by an interruption in the framework focal sensory system which brings

about messes in friendly collaboration, correspondence and conduct.

6. Indigo is a human who from birth enjoys extraordinary benefits

3. Classification of Mentally Retarded Children

Knowing these distinctions, instructors can carry out instructive methodologies and extraordinary showing programs intended for intellectually hindered understudies³³.

1) Classification of intellectually impeded youngsters for advancing requirements as per America Association on Mental Retardation (in Special Education in Ontario Schools) as follows:

- a. Educable, youngsters in this gathering actually have scholarly capacities comparable to customary kids in grade 5 elementary school.
- b. Trainable, can deal with themselves, self preservation, and social change. Exceptionally restricted capacity for scholarly schooling.
- c. Custodial, by giving constant and explicit preparing, can prepare kids on the fundamentals of how to help themselves and informative capacities. This typically requires constant management and backing.

2) Classification as indicated by AAMD and PP No. 72 of 1991, as follows:

³³ Siti Sutjihati, *Psikologi Anak Luar Biasa*, 2006, Bandung: PT. Refika Aditama. 2006.
Page 10.

a) Mild impediment

The individuals who are remembered for this gathering in spite of the fact that their insight and social variation are restrained, yet they can create in scholastics, social transformation and work capacity. more extensive social climate, even the vast majority of them can be autonomous in the public eye.

Actual appearance of intellectually hindered kids isn't unique in relation to typical kids, so frequently they can't be distinguished until they arrive at young. Normally they are known in the wake of going to illustrations at school in light of their challenges in taking examples and changing themselves with their companions.

b) Medium mental hindrance

The people who are in the psychological impediment bunch are having scholarly capacities and conduct transformations under gentle mental hindrance. They can get taking care of oneself abilities like dressing, eating, washing, utilizing the latrine, securing or staying away from risk, completing social variation at home and their current circumstance.

By and large, intellectually impeded youngsters can be distinguished as newborn children or while youthful in view of formative deferrals and apparent actual appearance. Intelligence level of intellectually impeded kids is around 30-50 so the degree

of progress and advancement differs. They can master fundamental scholarly abilities like perusing, basic number-crunching and basic composition.

c) Developmental disability is exceptionally weighty and, overall

Youngsters who are delegated serious and extreme mental impediment have practically no capacity to deal with themselves, accomplish socialization and work. For the duration of their lives they generally rely upon others. Their IQ is under 30 so they need essential scholastic abilities. Practically all psychological impediment is weighty and exceptionally weighty with numerous incapacities.

3) Classification as per clinical sort

Arrangement of clinical sorts is the gathering of intellectually impeded kids dependent on actual irregularities. In more detail, it very well may be portrayed as follows:

a. Down Syndrome

This kind of mental impediment is likewise called the Mongoloid sort since its face takes after that of the Mongols with attributes: skewed and skewed eyes, thick tongue, little ears, dry and harsh skin, helpless gelatism and little skull circles

b. Cretin

In Indonesian it is called kate or smaller person. Attributes: badang compound, short, short and screwy legs and hands, dry hair, thick tongue and lips, late tooth development, and wide nose.

c. Hydrocephal

This kind of handicap has qualities, for example, an enormous head, little elements, developed skull, helpless vision and hearing, eyes now and again squinting.

d. Microcephal, Macrocephal, Brahicephal and Schaphocephal

This lack of education shows the distortion and the size of the head. Microcephal has a little head size. Macrocephal has an enormous head shape and size, Brahicephal has an expansive head shape and Schaphocephal has a long head size

C. Tunagrahita

The term Tunagrahita might be new to certain individuals, however in our regular routines we frequently experience somebody with scholarly handicap, for instance a kid who generally gets an awful grade in scholastic matters, or somebody who regularly doesn't comprehend the orders given to him. The above issues can happen in the event that the kid encounters mental boundaries.

1. Definition of Tunagrahita

The term ordinarily utilized in calling an intellectually impeded youngster is idiotic, dumb, moronic, oblivious, feeble cerebrum, powerless memory, frail psyche, mental impediment, mental hindrance, mental

handicap, and mental hindrance. The words " mental" and "scholarly" in the phrasing above have a similar significance, and not in the feeling of mental conditions.

The distinction in the utilization of the term is because of logical foundation and the interests of the specialists who put it forward. Be that as it may, these terms have similar comprehension of the snags and limits of an individual's insight advancement when contrasted with youngsters overall. Deferrals and restrictions of this knowledge are joined by constraints in conduct change³⁴.

Kids with scholarly inabilities are kids who have essentially less insight than the normal kid by and large, joined by hindrances in acclimating to the general climate. They have delays in all fields and that is long-lasting. Their memory range is short, particularly those connected with scholarly, less ready to think conceptually and complicatedly³⁵.

Somebody is sorted as intellectually disabled in the feeling of need or mental hindrance, ie youngsters who are recognized as having a degree of knowledge that is so low (underneath typical), so to seek after formative errands needs exceptional support or administrations, including schooling and direction programs³⁶.

³⁴ Wardani, IGAK. (2011). Pengantar Pendidikan Luar Biasa. Jakarta: Universitas Terbuka. p.4

³⁵ Nunung Apriyanto. (2012). Seluk Beluk Tunagrahita & Strategi Pembelajarannya. Yogyakarta: Javalitera P. 21

³⁶ Mohammad Efendi. (2006). Pengantar Psikopedagogik Anak Berkelainan. Jakarta: PT Bumi Aksara P.9

On a premise, there are five bases that can be utilized as a theoretical premise in comprehension mental to be specific; 1) mental hindrance is a condition, 2) the condition is portrayed by mental³⁷ capacities far less than ideal, 3) it has impediments in friendly change, 4) connected with natural harm to the sensory system, and 5) mental hindrance is serious.

The meaning of mental impediment in the American Association of Intellectual Developmental Disability (AAIDD) characterizes "Scholarly handicap is an inability described by critical limits in both scholarly working and in versatile conduct, which covers numerous ordinary social and pragmatic abilities.

This inability starts before the age of 18. "In view of the assessment of the specialists over, the creators infer that psychological impediment is a condition where an individual encounters snags in scholarly turn of events and versatile conduct during improvement.

2. Classification of Tunagrahita Children

There are different perspectives on intellectually impeded youngsters. Grouping of mental hindrance will work with instructors in the planning of schooling/learning administration programs that will be given suitably.

³⁷ EndangRochyadi. (2005). Pengembangan ProgramPembelajaran Individual BagiAnakTunagrahita. Jakarta: Depdiknas .p.11

Mumpuniarti orders mental impediment seen from an assortment of perspectives, to be ³⁸ specific: grouping of clinical, instructive, sociological. Order of intellectually hindered youngsters has an instructive point of view as per Mumpuniarti is to group intellectually impaired kids dependent on their capacities in Leo Kanner. go to instruction or direction³⁹.

Gathering dependent on these arrangements, is intellectually hindered equipped for instructing, ready to prepare, and need care. The order can be evaluated as follows:

- a. Students can be intellectually hindered in gentle, fringe, imperceptibly reliant, ethically, and debile orders. Their IQs range from 50/55-70/75.
- b. Able to prepare, mental impediment capacities in this gathering are comparable to direct, semi reliant, bonehead, and have IQ knowledge levels going from 20/25-50/55.
- c. Need to be really focused on, remembered for the order of should be really focused on are youngsters who are absolutely reliant or significantly intellectually impeded, serious, numbskull, and the degree of knowledge 0/5-20/25

³⁸ Mumpuniarti.(2007). Pembelajaran Akademik Bagi Tunagrahita. Buku Pegangan Kuliah Jurusan PLB-FIP-UNY. Yogyakarta: FIP-UNY.p.13

³⁹ Mumpuniarti. (2007). Pembelajaran Akademik....15

The characterization of intellectually impeded kids dependent on the necessities in picking up as per Nunung Apriyanto are as per the following⁴⁰:

- a. Educable, kids in this gathering have scholastic capacity comparable to youngsters in grade 5 Elementary Schools.
- b. Trainable, intellectually debilitated individuals in this gathering are as yet ready to deal with themselves and protect themselves. In getting schooling and changes in the social climate can be given despite the fact that extremely restricted.
- c. Custodia, learning can be given constantly and explicitly. Formative disability in this gathering can be encouraged how to help themselves and foster more informative capacities.

While the order or characterization of mental impediment for advancing requirements as per B3PTKSM (Nunung Apriyanto, 2012: 32), is as per the following⁴¹:

- a. borderline level in instruction is alluded to as sluggish learning or slow student with IQ 70-85.
- b. mentally hindered instructors (educable intellectually impeded) have IQ 50-70 or 75.
- c. mentally hindered ready to prepare (trainable intellectually impeded) have an IQ 30-50 or 35-55.

⁴⁰ Nunung Apriyanto. (2012). *Seluk Beluk Tunagrahita & Strategi Pembelajarannya*. Yogyakarta: Javalitera.p.31

⁴¹ Nunung Apriyanto. (2012). *Seluk Beluk Tunagrahita & Strategi Pembelajarannya*. Yogyakarta: Javalitera P.32

- d. Developmental disability needs care (subordinate or profoundly intellectually impeded) having an IQ under 25 or 30.

A teacher groups mental hindrance dependent on the evaluation of instructive projects introduced to kids. In view of this assessment mental impediment is delegated intellectually hindered, equipped for preparing, and ready to⁴².

- a. Developmental impedances are fit for schooling (debil). Not ready to follow the program in standard schools, yet can in any case foster capacities through training despite the fact that the outcomes can't be amplified. capacities that can be created in intellectually hindered kids, including: (1) perusing, composing, spelling, and math; (2) changing and not depending on others; (3) skills simple to support work later on.
- b. Developmental weakness can prepare (imbecil). Having a low insight, with the goal that they can't follow the learning program as in intellectually impeded understudies. The abilities of intellectually impeded youngsters who can prepare can be engaged, are (1) figuring out how to deal with themselves, for instance eating, dress, resting, or washing without help from anyone else, (2) figuring out how to change in the home or general climate, (3) learning the financial use at home, studios (shielded studio), or in specific organizations.
- c. Mental impediment can mind (blockheads). Formative impediment with such a low degree of knowledge that it can't deal with itself or do

⁴² Mohammad Efendi.(2006). PengantarPsikopedagogikAnakBerkelainan. Jakarta: PT Bumi Aksara.p.30

social connections. Formative debilitations in this gathering are the individuals who need assistance from others in for their entire life exercises. A youngster who is a moron is extremely scholarly that he doesn't figure out how to talk and as a rule figures out how to deal with his real need. One might say that psychological hindrance should be really focused on is somebody who can't live without the assistance of others.

Retardamental arrangement as indicated by Sugihartono et al is as per the following⁴³:

- a. Mild impediment (IQ 50-70). Truly it doesn't appear as though somebody with inabilities. Viable abilities can be educated, can likewise peruse and compose, however simply up to the degree of sixth grade primary school. Also, ready to be directed to make social changes
- b. Moderate (IQ 36-50). The capacity to move, particularly talking appears to be slow. Can be prepared in basic positions, for example, taking care of oneself preparing.
- c. Severe Retardation (IQ 20-36). Engine advancement is slow, relational abilities are low. Can be prepared in fundamental abilities like aiding themselves, requires oversight and direction in a protected climate.

⁴³ Sugihartono dkk.(2007). Psikologi Pendidikan. Yogyakarta: UNY Press.p.45

- d. Profound impediment (IQ under 20). Feeble in all parts of improvement. Requires severe oversight, can not really like themselves or do self improvement.

Next is the grouping framework for mental hindrance with a sociological point of view. This grouping depends on the capacity of individuals with scholarly disabilities in their capacity to be free locally for sure they can do locally. Delegated gentle mental impediment, moderate mental hindrance, extreme mental hindrance and exceptionally serious⁴⁴.

- a. Light mental impediment, their IQ knowledge level reaches from 50-70, simpler as far as friendly change or coexisting with other typical individuals, ready to change themselves in a more extensive social climate and ready to take care of business at a degree of semi-talented.
- b. Medium impediment, their IQ level reaches from 30-50, ready to deal with themselves, can adjust to the quick climate, can accomplish the work done consistently yet requires management.
- c. Developmental hindrance is serious and exceptionally extreme, the knowledge level of IQ in mental impediment is under 30. For the duration of their lives they rely upon others. They can convey essentially and inside specific cutoff points.

In view of the characterization that has been expressed by specialists, the creators infer that psychological hindrance can be arranged into a few kinds, contingent upon their viewpoint. In accordance with the

⁴⁴ Mumpuniarti.(2007). Pembelajaran Akademik Bagi Tunagrahita. Buku Pegangan Kuliah Jurusan PLB-FIP-UNY. Yogyakarta: FIP-UNY.p.15

examination led by the creator, as far as possible the order of mental hindrance dependent on the capacity to get schooling or capacity to get illustrations, to be specific: mental impediment fit for instructing or gentle mental hindrance (debil), mental hindrance fit for preparing or mental impediment (imbecil), mental impediment equipped for mindful or mental hindrance weighty and exceptionally weighty (moron). Then, at that point, the hindered understudy who is the subject in the review is a kid with a moderate mental hindrance grouping.

3. Characteristics of Tunagrahita Children

Attributes or qualities of mental impediment can be separated into three, general qualities, qualities during advancement and unique attributes.

a. General Characteristics

As a general rule, mental impediment attributes as per, as follows⁴⁵:

- 1) Tend to can think solidly and troublesome reasoning
- 2) Having trouble in fixation
- 3) Limited social capacity
- 4) Unable to store troublesome directions
- 5) Lack of capacity to dissect and evaluate occasions experienced
- 6) In intellectually hindered understudies, the most noteworthy accomplishment in the fields of perusing, composing, counting is something like ordinary kids grade III-IV School Basic.

⁴⁵ Mohammad Efendi.(2006). Pengantar Psikopedagogik Anak Berkelainan. Jakarta: PT Bumi Aksara p.98

While the psychological impediment qualities are⁴⁶:

- 1) Intelligence, insight moved by intellectually hindered kids is extremely restricted
- 2) Social, experience issues in getting along because of their powerlessness to live autonomously
- 3) Other mental capacities, mental impediment youngsters will generally be experience issues concentrating. Hard to think
- 4) Emotional driving forces, intellectually impeded youngsters don't have positive drive in keeping up with themselves
- 5) Personality, mental hindrance youngsters are handily influenced, their character isn't full grown
- 6) Organisms, blemished actual associations, slow engine developments, can not separate anything positive or negative.

b. Characteristics during advancement

As per Triman Prasadio a few elements that can be utilized as signs of various doubts from youngsters overall are⁴⁷:

1) Infancy

Despite the fact that specialists actually experience issues in distinguishing mental hindrance in outset, yet it was contended that

⁴⁶ Nunung Apriyanto. (2012). *Seluk Beluk Tunagrahita & Strategi Pembelajarannya*. Yogyakarta: Javaliterap.34

⁴⁷ Wardani, IGAK. (2011). *Pengantar Pendidikan Luar Biasa*. Jakarta: Universitas Terbuka. P.622

newborn children with mental impediment have less dynamic qualities, delays in physical and engine advancement.

2) Childhood

Gentle impediment at this age is more hard to perceive than moderate and serious mental hindrance. This is on the grounds that in moderate and extreme mental hindrance their state of being is unique in relation to youngsters overall while gentle mental impediment has ordinary physical. In impeded youngsters gentle (slow) will show indifference in the climate or might be (quick) hyperactive.

3) School period

The trouble of an impeded youngster in school is apparent for instance with low learning accomplishment, since he experiences issues in pretty much every illustration. One more trouble during school is the trouble in concentrating and comprehension with the undertakings given, not just in light of the fact that it is hard to think likewise due to the frail mental impediment capacity in correspondence. Then, at that point, intellectually incapacitated youngsters can't acclimate to the climate, regularly defying the norms. Also, mental hindrance kids experience unsettling influences in coordinated movements.

4) Puberty

Changes in mental impediment just as young people overall. Physical and organs grow ordinarily however are not followed by

great mental improvement so it is regularly hard to collaborate with young people of a similar age.

D. Teaching Student with Special Needs

The understudy's very own program plan will incorporate a mix of targets from the normal educational program just as goals that are novel to the individual. There are various issues that medically introverted youngsters face in scholarly climate. They experience issues with any progressions and interruptions, and they additionally have consistent communication consistently.

Kids with mental imbalance are additionally troublesome in playing out their capacity and keeping focused⁴⁸. It is significant for instructor to comprehend the learning qualities of chemical imbalance so these youngsters have the most obvious opportunity with regards to tracking down accomplishment in the study hall.

Once more, their qualities can differ starting with one kid then onto the next, and the shifting attributes are frequently straightforwardly connected with where a youngster's manifestations fall on the mental imbalance range. showing standards in showing understudies with learning issues, they are: Use Direct Instruction, Provide Success, Provide Feedback, Be positive, Strive to Motivate, Insure Attention and Enjoy Teaching.

These standards are concerning the way that the instructors sort out a method for making the understudies learn. Understudies with chemical

⁴⁸ Datri Ratrie Desiningrum. *Psikologi Anak Berkebutuhan Khusus*. Yogyakarta : Psikosain. 2016. Page 15

imbalance have similar right as expected understudies do; educators' responsibility is to discover how these understudies with various qualities arrive at achievements and dissect the potential outcomes of arriving at the achievements.

E. Previous Studies

The primary, Pransiska efrilia (2016) with the title: "Creating Supplementary Teaching Vocabulary Materials for Students of Junior High School at Islamic Boarding School Pancasila Bengkulu City Based On Communicative Language Teaching In The Academic Year 2015/2016. The aftereffect of the plan is innovative work. The point is to make instructive item, similar to educational program, prospectus, course book, etc. In the exploration, the scientist foster prospectus. The result of this review comprise of six units that is finished with alluring cover, prelude, list of chapters, book planning, vivid pictures and photographs inside every parts, great and intelligibility outline.

The second, Trismiyati (2013) with the title "Creating English Supplementary Materials for Children at Panti Asuhan Aisyiyah Yogyakarta". The discoveries of this review recommended the accompanying. In the first place, the viable material should cover this parts: title of the unit, notice up, learning exercises, listening exercises, talking exercises, understanding exercises, composing exercises, playing game exercises as expansion movement, and self-appraisal. What's more, there were a few properties of successful materials that can be proposed as follows. In the first place, syntax

and language articulation are presented in setting. Second, the materials endeavor to foster the four abilities of English to be specific tuning in, talking, perusing, and composing abilities. The last, information sources and media of the materials ought to be beautiful and connected with the youngsters.

The third, Indraswarikarisa (2015) with the title " Developing Supplementary English Writing Materials Using Task-Based Language Teaching for The Tenth Grade Students of Senior High School ". The aftereffect of the requirements examination showed that the understudies required fascinating extra composing materials. The result of this valuable composing materials is entitled as Supplementary Writing Materials utilizing Task Based Language Teaching which is went with concentrate on manual. The review manual is finished with a response key a composing self-evaluation. The beneficial English composing materials' book comprises of three units. Every unit has 15 assignments and it comprises of three phases. Those three phases are pre undertaking movement, task cycle and language center. The consequence of the book assessment information shows that the advantageous composing materials utilizing task based language educating is ordered as a decent book. It tends to be seen that the consequence of the master judgment is 2.33 and the aftereffect of the understudy's give a shot is 2.34. Subsequently, the advantageous English composing materials utilizing task based language instructing have been proper with the 10th grade senior secondary school understudies' requirements.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The technique would be utilized in this examination was innovative work. Instructive innovative work is an examination configuration intended to creating schooling item, similar to prospectus, educational media modules, educational plan, appraisal instrument, course book, and so forth The specialist took this these analyst plans in view of the need of proper strengthening showing materials particularly for add jargon for understudies of middle school. Consequently this specialist utilizes set of exercises to create and approve jargon materials. Prior to creating educational showing materials, the specialist dispersed the survey toward the understudy of the polls we planned to discover a few significant data on understudies need. In view of the consequence of requirements review, a bunch of showing materials were created to address the issues. Prior to fostering this material, a few materials from others assets were chosen and sequenced. The sequenced materials were finished with moving procedure, language capacity of learning exercises.

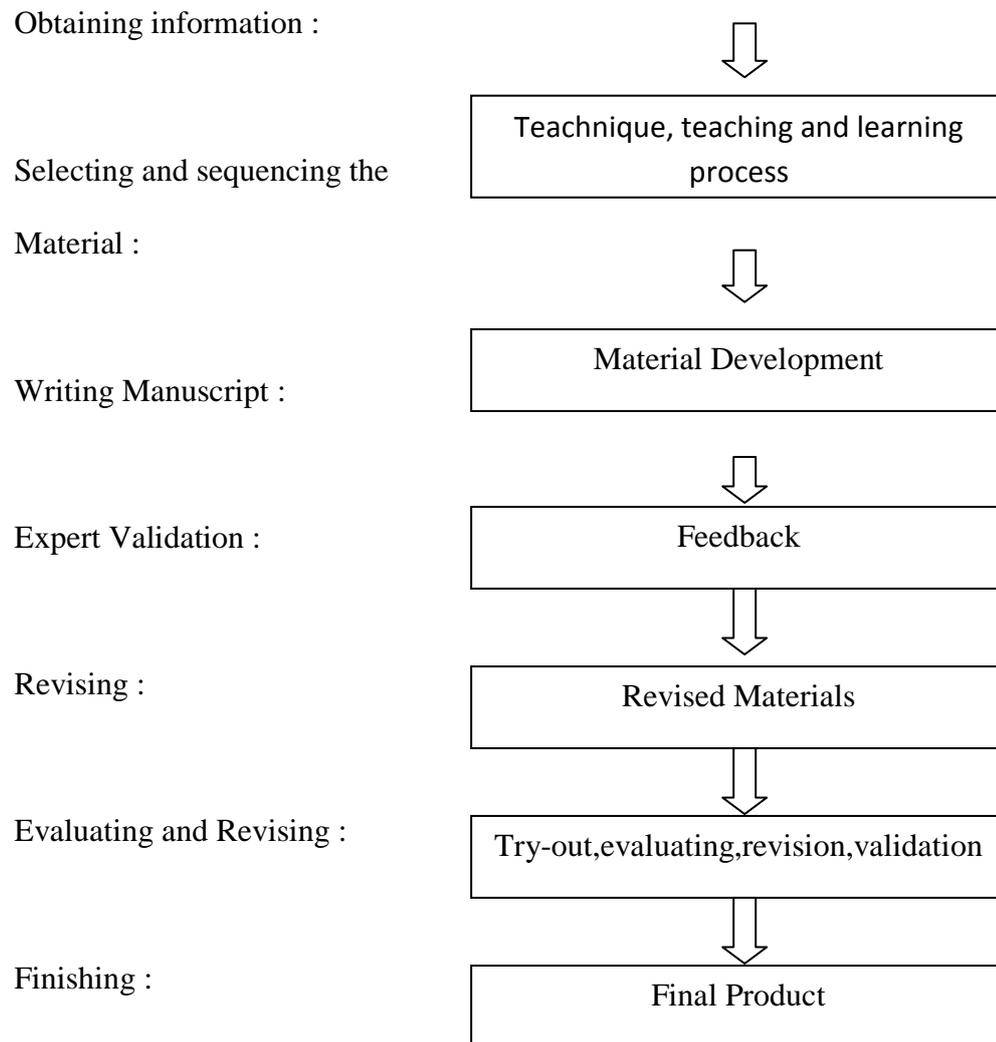
Likewise, to finish the information of need study to make some help data, the scientist led a meeting. The meeting was led by talking the definitive one, for this situation is the English instructor and the aftereffect of meeting is expected to approve the created jargon materials. Along these lines, the means in this exploration are defining, analyzing, planning, preliminary and modifying. The subject of this examination is understudies at class eighth

grade in class A SLB 01 Kota Bengkulu adding up to 10 understudies. Concisting of 7 men and 3 ladies who have extraordinary requirements specifically mental impediment. From SLB 01 Kota Bengkulu the scientist picked this school.

B. The Procedures of Development

There are some method of advancement that are proposed by the specialists about innovative work. This exploration, the examination took advancement technique model dependent on Borg was adjusted dependent on need of the examination which is begun from :

1. Obtaining that data comprises of distinguishing the issues picking a method for critical thinking, and writing audit,
2. Selecting and sequencing the material that comprise of method, educating and learning process.
3. Writing original copy that comprise of fostering the materials.
4. Expert approval all together get the criticism
5. Amending that comprise of reconsidered materials dependent on master confirmation
6. Evaluation that comprise of test, evakuation, amendment, and approval
7. Finishing that comprises of creating end result of instructing and learning material.



C. Need Assessment

Need evaluation is a significant part of creating materials particularly for understudies in middle school to fostering their own materials by the public authority. It can oblige the understudies' scholarly need to their concentrates particularly for English educating. The created materials depended on prospectus, understudies needs, booked time, and standards of open methodology.

Other than the data from self-data from self-assessment that the scientist referenced to foundation of the review, the understudies' need must be thought about as data to help the advancement dependent on knowing understudies' motivation of learning English. Assumption, inspiration, and so forth

The specialist had the option to change the created materials to various conditions found in the field with different sort of materials Therefore, to get brief data, the analyst utilized surveys, meet, breaking down schedule and field note as the media to get the data. Subsequent to getting the concise data, the consequence of need investigation was utilized as a fundamental in fostering the plan of informative showing jargon materials, sequencing, assignment, and homeroom exercises.

D. Respondents

This exploration would be led in the seven years understudy of SLB 01 Kota Bengkulu, Academic Year 2019-2020, which is situated in Bengkulu City. The researcher picked this class in light of the fact that the understudy in this study hall were turned into the definitive one where they have issues like had been referenced by the specialist behind the scenes of the concentrate in this examination.

E. Questioners

The examiners addressed to the understudies which contributed basic data the materials advancement since they addressed the understudies' requirements. The polls contained a couple of factors, for instance,

understudies' advantage for English, understudies' inclination on learning English, assessment on English, understudies' inclination on the delineation.

F. Interview

In the specialist likewise utilized meeting to accumulate data from the English instructor. Meet in English instructor to get data that is significant in the improvement of educating and learning material in the SLB 01 Kota Bengkulu.

G. Analyzing Syllabus

The standard capability and basic skill of English educating for students of SLB 01 Kota Bengkulu, that is expressed in prospectus is utilized as the essential in organizing the created materials in this examination. Subsequently, in this examination breaking down the prospectus turned into something pivotal to conclude what sort of materials that ought to be created.

Documentation Sutopo says that composed report are of examination, which regularly play significant part in subjective exploration. Hence, the record is utilized in research due to certain reasons: report is a source to tasting and normal trademark, so it is proper to R and D examination. This method as utilized by scientist to help the information gathering from perception and meeting.

The documentation information is found from the schedule and illustration plan, from the reports school, and so forth The point is to finished data gotten through examiners and meeting. In the readiness of educating and learning materials improvement which conducts in this review the standard skill and

essential capability of instructing and learning of uncommon school of Bengkulu city the schedule is involved the fundamental in orchestrating the created materials in this exploration.

H. Experts Validation

After the materials were changed, reconsidered, altered, and once again planned, there were approvals that are finished by the specialists. In this examination the expert is the person who has great capability in showing English for understudy. Accordingly, the analyst chose specialists with some creatif of approval. The master is English educator in IAIN that is exceptionally qualified in creating English Teaching materials and had been showing English in IAIN of Bengkulu City.

In this research, the viewpoints that approve by the master are the substance of the created materials, language utilization in created materials, and assessment on informative Media, assessment on the suitability with open principles. After the created materials were approved by the master, those created materials are should have been tested.

I. Try-Out

The give a shot was utilized to assess the viability and productivity of the amended material from the master. This was gotten to approve the information. The necessary information got from evaluate field incorporate the propriety of the materials, strength, and the shortcoming. The primary give a shot was the point at which the master surveyed the proposed materials to get assessments, remarks, ideas, or even analysis from the master to reconsider the

proposed materials. The second was field give a shot in which the overhauled materials were executed in the study hall. In view of the input, the updated materials were reconsidered to get the substantial informative showing jargon materials. The perceptions were led to approve the materials while the materials were being executed in the study hall and the analysts involved the outcomes as the media reexamine the materials.

J. Data Collection Technique

The information was gathered in isolated time. Right away, the scientist gathered the information for needs investigation and afterward assessed the item. The requirements examination comprise of students and advancing necessities and understudies' qualities. The analyst gathered the information by utilizing questionnaires, interview and Analyzing Syllabus. Then, at that point, in assessing the item, the information of the created materials was accumulated by poll , interviews and of the master.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

In this part the scientist clarifies about the consequences of understudies need appraisal (1), aftereffects of understudy reactions about needs evaluation (2), aftereffects of educator reactions about showing materials and understudy needs (3), prospectus investigation results (4)), consequences of material turn of events (5), consequences of master approval and amendment (6), consequences of preliminary material (7).

1. Result of Need Assessment

The consequences of the necessities appraisal examine information gathered from surveys, meetings, and schedules. Information assortment from the poll was utilized to discover all data from understudies connected with the instructing and learning of English middle school SLB O1 Negeri 01 Bengkulu City.

Information assortment from English Teachers in SLB Negeri 01 Bengkulu City in the meeting was likewise used to discover data about the instructing and learning interaction of English. And afterward information assortment from prospectus SLB Negeri 01 Bengkulu City is use to know the materials of English instructing that ought to be educate and the ability that should be dominated by second year understudy of Junior High School at SLB Negeri 01 Bengkulu City.

2. Result of Students Responses on Need Assessment

The principal day of exploration 18 November 2019, polls were disseminated to second-year understudies of SLB Negeri 01 Bengkulu City Academic Year 2019/2020 to get all data connected with understudies' requirements in beating their concerns. In this exploration, the poll had six examination focuses. For example, Students' inclinations in English, understudies' perspectives about learning English, understudies' viewpoints about English abilities. Understudy interest in English exercises, "understudies' viewpoints about representations, understudy inclinations" on outlines.

In view of information gathered from 10 understudies in SLB Negeri 01 Bengkulu City Academic Year 2019/2020 understudies, it was observed that 40% or 4 understudies said they were extremely keen on learning English, 20% or 2 understudies said they were keen on learning English. While 20% or 2 understudies are not keen on learning English and 20% or 2 understudies say they are not keen on learning English.

The understudies particularly for SLB Negeri 01 Bengkulu City admit that learning English is vital. Understudies understand that in the time of globalization, learning English is very important. From the information examiner there are conclusions about learning English, for example, 60% or 6 understudies said learning English is undeniably challenging, 20% or 2 understudies said learning English is troublesome, 20% or 2 understudies said less troublesome, and afterward there are 0 %

or 0 understudies said learning English quite easy. So understudy at SLB Negeri 01 Bengkulu City said learning English is troublesome.

In the segment on understudies' viewpoints about mastering English language abilities, it was observed that there were 10% of them or 1 understudies said that learning English listening become a troublesome aspect to be realized There are 30% or 3 understudies said that the most troublesome one in acquiring English expertise is talking and 40% or 4 understudies said that perusing became troublesome, and composing abilities 20% or 2 understudies expressed it.

In view of the reality over, the analyst presume that the most troublesome one in mastering English expertise is talking. The understudy didn't have jargon to communicating in English, so they restricted for communicate in English. Talking as well as the understudies hard for picking up perusing and composing. Accordingly, in this exploration the scientist creates strengthening English showing materials for understudies of middle school with SLB Negeri 01 Bengkulu City.

Understudies are keen on learning English. There are 0% or 0 understudies who say they are not keen on learning English sound, 30% or 3 understudies say they are not keen on learning visual English, 70% or 7 understudies who say they are keen on gaining English general media and from 0% or 0 understudies are exceptionally keen on learning English recollections. So middle school with SLB Negeri 01 Bengkulu City understudies like learning English is general media.

In view of the data, the specialist could foster strengthening English showing materials for second year understudies of middle school with SLB O1 Negeri 01 Bengkulu City dependent on Communicative Language Teaching.

3. Result of Teacher Responses on Teaching Materials and Students Need

In this review, specialists led interviews with English instructors in the SLB Negeri 01 Bengkulu City to accumulate data connecting with the educating and learning process on the educator's point of view just as the reason for creating English. The First, the scientist decides a few things, for example, the analyst gets some information about the assessments of understudies' advantage in learning English. At the point when analysts get some information about that, the English educator says, Second year understudies like to learn English, since understudies know, English is vital for correspondence. Yet, the understudy can't communicate their thought in light of the fact that the understudy absence of exceptional necessities. So that, the understudy felt exhausted to find out with regards to the English material.

Also, the specialist got some information about the snags he experienced during the educating system. The educator recognized that there were a few deterrents he recognized, for example, understudies feeling exhausted while during the instructing and learning process, and

needed energy since understudies didn't comprehend about instructing English.

Third, the specialist got some information about fostered the material English instructing in SLB Negeri 01 Bengkulu City. At the point when the analyst got some information about that, the educator said, she very concur and aficionado the materials of English instructing with unique.

Toward the finish of screening, the specialist got some information about what sort of showing structure liked by understudy. The educator said, the understudy finds out with regards to reality life. And afterward the aftereffect of understudies need.

Table 4.1

The result of students need

| No | | Response | Total | Percentage |
|-----------|---|--|--|----------------------------------|
| 1 | Students interests in English | -Very interest -Interest -Less interest -Not interest | -4 students -2 students -2 students -2 students | - 40% - 20% - 20% - 20% |
| 2 | Students opinion on learning English | -Very difficult -Difficult -Less difficult -Not difficult | - 6 students - 2 students - 2 students - 0 students | - 60% - 20% - 20% - 0% |

| | | | | |
|---|--|--|--|----------------------------------|
| 3 | Students opinion on English skills | -Listening -Speaking -Reading -Writing | - 1 students - 3 students - 4 students - 2 students | - 10% - 30% - 40% - 20% |
| 4 | Students interest in English teaching activity | -Audio -Visual -Audio-visual -Memorizing | - 0 students - 3 students - 7 students - 0 students | - 0% - 30% - 70% - 0% |
| 5 | Student opinion on the illustration | -Really needed -Needed -Less needed -Not needed | - 8 students - 2 students - 0 students - 0 students | - 80% - 20% - 0% - 0% |
| 6 | Student preference on the illustration | -Colourful pictures -Black & white pictures -Colourful photo -Black & white photo | -7 students - 0 students - 3 students - 0 students | - 70% - 0% - 3% - 0% |

4. Result of Syllabus Analysis

In this segment, the specialist clarifies about, that in this analyst, the improvement material is extra English educating material. In this way, it should be as per the prospectus chose by SLB 01 Negeri Bengkulu City that has been proposed by an English educator. The aftereffects of the

information gathered from the prospectus incorporate standard capabilities, fundamental skills, and English showing materials for 2nd grade middle school understudies.

Table 4.2

**The materials for second grade students of JuniorHighSchool at SLB
Negeri 01 Bengkulu**

| Transactional | Skill |
|----------------------|--------------|
| Number | Speaking |
| Color | Reading |
| Animals | Writing |
| Command sentence | |
| My family | |

5. Result of Materials Development

The need of understudy and the instructor idea dependent on the aftereffect of need examination, the scientist will to foster valuable materials English ability to assist the understudies with conquering their concerns in learn of English. It was created dependent on informative language instructing and orchestrate all around dependent on the standard skill and based capability of the schedule in SLB Negeri 01 Bengkulu City.

The School valuable materials incorporate seventeen units or parts and the reason for the point is seven units for learning. These points are

getting looked at connected with the necessities and interests of understudies and expect to advance understudies' encounters to help their day by day exercises.

In the created materials for understudy in SLB Negeri 01 Bengkulu City there are seven sections; at the initial segment of the materials, the analyst furnished discussions entry with point is the understudy can comprehend the numbers and can articulate them. The second piece of these materials, the specialist gave and we should be aware of shadings, the pointed of this material is the students can recognize colors and can be expression.

The third material is about creatures, the fourth material is an order sentence, and the fifth material is family. The motivation behind all material is the place where understudies can comprehend the material accessible and can articulate it as per the material that has been contemplated, know the substance of the text and afterward each piece of the material, analysts give English language instructing, expected for understudies to comprehend the substance of each every material.

6. Result of Validate and Revision

The subsequent stage in this exploration is master approval. At the point when the principal draft is prepared, the analyst talks with specialists to be assessed to guarantee that extra materials are substantial to be applied to understudies. Their remarks and ideas are expected to make a

superior draft. The instruments used to assess and approve plans are agendas and idea structures.

a. Try-Out

Table. 4.3

Result of the questioners for the students after Try-Out

| No | Indicators | Response | Total Respondent | Percentage |
|-----------|---|------------------|-------------------------|-------------------|
| 1 | Attractiveness the materials | - Very good | - 4 Students | - 40% |
| | | - Good | - 3 Students | - 30% |
| | | - Fair | - 1 Students | - 10% |
| | | - Poor | - 2 Students | - 20% |
| 2 | Level of difficulties | - Very difficult | - 5 Students | - 50% |
| | | - Difficult | - 2 Students | - 20% |
| | | - Less difficult | - 2 Students | - 20% |
| | | - Not difficult | - 1 Students | - 10% |
| 3 | Steps of activities | - Very good | - 1 Students | - 10% |
| | | - Good | - 3 Students | - 30% |
| | | - Fair | - 5 Students | - 50% |
| | | - Poor | - 1 Students | - 10% |
| 4 | Us fullness of the materials in supporting English material | - Very good | - 1 Students | - 10% |
| | | - Good | - 6 Students | - 60% |
| | | - Fair | - 2 Students | - 20% |
| | | - Poor | - 2 Students | - 20% |

| | | | | |
|----------|------------------------|-------------|--------------|-------|
| 5 | Aspect practicality | - Very good | - 1 Students | - 10% |
| | | - Good | - 3 Students | - 30% |
| | | - Fair | - 5 Students | - 50% |
| | | - Poor | - 2 Students | - 20% |

Total of respondents are 10 students

7. Results of Try-Out

To discover the use of the material being created, it is important to execute the item in a genuine field where this progression is done some data connected with the material that should be improved to discover the reasonableness of the material produced for understudies.

Sadly, because of time imperatives where understudies will have end of the year tests, analysts are just given one gathering by the top of the educational program warning leading body of SLB to attempt the material. Thusly, specialists pick one material that is as per the most recent English learning plans and examples.

Table 4.4

The material that of test

| Title | Time allocation |
|--------------|------------------------|
| Animals | 08.00-09.00 |

Put together Researchers with respect to lead evaluate process.

Along these lines, the specialist picks one of the materials that best suits

the most recent prospectus and English instructor illustration plans. Information was gathered involving a poll for understudies which zeroed in on five focuses addressing understudies' viewpoints about the created English language material.

Five focuses about the appeal of the material, the degree of trouble, the means of the movement, the helpfulness of the material in supporting English learning, and angles that address understudies' viewpoints about significant impacts in further developing English mastering abilities. In view of the information gathered from 10 understudies of the in SLB Negeri 01 Bengkulu City, it was observed that there were 4 (40%) Students say they are very interest on generally excellent material. There is 3 (30%) Students say engaging quality on great material. There is 1 (10%) Students say engaging quality on reasonable material. And afterward just 2 (20%) Students said engaging quality on material is poor. Fair and square of hardships in the created materials, there are 4(40%) understudies said truly challenging. They are 3(30%) understudies said troublesome.

There are 1(10%) understudy said less troublesome, and afterward they are 2(20%) understudies said quite easy. On the part of steps of exercises, there are 1(10%) understudies who said that the means of exercises in the created materials are generally excellent they are 3(30%) understudies who said that the means of exercises in the created material are great.

There are 5(50%) understudies who said that the means of exercises in the created materials are reasonable. And afterward there are 1(10%) understudies who said that the means of exercises in the created material poor. On the part of handiness of the created material in supporting the act of English, there are 1(10%) understudies said that the part of convenience of the created materials are generally excellent they are 6(60%) understudies who said that the part of value of the created material are great.

There are 2(20%) understudies who said that the part of helpfulness of the created materials is reasonable. And afterward there are 2(20%) understudies who said that the part of handiness of the created material poor. The last angle that addresses understudy's viewpoint about importance impacts in increment their English abilities. There are 1(10%) understudies said generally excellent. There are 3(30%) understudies said well. There are 5(50%) understudies who said reasonable. And afterward there are 2(20%) understudies who said poor.

B. Discussion

1. Discussion Need Assessment

Through needs investigation, scientists can discover what material will be created to address the issues of understudies in learning English. In the necessities examination process, scientists directed a review to

discover the material and skills that should be dominated by second year middle school understudies.

This information will be the reason for creating strengthening materials. Information was gathered involving a survey for understudies, interviews with English instructors, and prospectus utilized in middle school. From the survey information, the scientist reasoned that understudies were exceptionally inspired by English subjects.

Consequently, understudies can accomplish better execution and a splendid future. To make them more intrigued by the material being created, specialists foster fascinating and convincing English language instructing dependent on their requirements and similarity with their age and level.

At the interaction talk with, Teachers' perspectives and ideas structure the reason for scientists in fostering extra English learning. The educator encourages specialists to foster fascinating material that can inspire understudies to foster their English learning and furthermore the English educator proposes creating material with understudies' requirements and inspiration, like inclusion, questions, changing pictures, etc.

The last mark of information assortment, the analysts studied the prospectus that was utilized by middle school. The scientists proposed to involve the 2013 educational program as a reason for fostering the material, yet the educators guaranteed that the 2013 educational program

was not truly viable with showing kids with incapacities. Along these lines, they encourage specialists to utilize the 2006 educational program (KTSP) as a reason for creating instructing materials.

2. Discussion of Students Response on Needs of Assessment

In these scientists, in the wake of getting legitimate information about understudies who need English from surveys, meetings, and prospectus, the specialists created English language material with an open language showing approach as a premise and standards of material created.

So this material is seriously intriguing and fascinating. Analysts complete this material with pictures and shading photos. As we find in the understudies' inclinations in the delineations, most understudies pick shading pictures. The specialists likewise gave a decent design to make understanding the material effectively and make understudies move away, knowing what the material was.

Extra material additionally accompanies an intriguing cover, presentation, and planning of book content, delineations and great rationality. Analysts organize every part dependent on informative language educating and in view of prospectus. It means to guide understudies to know what capacities should be dominated toward the finish of the learning system.

3. Discussion of Teacher Responses to Teaching Materials and Students Need

This The scientists who directed meetings with English instructors in SLB Negeri 01 Bengkulu City intends to gather data connecting with the learning system Teacher and essential points of view for creating English Materials.

Table 4.5

The result of interview English teacher

1. How is the interest of understudies in grade VIII in SLB Negeri 01 Bengkulu city in English illustrations?

The understudies love learning English, since understudies realize it is significant for correspondence. yet, understudies feel exhausted to learn English material.

2. What obstructions are frequently found in learning English?

The educator recognizes that there are various things he admits, for example, understudies feeling exhausted while during the learning system, and don't have excitement since understudies don't comprehend about English, so understudies couldn't care less with regards to it.

3. How is the accessibility of showing materials in English subjects?

the educator expressed that, the accessibility of showing materials for material that overall in middle school in SLB 01 city of Bengkulu had exceptional material for the work on learning. Consequently specialist

is keen on fostering extra English language instructing in SLB Negeri 01 Bengkulu.

4. What are your viewpoints and ideas on the off chance that you foster English instructing materials?

At the point when the scientist got some information about it, said the instructor, he was entirely amiable and energetic. English learning material is vital particularly for SLB NEGERI 01 Bengkulu City. The explanation is on the grounds that English learning material in SLB Negeri 01 Kota Bengkulu actually utilizes the lacking media like a lot composing.

5. What assuming that the scientist creates English showing materials utilizing informative language instructing strategies?

At the point when the scientist lets him know that the analyst will foster extra English learning materials, and the educator concurs, he trusts that what will be created can assist understudies with adding to their English learning.

4. Discussion of Syllabus Analysis

The created materials are advantageous English instructing material. the consequences of information gathered from the examination prospectus incorporate ability norms, essential skills, and English showing materials for middle school in Bengkulu. as follows: numbers, Color, Animal, Body Parts, My Family, Greetings, and Profession.

5. Discussion of Materials Development

Every section starts with a degree of discussion that guides understudies to know the sort of material they will learn in the initial segment of the material, the scientists furnish part of the discussion with an objective that understudies can rehearse or can attempt English abilities. . The second piece of this spice, a scientist can discuss, pointing that understudies can know what their good tidings are.

The third and fourth pieces of this material are we should peruse and it's an ideal opportunity to compose, the reason for which is the place where understudies can discover the substance of the text and afterward each piece of the material. At long last, toward the finish of the part the material coordinates the image with the fitting sentence, which intends to foster their English language abilities through pictures..

6. Discussion of Expert Validation and Revision

In view of specialists who approve the substance of the material created, the language in the material created, assessment on the educated media, and with the rule of correspondence of the material created.

The master said that the substance of the created were as per the requirements of understudies in English material for class VII. The substance is intriguing and can inspire understudies to be more dynamic in English learning exercises.

As opposed to the principle book, the materials created give space and valuable open doors to understudies to foster their jargon with

substance and materials that are as per the prospectus utilized in middle school SLB 01 Bengkulu city.

The language utilized in the material created is additionally informative and can be seen, likewise understudies can comprehend the material well and it can urge understudies to foster their English better than anyone might have expected. the language utilized is additionally as indicated by their level and age. in this material created, the learning media utilized are additionally exceptionally intriguing so understudies don't get exhausted any longer like what they did in the past material with the principle book.

And afterward, the master likewise said that the material created was as per the standards or ideas of instructing English. The material has an assortment of themes that can empower understudy movement. so understudies can foster their English learning.

7. Discussion of Try-Out Teaching Material (Product)

As clarified by the analyst in the past section, the preliminary cycle is utilized to decide the qualities, shortcomings, and fittingness of the material created, the specialist recognizes it through five perspectives, these angles comprising of material, trouble level, steps, handiness and further developing instructing and learning.

From the part of appeal to the material, the analyst organizes these materials with alluring and brilliant pictures or photographs. Accordingly, understudies are exceptionally excited and profoundly energetic during the

educating and learning process as a result of the preliminary in light of the fact that fascinating material makes them dynamic while learning and rehearsing their English learning.

From the part of the degree of trouble, all understudies expressed that the material created was straightforward where understudies could see well every material in this item. From the part of the means of the action, the understudies said that the material created was legitimate request. Understudies can comprehend the material well in light of the fact that the material suits their requirements.

From the part of the utilization of the material in supporting English learning, nearly understudies expressed that the material created was vital and valuable to further develop their English learning and lessen their concerns. The last part of the improvement part of learning English.

For this perspective, practically all understudies expressed that the material created affected them essentially to take care of their concerns in learning English. At last the preliminary, the educator didn't observe the issue and the understudies additionally didn't experience issues to talk about the material created. During the preliminary interaction, the scientists saw that the adequacy of the material created was generally excellent.

Understudies can see every subject in every unit well indeed and it tends to be seen from the exercises and reactions of understudies during the instructing and learning process in class. The understudies are

additionally extremely dynamic during the educating and learning process in evaluating material created. What's more, understudies said that the material created was extremely proper to their necessities, age, and level. Subsequently this material created, understudies can tackle their concerns.

8. Final Product

The last advance of this exploration in the end result of completely evolved English language instructing is proposed modification in the wake of being approved by specialists. the fixings are truly evolved. The master supported the eventual outcome and the master expressed that this exploration item is vital for understudies of SLB 01 Bengkulu on the grounds that these materials are helpful for understudies to tackle their concerns in learning English.

The eventual outcome of this specialist is a progression of extra showing English for second year understudies in middle school in SLB01 Bengkulu City. Particularly for the subsequent semester, scholarly year 2019/2020. These extra materials are supplemented by alluring covers, prelude, and chapter by chapter guide, book planning, shading drawings and pictures in every part.

The strengthening elements of the seven sections and the five parts are numbers, colors, creatures, order sentence, and my family.

Table 4.6**The draf of final product**

| No | Topic / chapter Topic | Activities |
|-----------|------------------------------|---|
| 1. | Number | <ol style="list-style-type: none"> 1. Let's speak English 2. Let's get reading 3. Let's time write 4. Let's time practice |
| 2. | Colors | <ol style="list-style-type: none"> 1. Let's speak English 2. Let's get reading 3. Let's time write 4. Let's time practice |
| 3. | Animals | <ol style="list-style-type: none"> 1. Let's speak English 2. Let's get reading 3. Let's time write 4. Let's time practice |
| 4. | Command sentence | <ol style="list-style-type: none"> 1. Let's speak English 2. Let's get reading 3. Let's time write 4. Let's time practice |
| 5. | Family | <ol style="list-style-type: none"> 1. Let's speak English 2. Let's get reading 3. Let's time write 4. Let's time practice |

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this examination, the material created was strengthening material and remembered an absence of significant books for English subjects. Which is centered around 7th grade students of SLB 01 Bengkulu, particularly for the subsequent semester. The materials created are likewise expected to help educators in instructing English.

What is seldom in the fundamental reading material to tackle understudy issues like aiding understudies by giving more in their English learning capacities. This valuable material is supplemented by appealing covers, prelude, and list of chapters, book planning. Vivid pictures and photographs in every part, great outlines and lucidness. Subsequently, to make these materials as per the prospectus chose by SLB 01 Bengkulu City specialists sort the materials from a few sources that are chosen, embraced, and changed by considering understudies' requirements for English materials that are proper and in accordance with standard capabilities, fundamental abilities, and pointers in the schedule. The created material, every subject is picked by deciding understudies' necessities and interests.

The material created comprises of seven parts, there are numbers, colors, creatures, the human body, families, order sentences, and callings. and afterward, the consequences of the review are: the aftereffects of understudy reactions to the necessities appraisal are discrete with regards to the

information gathered from polls, meetings, and schedule. That all are utilized to acknowledge misrepresentation in creating material.

The consequence of the instructor's reaction to showing materials and understudy needs is to get every one of the claims connected with understudies' necessities in conquering their concerns in creating material. The consequence of the prospectus examination is the utilization of English material created. The consequence of fostering the material is that the specialist will foster English learning material. The aftereffects of master approval and correction are counseling scientists with experience for item updates. The objective is to make the item a decent item.

B. Suggestion

As clarified by the specialist in the past section that this review intends to tackle the issues of understudies in learning English through the improvement of extra showing materials for understudies in SLB 01 Bengkulu city, particularly for 7th grade understudies in the subsequent semester.

Accordingly, to improve this material, the specialist proposes the educator to enhance the material with example intends to supply understudies in learning English dependent on their necessities, conditions, and idealness. Since these materials are just as an enhancement, the analyst additionally encourages the English educator to join them as the principle book or other asset. For understudies, scientists propose utilizing these materials adequately by rehearsing the substance of material that isn't just in the study hall. by

rehearsing adequately, analysts accept that their concerns in English can be tackled well.

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**A
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Appendix 1

Angket untuk mengetahui kebutuhan siswa terhadap bahan ajar bahasa inggris

Berilah tanda silang (x) pada jawaban yang akan anda pilih sesuai dengan pendapat anda.

1. Apakah anda menyukai pelajaran bahasa inggris ?
 - a. Suka sekali
 - b. Suka
 - c. Kurang suka
 - d. Tidak suka
2. Apakah menurut anda pelajaran bahasa inggris itu sulit ?
 - a. Sulit sekali
 - b. Sulit
 - c. Kurang sulit
 - d. Tidak sulit
3. Dari keempat keterampilan bahasa inggris (mendengarkan, berbicara, membaca, dan menulis), keterampilan manakah yang menurut kalian sulit dikuasai ?
 - a. Mendengarkan
 - b. Berbicara
 - c. Menulis
 - d. Membaca
4. Kegiatan apa yang kalian sukai pada saat belajar bahasa inggris ?
 - a. Audio
 - b. Visual
 - c. Audio-Visual
 - d. Menghapal
5. Apakah menurut anda belajar bahasa inggris perlu dilengkapi dengan ilustrasi gambar/foto ?
 - a. Perlu sekali
 - b. Perlu
 - c. Kurang perlu
 - d. Tidak perlu
6. Bentuk ilustrasi apa yang menarik bagi anda ?
 - a. Gambar berwarna
 - b. Gambar hitam putih
 - c. Photo berwarna
 - d. Photo hitam putih

Appendix 2

The result of students need

| No | | Response | Total | Percentage |
|----|--|--|--|----------------------------------|
| 1 | Students interests in English | -Very interest -Interest -Less interest -Not interest | -4 students -2 students -2 students -2 students | - 40% - 20% - 20% - 20% |
| 2 | Students opinion on learning English | -Very difficult -Difficult -Less difficult -Not difficult | - 6 students - 2 students - 2 students - 0 students | - 60% - 20% - 20% - 0% |
| 3 | Students opinion on English skills | -Listening -Speaking -Reading -Writing | - 1 students - 3 students - 4 students - 2 students | - 10% - 30% - 40% - 20% |
| 4 | Students interest in English teaching activity | -Audio -Visual -Audio-visual -Memorizing | - 0 students - 3 students - 7 students - 0 students | - 0% - 30% - 70% - 0% |
| 5 | Student opinion on the illustration | -Really needed -Needed -Less needed -Not needed | - 8 students - 2 students - 0 students - 0 students | - 80% - 20% - 0% - 0% |
| 6 | Student preference on the illustration | -Colourful pictures -Black & white pictures -Colourful photo -Black & white photo | -7 students - 0 students - 3 students - 0 students | - 70% - 0% - 3% - 0% |

Appendix 3

INSTRUMENT WAWANCARA

1. How is the interest of students in grade VIII in SLB negeri 01 Bengkulu city in English lessons?

The students love learning English, because students know it is important for communication. but students feel bored to learn English material.

2. What obstacles are often found in learning English?

The teacher acknowledges that there are a number of things he confesses, such as students feeling bored when during the learning process, and do not have enthusiasm because students do not understand about English, so students do not care about it.

3. How is the availability of teaching materials in English subjects?

the teacher stated that, the availability of teaching materials for material that in general in junior high school in SLB 01 city of Bengkulu did have special material for the work on learning. Therefore researcher is interested in developing additional English language teaching in SLB Negeri 01 Bengkulu.

4. What are your opinions and suggestions if you develop English teaching materials?

When the researcher asked about it, said the teacher, he was very amenable and enthusiastic. English learning material is very important especially for SLB NEGERI 01 Bengkulu City. The reason is because English learning material in SLB Negeri 01 Kota Bengkulu still uses the lacking media like too much writing.

5. What if the researcher develops English teaching materials using communicative language teaching methods?

When the researcher tells him that the researcher will develop additional English learning materials, and the teacher agrees, he hopes that what will be developed can help students add to their English learning.

Appendix 4

18-11-2019

Ruang Guru

R : researcher

ET : English Teacher

R : Siang mam. Ini saya minta waktu untuk wawancara sebentar boleh kan?

ET : Oya, silahkan dek.

R : Saya mau Tanya-tanya soal putaran pertama mam

ET : Oya silahkan.

R : Menurut mam gimana media audiovisual yang saya gunakan selama 1 cycle dalam 2 pertemuan ini?

ET : Ya sejauh ini bagus, anak-anak juga banyak yang aktif miss. Yang tadinya diam juga saya liat ada beberapa yang mulai aktif tunjuk tangan.

R : Kalau kekurangannya apa ya mam?

ET : Mmm, hanya soal materi saja sih miss, ini kan kemaren ada beberapa gambar yang kalau dikopi hitam putih jadi kurang jelas, jadi lebih baik diteliti lagi gambarnya, biar ser-nya tidak capek menjelaskan pada anak-anak

R : Ooo, baik mam.

R : Oya mam, menurut mam, apakah kemampuan vocab anak-anak bertambah dengan adanya aktivitas listening dengan media audiovisualaudiovisual khususna video ini?

ET : Iya, bertambah miss. Kan banyak vocab baru buat mereka yang dari rekaman maupun yang dari soal. miss juga selalu menanyakan arti setiap kosa kata baru yang mereka gak tau, bagus itu, terus nyuruh mereka nyatet juga biar gak lupa.

R : Iya mam, soalnya siswa pesti lupa kalo gak dicatet e, hehe... Kemudian, kalau untuk materinya sendiri bagaimana mam? Apakah cukup menarik?

ET : O sangat. Banyak variasinya mam. Saya saja gak kepikiran buat soal ngelingkarin vocab yang ada di rekaman itu waktu liat handoutnya. Bagus miss.

R : Hehe, iya ya mam?itu saya juga mengacu di buku mata kuliah mam, jadi ya banyak macamnya.

ET : Iya. Siswa juga keliatan lebih antusias kok miss, soalnya materinya menarik. Banyak gambar-gambar juga, jadi bikin siswa seneng. Udah gitu mereka juga dapet cerita baru dari rekaman itu.

R : Iya mam. Ada masukan gak pak buat saya?

ET : Mmm, oh, ini, pas siswa ada yang ngomong gitu, mungkin ser-nya sedikit tegas sama yang lain, maksudnya nyuruh diam, biar menghargai temennya yang lagi ngomong.

R : Oiya mam, makasih sarannya. Sekian dulu mungkin mam, mnanti kalau mau merepotkan lagi ya saya minta ijin lagi, hehe

ET : iya miss, hubungi aja nanti

Appendix 4

Hari, tanggal : Sabtu, 16 11 2019

Waktu : 13:00-14:45 WIB

Lokasi : Ruang Kelas VIII A SLR Negeri 1 Kota Bengkulu

Hal : Observasi kegiatan belajar mengajar

Keterangan : GBI : Guru Bahasa Inggris

P : Peneliti

S : Siswa

| No | Kegiatan |
|----|--|
| 1. | P datang ke sekolah pukul 12.45 WIB dan langsung menuju ruang kelas VII.A. |
| 2. | S masuk pukul 13.00 WIB. S duduk sesuai bangku masing-masing. GBI menjelaskan kegiatan mereka hari itu. S yang sudah membawa LKS kemudian membuka dan mulai memperhatikan halaman yang diminta GBI. |
| 3. | Ketua kelas memulai pelajaran tambahan dengan meminta S menyapa GBI serta P dengan "Good afternoon Miss Vini and Miss Tia". GBI dan P menjawab "Good afternoon too students." Kemudian GBI menerangkan soal yang akan diberikan kepada S dan meminta S mendengarkan dengan cermat, karena soal hanya akan dibacakan 2 kali oleh GBI. S mendengarkan dengan seksama. GBI mendikte soal yang ada di LKS, S mendengarkan sambil menjawab soal di LKS. |
| 4. | Setelah soal selesai dibacakan, GBI meminta S menukar jawaban mereka dengan teman yang ada di sebelah mereka. GBI memberikan jawaban yang benar sambil sesekali membahas jawaban tersebut. |
| 5. | Selesai membahas soal di LKS, GBI bertanya apakah ada yang kurang jelas, beberapa S bertanya dan GBI menjawab. Kemudian GBI meminta ketua kelas mengumpulkan LKS S dan meletakkannya di meja depan. |
| 6. | GBI menutup pelajaran tambahan pada hari itu dengan mengucapkan "See you later" kepada S dan S menjawab "see you later Miss Vini and Miss Tia." |
| 7. | Pelajaran tambahan selesai pada pukul 13.30 WIB. P berbincang-bincang sejenak dengan GBI terkait pelajaran tambahan hari itu kemudian P berpamitan kepada GBI dan langsung menuju tempat parkir. |

Field notes 2**Hari, tanggal** : Senin, 18-11-2019**Waktu** : 13:00-14:15 WIB**Lokasi** : Ruang Kelas VIIIA SLB Negeri 1 Kota Bengkulu**Hal** : fre-test**Keterangan** : GBI : Guru Bahasa Inggris

P : Peneliti

S : Siswa

O : Observer

| No | Kegiatan |
|----|--|
| 1. | P ditemani O yang P mintai tolong untuk mengambilkan gambar sewaktu P melakukan penelitian tiba di sekolah pukul 12:45 WIB. |
| 2. | Pukul 13:00 WIB P, GBI, dan O masuk ke ruang kelas VIIA. GBI memberitahu S bahwa untuk beberapa pertemuan ke depan akan di ajar oleh P. |
| 3. | Kemudian GBI mempersilahkan P untuk memulai mengajar S. P memulai pelajaran dengan mengucapkan salam "good afternoon students" dan S menjawab dengan "Good afternoon Miss Tia and Miss vini.". P menjelaskan kepada S bahwa untuk pertemuan pertama P hanya akan melakukan pre-test. P menjelaskan test yang akan diadakan adalah test listening. P meminta ketua kelas membagikan lembar jawaban kepada seluruh S. Kemudian P menerangkan perintah-perintah yang terdapat dalam soal dengan menggunakan bahasa inggris. Soal terbagi menjadi 5 jenis, A sampai E. Soal pertama memilih gambar yang sesuai dengan rekaman, soal kedua pilihan ganda, soal ketiga memilih benar atau salah atas pernyataan yang ada, soal keempat pilihan ganda dan soal kelima memilih kosa kata yang terdengar dalam rekaman. P bertanya apakah ada dari soal maupun gambar yang kurang jelas, S menjawab tidak ada |
| 4. | P mulai memberikan instruksi bahwa rekaman akan diperdengarkan 2 kali. P meminta S mendengarkan dengan cermat. P mulai memperdengarkan rekaman soal dan S mendengarkan dengan cermat sambil menjawab soal yang diberikan. |
| 5. | Setelah soal selesai diperdengarkan 2 kali, P meminta S menukar lembar jawaban mereka ke teman sebelahnya. |
| 6. | P membahas soal dengan melakukan tanya jawab kepada S. sesekali P meminta salah satu S untuk menjawab soal dan mengatakan alasan mereka menjawab. S sangat antusias mengangkat tangan berharap ditunjuk menjawab soal. P juga membahas beberapa kosa kata asing yang sulit |

Appendix 5

Hari, tanggal : Sabtu, 23-11-2019

Waktu : 13.00 – 14.15 WIB

Lokasi : Ruang Kelas VII.A

Hal : Implementasi kegiatan Listening dengan media audiovisual dengan tema "Parts of Number". Cycle 1b

| NO | AKTIVITAS | SITUASI RUANG KELAS |
|----|--|--|
| 1. | Pembukaan <ul style="list-style-type: none">- P mengucapkan salam.- P mengecek daftar hadir S. | P, GBI, dan O masuk ke Lab listening diikuti S. P mengucapkan salam "Good day students" dan S menjawab "good day Miss Vero". Kemudian P bertanya kepada S "Who is absent today?" S menjawab serentak "no one absent Miss.". kemudian P bertanya "How are you today?" S menjawab "I'm fine". |
| 2. | Presentation <ul style="list-style-type: none">- P bertanya kepada S tentang sudah bias berhitung dalam bahasa inggris apa belum.- S menjawab pertanyaan yang diberikan P.- P memberi tahu S topik yang akan di ajarkan. P bertanya jawab dengan S mengenai bagian- bagian angka meliputi: <ul style="list-style-type: none">1) macam-macam nomor.2) menjodohkan angka dan gambar. | P bertanya mengenai PR yang diberikan kepada S dan S ramai menjawab bahwa mereka senang mendengarkan audio dan menonton video. P bertanya apa yang membuat mereka senang, beberapa S menjawab karena ada scriptnya, yang lain menjawab karena kata-katanya mudah dipahami, yang lainnya menjawab bahwa topiknya menarik. Kemudian P beralih ke topic hari itu dan bertanya kepada S "siapa yang bias berhitung dari 1-10 dalam bahasa inggris?" beberapa S putri menjawab "saya ser.". Kemudian P meminta salah satu S yang bernama wulan untuk coba berhitung 1-10, wulan berhitung dengan baik menggunakan bahasa Inggris. Terlihat beberapa S tidak memperhatikan, kemudian P langsung menegur mereka, dan P meminta mereka mendengarkan agar mereka tahu. Setelah wulan selesai P menyuruh S yang ribut tadi untuk berhitung dalam bahasa inggris. S tadi bernama Husen. Benar saja Husen belum bisa berhitung dengan baik. P meminta S untuk tidak mengulangi ribut di kelas lagi |
| 3. | Practice f <ul style="list-style-type: none">- S mendengarkan rekaman mengenai | Pada pertemuan kali ini, P meminta S mendengarkan 8 penggalan rekaman dan harus melingkari kalimat yang benar sesuai dengan rekaman. Pertama-tama P menanyai S apakah |

| | | |
|----|--|--|
| | <p>angka yang didengarkan secara sepenggal-sepenggal dengan durasi masing-masing ± 1 menit.</p> <ul style="list-style-type: none"> - P meminta S mendengarkan dengan baik suara rekaman tersebut. - S mendengarkan lagi rekaman yang sama secara sepenggal-sepenggal, - kemudian S menjawab soal yang diberikan dengan benar. - S diminta menjawab soal dengan tepat. | <p>suara record nya terdengar dengan baik atau tidak. Setelah seluruh S bisa mendengarkan sampel rekaman dengan jelas, P memberikan penjelasan mengenai soal yang akan diberikan dalam bahasa inggris. Soal kali ini dibagi menjadi 4 bagian, dan cerita dibagi menjadi 8 audio rekaman. Seperti yang telah diberitahukan sebelumnya, S akan diminta melingkari beberapa kalimat yang benar sesuai dengan yang mereka dengar dalam rekaman, setelah penggalan-penggalan record diperdengarkan, P akan bertanya meliputi isi rekaman tersebut. Maka P meminta S mendengarkan setiap penggalan cerita dengan cermat. Sebelum memperdengarkan rekaman, P member tahukan pada S dalam bahasa inggris bahwa rekaman hanya akan diputar 2 kali. P memutar rekaman dan S mendengarkan dengan serius sambil mengerjakan soal. Setiap selesai memperdengarkan rekaman, P membahas soal dan bertanya jawab dengan S menggunakan bahasa inggris sesuai dengan urutan cerita. Kadang S mengalami kesulitan dalam hal vocabulary untuk mengutarakan pendapat mereka, kemudian P membantu mereka. Suasana di kelas sangat ramai akan pendapat masing-masing S. beberapa kali juga mereka menanyakan kosa kata sulit yang baru saja mereka dengar di rekaman dan P menjawab sambil menjelaskan konteksnya dalam kalimat tersebut. Selesai melakukan pembahasan soal pada audio terakhir, P meminta salah satu S yang bersedia angkat tangan untuk mengucapkan apa saja yang mereka dengar. Ternyata tidak ada S yang mengangkat tangan, P mempersilahkan S untuk menanyakan hal yang mereka belum paham, beberapa S bertanya tentang kosa kata sulit pada teks, dan P menjawabnya. Setelah tidak ada pertanyaan, P meminta S menjumlahkan jawaban benar mereka dan memberitahukannya kepada P sesuai urutan presensi.</p> |
| 4. | <p>Production</p> <ul style="list-style-type: none"> - S mendengarkan sebagian rekaman | <p>Untuk mempersingkat waktu, P langsung memberikan penjelasan mengenai soal yang akan mereka kerjakan dengan menggunakan bahasa inggris dan dicampur dengan bahasa</p> |

Appendix 6

QUESTIONNAIRE FOR STUDENTS AFTER TRY-OUT

Berilah tanda silang (x) pada pertanyaan berikut ini yang sesuai dengan pendapat anda ?

1. Bagaimana daya tarik materi pembelajaran bahasa inggris yang baru saja di ikuti?
2. Bagaimana tingkat kesulitan bahan ajar bahasa inggris yang baru saja di ikuti?
3. Bagaimana langkah-langkah pembelajaran bahasa inggris yang baru saja di ikuti?
4. Bagaimana manfaat materi pembelajaran bahasa inggris?

Appendix 7

Result of the questionnaires for the students after Try-Out

| No | Indicators | Response | Total Respondent | Percentage |
|----|--|--|--|--|
| 1 | Attractiveness of the materials | <ul style="list-style-type: none"> - Very good - Good - Fair - Poor | <ul style="list-style-type: none"> - 4 Students - 3 Students - 1 Students - 2 Students | <ul style="list-style-type: none"> - 40% - 30% - 10% - 20% |
| 2 | Level of difficulties | <ul style="list-style-type: none"> - Very difficult - Difficult - Less difficult - Not difficult | <ul style="list-style-type: none"> - 5 Students - 2 Students - 2 Students - 1 Students | <ul style="list-style-type: none"> - 50% - 20% - 20% - 10% |
| 3 | Steps of activities | <ul style="list-style-type: none"> - Very good - Good - Fair - Poor | <ul style="list-style-type: none"> - 1 Students - 3 Students - 5 Students - 1 Students | <ul style="list-style-type: none"> - 10% - 30% - 50% - 10% |
| 4 | Usfullness of the materials in supporting English material | <ul style="list-style-type: none"> - Very good - Good - Fair - Poor | <ul style="list-style-type: none"> - 1 Students - 6 Students - 2 Students - 2 Students | <ul style="list-style-type: none"> - 10% - 60% - 20% - 20% |
| 5 | Aspect practicality | <ul style="list-style-type: none"> - Very good - Good - Fair - Poor | <ul style="list-style-type: none"> - 1 Students - 3 Students - 5 Students - 2 Students | <ul style="list-style-type: none"> - 10% - 30% - 50% - 20% |

Total of respondents are 10 students



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

at : Jl. Raden Fatah Pagar Dewa Telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PENUNJUKAN

Nomor : 1009 / In. 11/F.II/PP.00.9/03/2019

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. Syamsul Rizal, M.Pd
NIP : 19690129 199903 1 001
Tugas : Pembimbing I
2. Nama : Dedi Efrizal, M.Pd
NIP : -
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 : Adetia Mareta
NIM : 1516230054
Judul Skripsi : Developing Teaching and Learning Materials for Encouraging the Involvement and Concentration of the Students with Special Needs

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

Ditetapkan di : Bengkulu

Pada Tanggal : 22 Maret 2019

Dekan,



Zubaedi

Tembusan:

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



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

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

LEMBAR PENGESAHAN SEMINAR

Proposal Skripsi,

Nama : Adetia Mareta

NIM : 1516230054

Berjudul : **“Developing Supplementary English Teaching Material for the Student with Special needs”,**

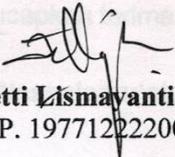
diseminarkan oleh tim penyeminar pada :

Hari/Tanggal : 16 Oktober 2019

Pukul : 08.00 WIB

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

Penyeminar I


Detti Lismayanti, M.Hum
NIP. 197712222009012006

Bengkulu, 16 Oktober 2019
Penyeminar II


Zelvia Liska Afriani, M.Pd
NIP. 199404202018012003



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INSTITUT AGAMA ISLAM NEGERI BENGKULU**

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Website: www.iainbengkulu.ac.id

Nomor : ~~6327~~ /ln.11/F.II/TL.00/11/2019

5 November 2019

Lamp. : 1 (satu) Exp Proposal

Perihal : **Mohon Izin Penelitian**

Kepada Yth,
Kepala SLB Negeri Kota Bengkulu
di-
Bengkulu

Assalamu'alaikum Wr, Wb

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/Ibu mengizinkan nama dibawah ini melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul **"Developing Supplementary English Teaching Materials For The Students With Special Needs (Research and Development of Students With Special Needs at SLB Negeri Kota Bengkulu)"**.

Nama : Adetia Mareta
NIM : 1516230054
Prodi : TBI
Tempat Penelitian : SLB Negeri Kota Bengkulu
Waktu Penelitian : 6 November s/d 13 Desember 2019

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

Wassalamu'alaikum Wr,Wb

Dekan,



[Signature]
* Zubaedi *



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UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU

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Website: www.iainbengkulu.ac.id

Bengkulu, 17 Februari 2022

Nomor: 0734/Un.23/F.II/PP.00.9/02/2022

Lamp. :-

Perihal: Ujian Skripsi

Kepada Yth.

1. Dr. Kasmantoni, M.Si (Ketua)
 2. Reko Serasi, M.A. (Sekretaris)
 3. Dr. Syamsul Rizal, M.Pd (Penguji Utama)
 4. Valisneria Utami, M.Ed. (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, 17 Februari 2022

Waktu : 08.00 sampai selesai

Tempat : FTT (Ruang Munaqosyah)

| No. | Nama/Nim | Judul |
|-----|---------------------------------------|---|
| 1. | Ninda Nofriana 1711230097 | Critical Discourse Analysis Of Teacher's Humor in Teaching English |
| 2. | Siti Mursida Rani 1711230088 | Investigating Second Language Acquisition of English Foreign Language Students in Al-Iman Modern Islamic Boarding School Viewed From Student's Learning Environment |
| 3. | Adetia Mareta 1516230054 | Developing Supplementary English Teaching Materials for The Student With Special Needs |
| 4. | Ellyza Nurjanah Lestari 1711230061 | Investigating Teacher's Creativity In Designing Instructional Media in Rural School During Covid-19 Pandemic At SMK N 4 Bengkulu Selatan |
| 5. | Tri Elmina 1711230135 | Interaction Between Teacher And Students In Virtual Classroom at SMAN 4 Kota Bengkulu |

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

Dekan,



Mis Mulyadi



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Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Bengkulu, 14 Oktober 2019

Nomor : 6189/In.11/F.II/PP.00.9/10/2019

Lamp. : -

Perihal : Penyeminar Proposal Skripsi

Kepada Yth.

1. Detti Lismayanti, M.Hum (Penyeminar I)
2. Zelvia Liska Afriani, M.Pd (Penyeminar II)

di -

Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

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

Hari/Tanggal : Rabu, 16 Oktober 2019

Waktu : 08:00 sampai selesai

Tempat : Gedung C4.3 (Ruang Munaqosah)

| NO. | NAMA/NIM | JUDUL |
|-----|---------------------------------------|---|
| 1 | Maya Ainul Hayati 1516230017 | Improving Students' Writing Ability by Using Flower Writing Strategy |
| 2 | Adetia Mareta 1516230054 | Developing Supplementary English Teaching Materials fir the Students with Special Needs (Research and Development in Extraordinary School Dharma*Wanita Persatuan of Bengkulu City Academic Year 2018/2019) |
| 3 | Parti Rosmita 1516230105 | An Analysis of Grammatical Error on Writing Skill in Narrative Text (A Case Study of the Second Year Students of SMA N 9 Bengkulu Selatan) |
| 4 | Amelia Baini Nengsy 1516230075 | The Use of Sketch as a Learning Aid to Improve Students' Writing Skill in Descriptive Text (A Classroom Action Research at the 8 th Grade Students of MTs N 5 Kaur in Academic Year 2019) |
| 5 | Putri Tria Pratiwi 1516230094 | Enriching Students' Vocabulary Mastery Through English Spelling Bee Games |
| 6 | Fitriani Agil Handayani 1516230001 | The Effect of Critical Reading Strategy on Students' Reading Expository Text Achievement at MAN 1 Model Lubuk Linggau) |

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

Wassalamu'alaikum Wr. Wb.

Dekan

Zuhadi

Rencana Pelaksanaan Pembelajaran (RPP)

CYCLE I MEETING I

| | |
|------------------------|-------------------------------------|
| Sekolah | : SLB Negeri 1 Kota Bengkulu |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas /Semester | : VIII.A |
| Tahun Pelajaran | : 2019/2020 |
| Jenis Teks | : Recount |
| Tema | : Kinds of Number |
| Aspek | : Mendengarkan |
| Alokasi Waktu | : 2 x 45 menit |

Standar Kompetensi:

Mendengarkan

- Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk narrative dan recount untuk berinteraksi dengan lingkungan sekitar

Kopetensi Dasar:

- Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk narrative dan recount

Indikator:

- Siswa dapat merespon berbagai informasi yang terdapat dalam rekaman monolog recount. 2. Siswa dapat mengidentifikasi berbagai informasi dalam rekaman monolog recount.

A. Tujuan pembelajaran

Mendengarkan

Pada akhir pelajaran siswa dapat:

- Mengidentifikasi berbagai informasi dalam rekaman monolog recount.
- Menjawab pertanyaan yang berkaitan dengan rekaman dengan benar.

B. Materi Pembelajaran

- Rekaman monolog recount.
- Soal yang berkaitan dengan rekaman.

C. Teknik Pembelajaran

Communicative Language Teaching

D. Langkah-langkah kegiatan pembelajaran

Pendahuluan (15 Menit)

- Guru membuka dengan salam, menanyakan kabar dan mengecek kehadiran siswa.
- Guru dan siswa mengucapkan lafaz Basmallah untuk mengawali pembelajaran.
- Siswa diminta memeriksa kerapian diri dan kebersihan kelas.
- Guru memberikan yel-yel untuk membangkitkan semangat siswa dalam pembelajaran.
- Guru memberikan apersepsi
- Guru menyampaikan materi yang akan disampaikan

Kegiatan Inti (65 Menit)

1. Siswa mendengarkan rekaman dengan cermat mengenai macam-macam nomor.
2. Siswa diminta menjawab soal dengan benar.
3. Siswa mendengarkan kembali rekaman dengan cermat.
4. Siswa diminta memilih gambar yang tepat yang terdapat dalam rekaman.

Penutup (10 Menit)

- Guru memberi kesempatan siswa untuk bertanya.
- Guru dan siswa bersama-sama menyimpulkan materi pembelajaran yang sudah dipelajari
- Guru memberikan pengayaan berupa PR

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- Guru menutup pembelajaran dengan mengucapkan Lafaz Hamdallah

E. Sumber Belajar

- Buku teks yang relevan.
- Rekaman dan script cerita.
- Media: Komputer: Laptop, Computer, Students worksheet, White board and Board Marker.

F. Penilaian

Setiap jawaban yang sempurna diberi skor 1.

Jumlah skor maksimal keseluruhan 10.

Nilai maksimal = 10

$$\text{Nilai Siswa} = \frac{\text{skor protehan}}{\text{skor maksimal}} \times 10$$

Mengetahui,

Guru Pembimbing

Bengkulu, November 2019

Mahasiswa

Vini Retno A, S.Pd

NIP: 1982 0615 201001 2014

Adetia Mareta

NIM. 1516230054

School Gate



English Teacher Vini Retno Ambarwati, S.Pd





CHAPTER

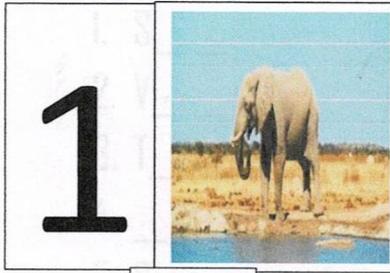
Numbers

IN this Chapter, I will learn to :

- reading numbers from 50-100
- shows the number mentioned by the teacher
- copy numbers 50-100
- add up the number of the results to 100
- subtract numbers from 50-100



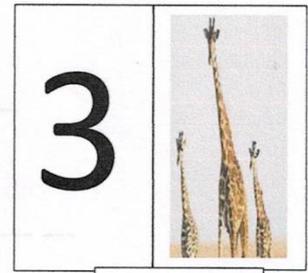
b. Complete the words



ONE



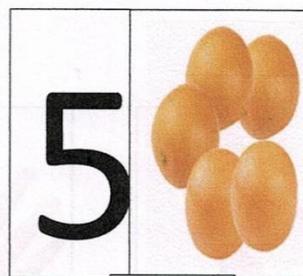
TWO



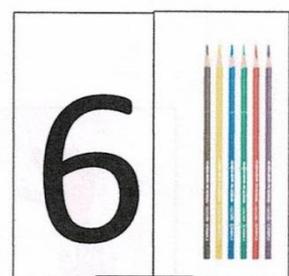
THREE



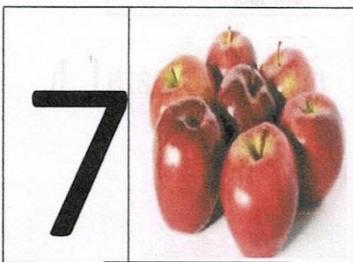
FOUR



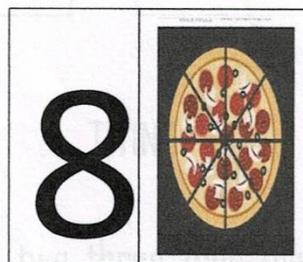
FIVE



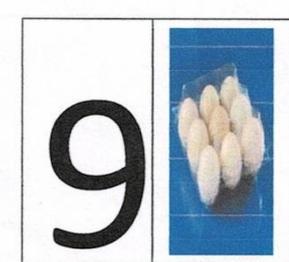
SIX



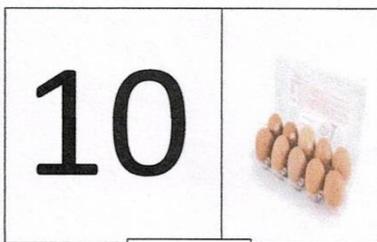
SEVEN



EIGH



NINE



TEN



b. Complete the words

1. S _ _ _

2. V _ _ _ _

3. T _ _ _

4. _ n _

5. S _ _ _ _ n

6. N _ _ _ _

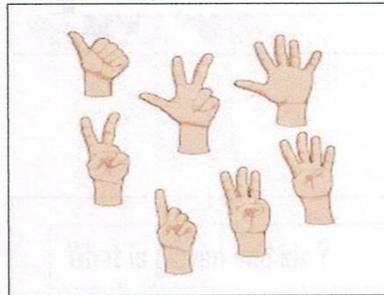
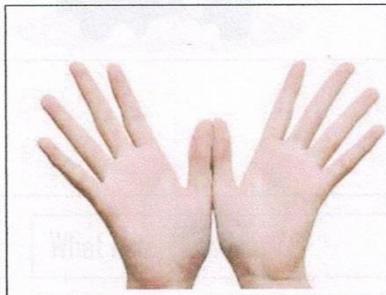
7. E _ _ _ _ _ _

8. E _ _ _ _ _

9. S _ _ _ _ nt _ _ _ _

10. Tw _

c. Lets play finger game



d. Lets sing a song

TWINS

one, two, three, four, five,
once i caught a fish alive,
six, seven, eight, nine, ten,
then i let it go again.
why did you let it go?
because it bit my finger so.
which finger did it bite?
this little finger on the right.
(repeat all verses)

CHAPTER

COLORS

IN THIS CHAPTER, I WILL LEARN TO :

- identifying types of colors
- mentioning kinds of colors
- group various kinds of colors
- copying words that are related to color
- make sentences related to color



a. listen and repeat

'The Rainbow Song'

2. R

3. G E

4. G L

5. P K

red, orange, yellow, green, blue, purple, pink

red, orange, yellow, green, blue, purple, pink

it's a rainbow, it's a rainbow

a beautiful rainbow in the sky

it's a rainbow, it's a rainbow

a beautiful rainbow in the sky

red, orange, yellow, green, blue, purple, pink

red, orange, yellow, green, blue, purple, pink

red, orange, yellow, green, blue, purple, pink

it's a rainbow, it's a rainbow

a beautiful rainbow in the sky

it's a rainbow, it's a rainbow

a beautiful rainbow in the sky

Black = hitam

White = putih

Red = merah

Blue = biru

Yellow = kuning

Green = hijau

Orange = oranye

Purple = ungu

Grey = abu-abu

Pink = merah muda

Brown = coklat

Silver = perak

Gold = emas

Cinnamon = coklat kayu manis

Copper = warna tembaga

Coral = merah kehuning-kuningan

Green = hijau

Cinnamon = coklat kayu manis

Amber = kuning oranye

b. Complete the words

1. Ye _ _ _ _ _

2. R _ _ _

3. G _ E _

4. G _ L _

5. P _ _ K

6. B _ _ _ _

7. W _ _ _ _ _

8. P _ _ _ _ e

9. A _ _ a

10. Or _ _ _ e

c. Listen and practice

Black = hitam

White = putih

Red = merah

Blue = biru

Yellow = kuning

Green = hijau

Orange = oranye

Purple = ungu

Grey = abu-abu

Pink = merah muda

Brown = coklat

Silver = perak

Gold = emas

Cinnamon = coklat kemerahan

Copper = warna tembaga

Coral = merah kekuning-kuningan

Cream = krem

Crimson = merah tua terang

Cyan = biru terang

Amber = kuning sawo

Amethyst = ungu lembayung

Apricot = kuning aprikot

Aqua = biru air

Aquamarine = biru laut, hijau kebiruan

Auburn = coklat kemerahan

Azure = biru langit

Beige = abu-abu kecoklatan

Bronze = merah tua

Cardinal = merah terang

Carmine = merah tua

Celadon = hijau pudar

Cerise = jingga muda

Cerulean = biru cerulean

Charcoal = warna arang

Chartreuse = hijau muda kekuningan

Chocolate = warna coklat tua

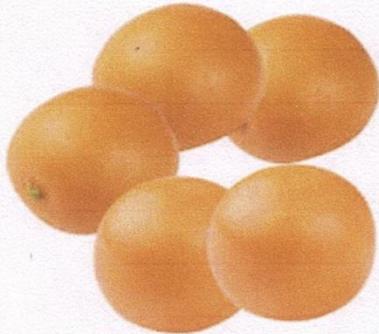
f. Complete The Sentences And Praticice With Your Friends



THE APPLE IS



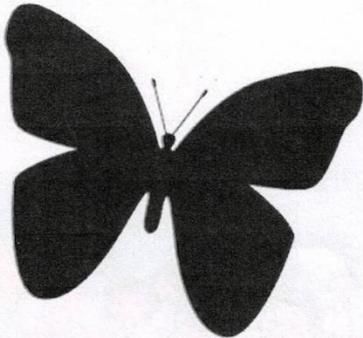
THE SNAKE IS



THE ORANGE IS.....



THE DOLL IS



THE BUTTERFLY



THE FLOWER IS
.....

CHAPTER

ANIMALS

IN THIS CHAPTER, I WILL LEARN TO :

- Know The Animal Name
- Mentioning Animal Place Name
- Sharing Animal Group In Accordance With The Place To Stay
- The Memorize Name Animal Name



a. Listen and practice *Play With Your Friends*



One cat



Three cats



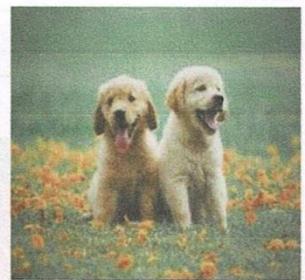
One rabbit



Two Rabbit



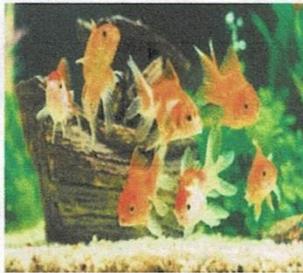
One Dog



Two Dog



ONE FISH



SIX FISH



ONE FROG



d. complete the sentences and practice with your friends



The crocodile live in



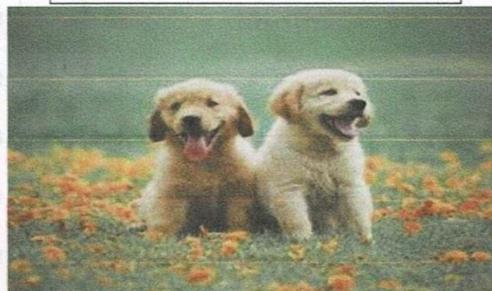
The rabbit live in.....



The elephant live in.....



The butterfly live in.....



The dog live in.....



The duck live in.....



The cat live in.....



The turtle live in.....

c. Listen And Praticce



The fish live in water



The monkeys live in trees



The birds live in the air



The frogs live in two realms

CHAPTER

IV

COMMAND SENTENCE

IN this Chapter, I will learn to :

- identifying types of colors
- mentioning kinds of colors
- group various kinds of colors
- copying words that are related to color
- make sentences related to color



a. Listen and practice

1. Go away! (pergi sana!)
2. Close the door! (tutup pintunya!)
3. Listen to the teacher! (dengarkan guru!)
4. Be careful! (hati-hati!)
5. Be nice! (jadilah baik!)
6. Be quite please! (tolong diam!)
7. Don't touch me! (jangan sentuh aku!)
8. Don't swim to far! (jangan berenang terlalu jauh!)
9. Don't eat my foods! (jangan makan makananku!)
10. Don't step on the grass! (jangan menginjak rumput!)

b. Listen and practice

RIO : Come in please!



Helena : Alright.

Lulu : Be careful!



Tari : allrigh

Tari : Listen to the teacher!



Students : allright

CHAPTER

FAMILY

IN THIS CHAPTER, I WILL LEARN TO :

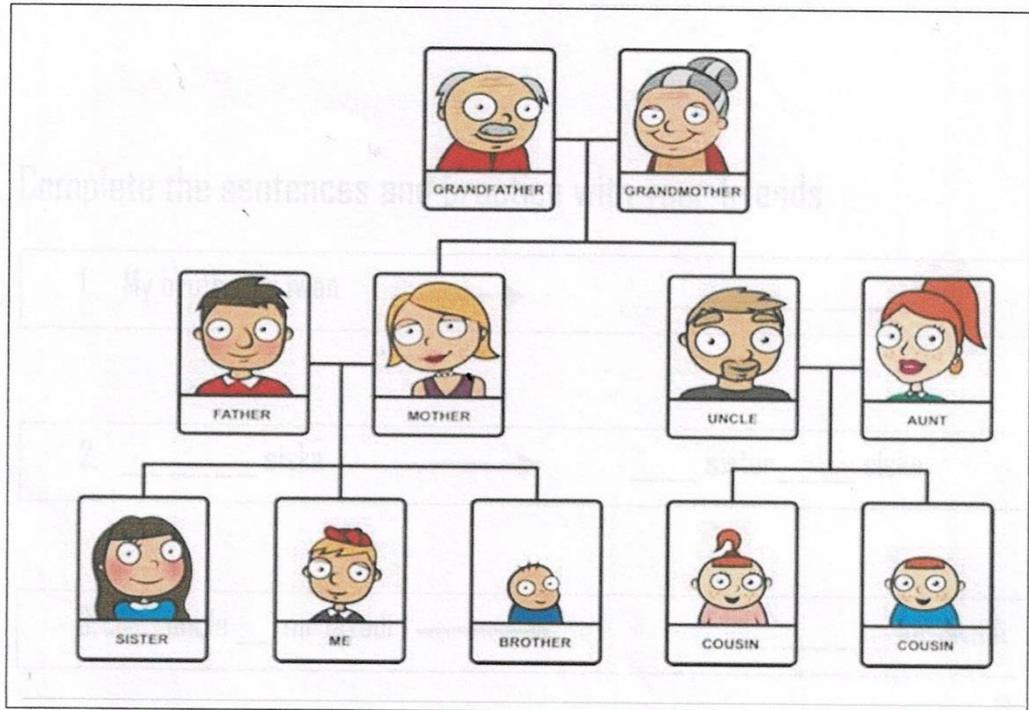
- get to know the family chart
- read the family chart
- write down the names of family members



a. Listen and Repeat

1. My father is Mr Riswanto → Your father is Mr Riswanto
2. My mother is Mrs Risnawati → Your mother is Mrs Risnawati

This is my family



b. Complete the words

1. F _ t _ _ r
2. M _ T _ H _
3. Gr _ _ _ _ m _ _ _ _ _
4. S _ _ _ _ _
5. B _ _ _ _ _
6. A _ _ _ _
7. U _ _ _ _ _
8. G _ _ _ _ _ f _ _ _ _ _

e. Listen and Practice

2

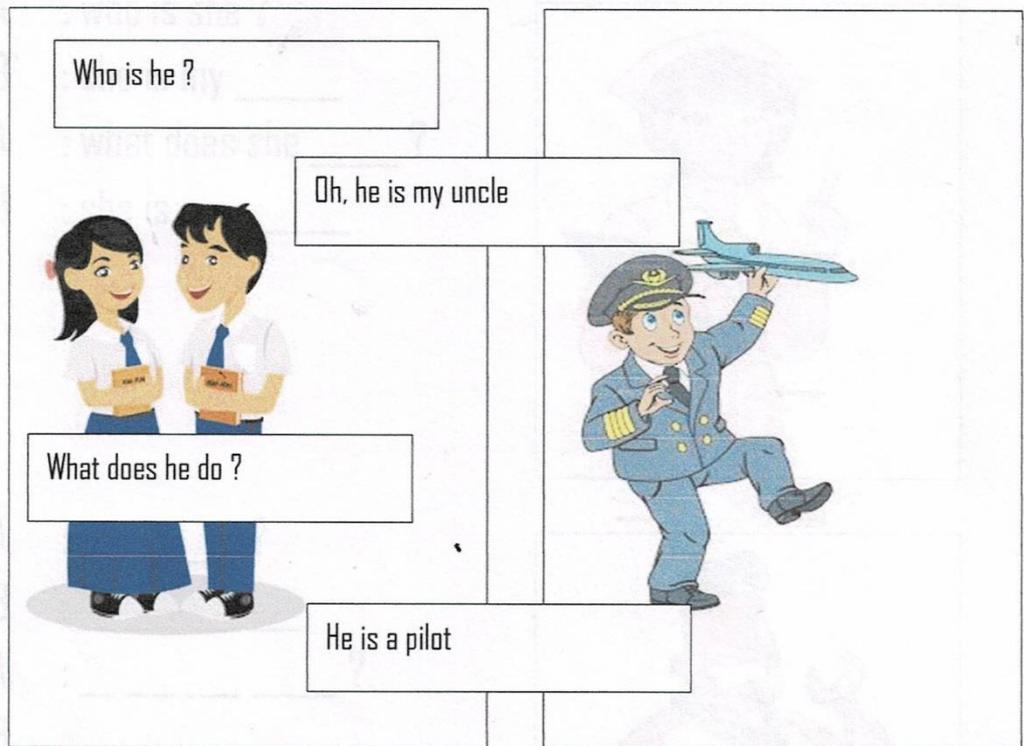
Who is he ?

Oh, he is my uncle

What does he do ?

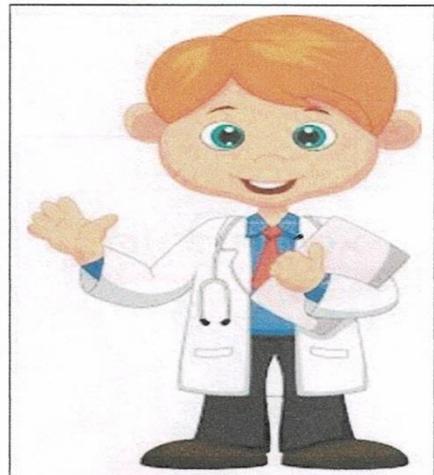
He is a pilot

3



f. Complete the sentences and practice with your friends

- 1 A : who is he ?
B : he is my _____
- A : what does he _____ ?
B : he is a _____



2 A : who is she ?
 B : she is my _____
 A : what does she _____ ?
 B : she is a _____



3 A : _____ ?
 B : _____
 A : _____ ?
 B : _____



4 A : _____ ?
 B : _____
 A : _____ ?
 B : _____



Cek skripsi Adetia_TBI

08/02 Hanura Febrtani

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