ENGLISH TEACHING STRATEGIES FOR STUDENTS WITH INTELLECTUAL DISABILITIES AT SMPLB C-C1 YAKUT PURWOKERTO

THESIS

Submitted to Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of the Requirements for Achieving the Degree of *Sarjana Pendidikan* (S.Pd) in English Education

By:

Aznyatul Maulida
S.N 1717404008

ENGLISH EDUCATION PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY PROF K.H. SAIFUDDIN ZUHRI
PURWOKERTO
2022

APPROVAL SHEET

KEMENTRIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROF. K. H. SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jend. A Yani, No. 40 A Purwokerto
Telepon (0281) 635624 faksimili (0281) 636553 www.uinsaizu.ac.id

APPROVAL SHEET
The Thesis Entitled :

ENGLISH TEACHING STRATEGIES FOR STUDENT WITH INTELLECTUAL DISABILITIES AT SMPLB C-C1 YAKUT PURWOKERTO

Written by Aznyatul Maulida, Student Number 1717404008, English Education Study Program, Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H Saifuddin Zuhri, was examined on Monday, May 30th, 2022 and declared qualified for achieving the degree of *Sarjana Pendidikan (S.Pd.)* in English Education.
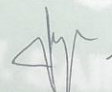
Examiner I/Head of Examiner/Supervisor,

Muflihah, S.S., M.Pd.
NIP.197209232000032001

Examiner II/Secretary,
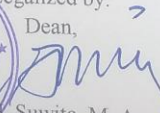
Windhariyati Dyah K., M.A. M.Pd.
NIDN. 2001049001

Main Examiner,

Maulana Mualim, M.Pd.
NIDN. 2014078601

Legalized by:
Dean,

Dr. H. Suwito, M. Ag.
NIP. 19710424 199903 1 002

ii

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

Herewith I,

Name : Aznyatul Maulida

Students Numbers : 1717404008

Grade : Undergraduate

Faculty : Tarbiya and Teacher Training

Study Program : English Education

Declare that all statements, opinions, and analyses that I have written in this thesis are my original work. I optimally conducted my own research with the help of references and suggestions. If any claim related to the analyses that I made persist in the future, I would be fully responsible for the clarification.

Purwokerto, 26th of May 2022

I who declare,

AznyatulMaulida
S.N.1717404008

OFFICIAL NOTE OF SUPERVISOR

To the Honorable,

Dean of Faculty of Tarbiya and Teacher Training

State Islamic University of Prof. K.H Saifuddin Zuhri

In Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakatuh

Having guided, analyzed, directed, and corrected the thesis by Aznyatul Maulida, Student Number 1717404008, entitled:
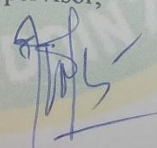
ENGLISH TEACHING STRATEGIES FOR STUDENTS WITH INTELLECTUAL DISABILITIES AT SMPLB C-C1 YAKUT PURWOKERTO

I recommended the thesis to be submitted to Dean of Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H Saifuddin Zuhri, and examined in order to get Undergraduate Degree in English Education (S.Pd.)

Wassalamu'alaikum Warahmatullahi Wabarakatuh

Purwokerto, 26th of May 2022

Supervisor,

Muflihah, S.S, M.Pd.
NIP. 9720923000032001

MOTTO

" Don't stop learning because life doesn't stop teaching."

- Oscar Auliq Ice -

<u>DEDICATION</u>

I dedicate this thesis to:

Myself, I'm extremely proud of you for achieving your goal one by one.
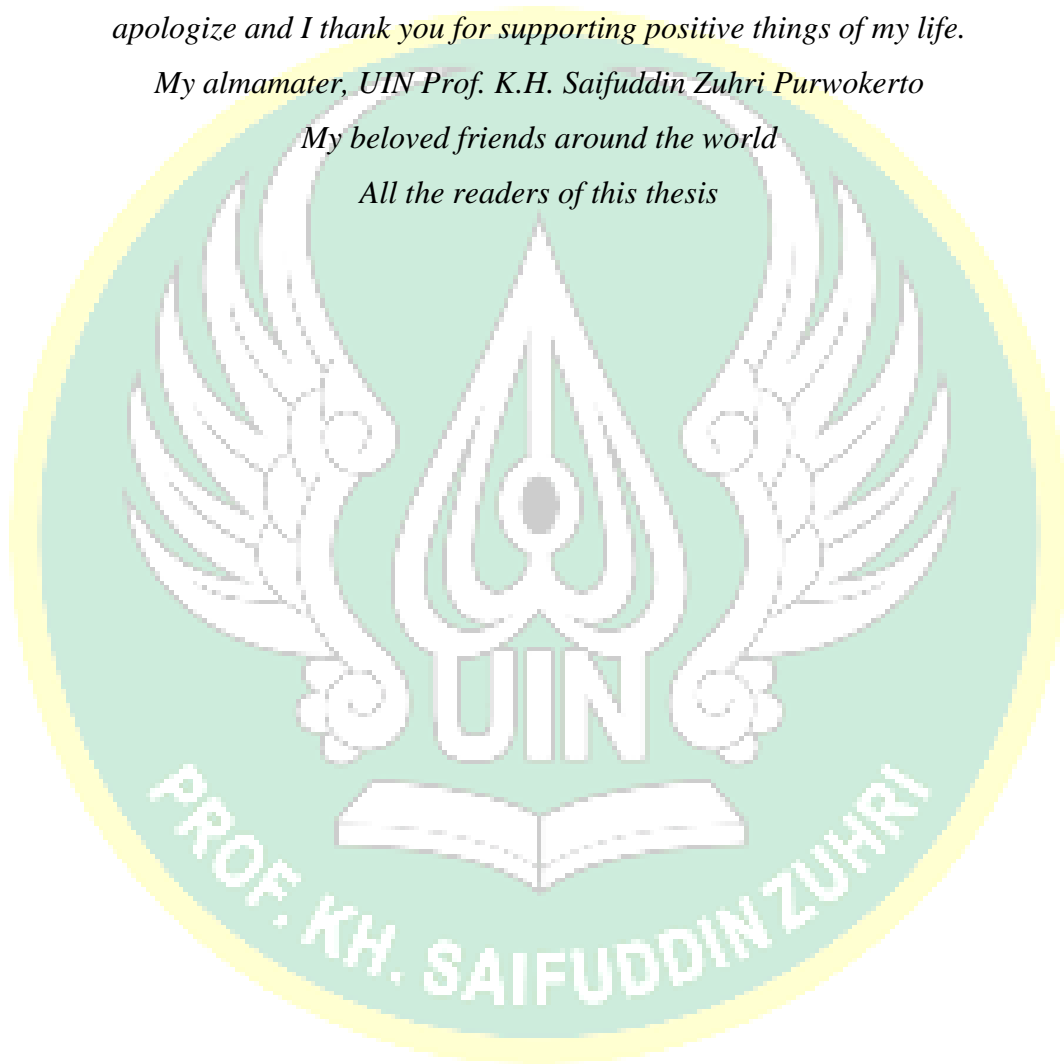*My dearest parents who always by my side, siblings, and entire family, I deeply*
apologize and I thank you for supporting positive things of my life.
My almamater, UIN Prof. K.H. Saifuddin Zuhri Purwokerto
My beloved friends around the world
All the readers of this thesis

ACKNOWLEDGEMENT

In the name of Allah, All praises belongs to Allah SWT, who has given His mercies, blessings, guidance, and everything to the writer for completing this thesis. Shalawat and salam are always presented to the Prophet Muhammad SAW., his family, and companions.

This thesis is presented as partial fulfillment of the requirement for achieving the undergraduate degree of education in the Faculty of Tarbiya and Teacher Training of Prof. K.H Saifuddin Zuhri State Islamic University Purwokerto. This graduation paper will not be completed without the support, guidance, advice, help, and encouragement from individuals and institutions. The writer would like to express the deepest gratitude appreciation to:

1. Dr. Suwito, M.Ag., as the Dean of Faculty of Tarbiya and Teacher Training of Prof. K.H Saifuddin Zuhri State Islamic University.
2. Dr. Maria Ulpah, M.Si., as the Head of Tadris in of Tarbiya and Teacher Training of Prof. K.H Saifuddin Zuhri State Islamic University.
3. Desi Wijayanti Ma'rufah, M.Pd, as the coordinator of English Education Program in Faculty of Tarbiya and Teacher Training of Prof. K.H Saifuddin Zuhri State Islamic University.
4. Muflihah, S.S; M.Pd., Thank you for being there and guiding me, given the precious help, advice, and patience during the accomplishment process of my thesis.
5. Thank you to my favorite English lecturers, Mrs. Actinis, Mrs. D, Mrs. Desy, Mrs. Windhariyati Kusuma, Mr. Maulana, Mr. Munjin, Mrs. Zulia, and all my English lecturers who have shared their awesome knowledge with me and my friends.
6. All lecturers of Prof. K.H Saifuddin Zuhri State Islamic University, thank you for teaching preciuous knowledge and giving the best experience study.
7. All official staffs of Prof. K.H Saifuddin Zuhri State Islamic University.

8. Mrs.Qory and Mrs.NH. as the English teachers of students of SMPLB C-CI Yakut Purwokerto. Thank you for giving me chances to follow some meetings and spare time to conduct some interviews.

9. My parents, Kasnoto and Daisah, my sisters, my brother,my brother-in-law, who have loved me, supported all a good things of my life, and sending me a good prayers every single days.

10. My closest friends, members of Susah Sinyal: Nikmah, Timon Saragih, Gia, Qoni, Mace, Ii, Nadia, Puji thank you for all our awesome moments that I could not share enough here. My beloved friends: Syifa qot, Anniqa 3 diva, Safrida and Dina lestari, thank you for supporting me, sharing tears and laughs, and thanks for the nice friendship and our togetherness.

11. All of my beloved friends of TBI 2017 who have shared memories for three years on offline courses and a year on online courses.

There is no more appropriate sentence with the deepest thanks for all help and supports that the researcher can convey in the completion of the preparation of the thesis. May Allah SWT accept all good deeds. Hopefully, this thesis will be beneficial for the writer and all readers.
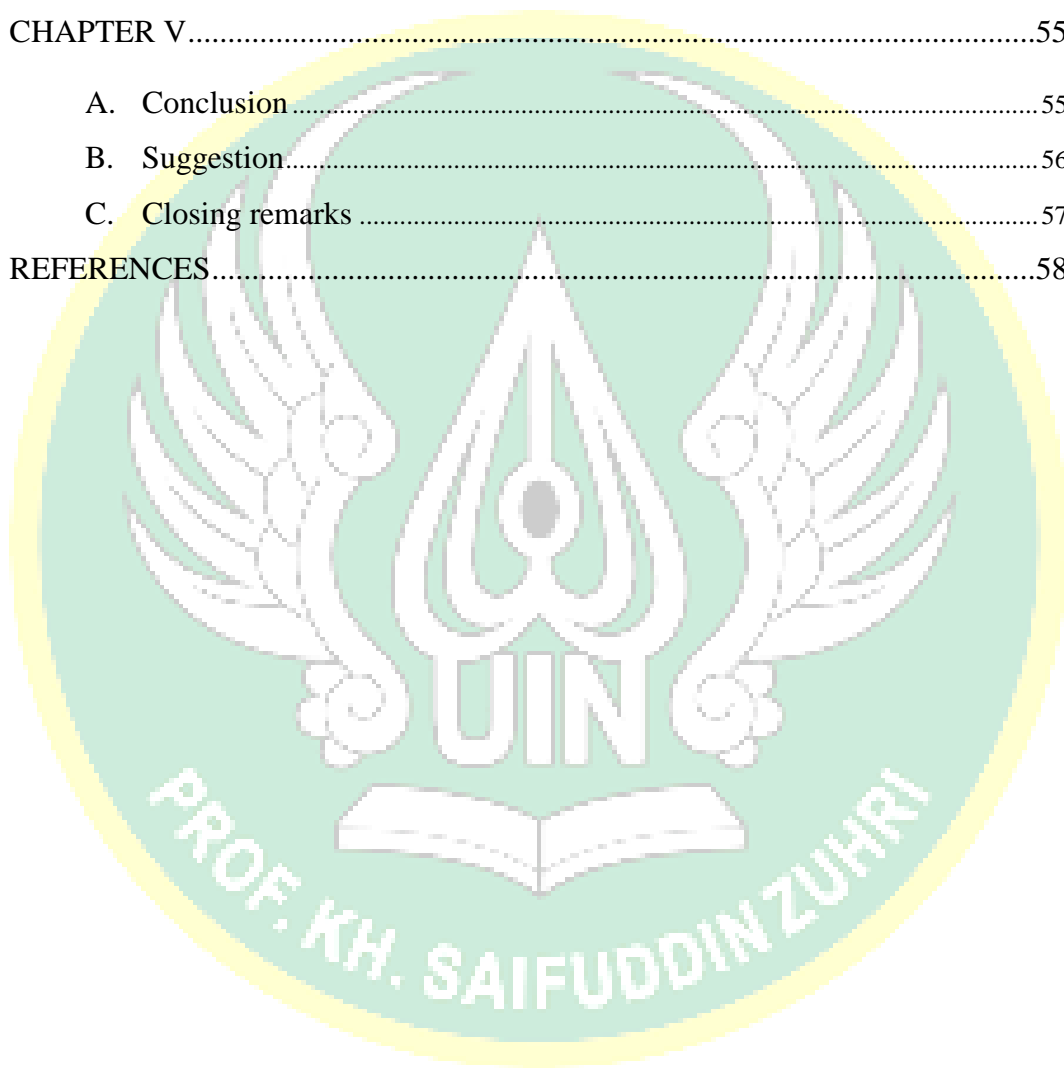
Purwokerto, 26th of May 2022

The writer,

Aznyatul Maulida

viii

TABLE OF CONTENT

ENGLISH TEACHING STRATEGIES FOR STUDENTS WITH INTELLECTUAL DISABILITIES AT SMPLB C-C1 YAKUT PURWOKERTO

Aznyatul Maulida

S.N 1717404008

English Education Study Program

Prof. K.H.1 Saifuddin Zuhri State Islamic University Purwokerto

ABSTRACT

The teacher's strategy at SMPLB C-C1 Yakut Purwokerto is an important thing that can deal with student with intellectual disabilities. Student with intellectual disabilities have an IQ below the national average. The goal of this study was to describe the learning strategies used in developing how student with intellectual disabilities receive and apply English learning at school,as well as to analyze the factors that supported and inhibited the development of reading and writing skills in mentally retarded children. This study employs qualitative research as its methodology. Data collection was accomplished through observation, interviews, and documentation. The teacher creates lesson plans and to help children with intellectual disabilities improve their abilities. Direct learning strategies is the learning strategies employed by the teacher. The lecture method, exercise method, and task method are all used for learning. Letter cards and pictures are used as learning media. A check list and a written test are used to assess learning. Teacher factors, habituation, and parental participation are all helpful in developing reading and writing, speaking skills in student with intellectual disabiliyies. The ability of students and the lack of parental participation are the impediments.

Keywords *: Teaching,, Strategy, Intellectual Disabilities*

CHAPTER I
INTRODUCTION

A. Background of The Study

Humans were created flawlessly by Allah SWT and they have numerous advantages over other animals. There are at least five advantages that humans have. The first advantage is that humans are formed in their most ideal form, the second advantage is that humans are given Allah SWT's gift, the third, people can have knowledge and Allah SWT has bestowed the three humans the advantages of lust. People may live and function as they should with that lust, the fourth advantage is that humans are given the shape of conscience. He acts as a mediator between reason and lust, and the fifth advantage is that he is given the freedom to make decisions with the exception of God's will.[1]

Education encompasses all learning experiences that occur in a variety of settings and over the course of one's life. Education encompasses all aspects of a person's life that have an impact on them. Education is a cultural transformation process that is defined as the transmission of a piece of cultural heritage from one generation to another generation.[2]

Language is a kind of communication that is closely involved to human life. It is mostly utilized to communicate with one another in order to meet the demands of our social relationships. There are many different languages spoken around the world, and one of them is English. As a result, speaking English is the most practical approach to communicate with people from many countries about a variety of topics, including technology, economics, social issues, and politics.[3]

---

[1] Jauhari, Muchtar, *Fikih Pendidikan*, 1 st ed. (Bandung : PT. Ilmu Media Rosdakarya : 2008)

[2] Enamoul Haque, "*English Language Teaching and learning at Alim Level in The Madrashas Bangladesh: Problem are possible solution*," (Bangladesh University Savar Dhaka: 2010, 21).

[3] Nur Aini Wahyu Hidayah, Suharno suharno, Mintasih Indriayu. *The Implementation of Cooperative Learning by Using Jigsaw and Make a Match Method to Improve the Activity and*

There are four aspects of teaching and learning a language that support the four language skill, such as grammar, vocabulary, spelling, and pronunciation, which are also taught in the English teaching and learning process.[4] There are many Inslucive Schools in Indonesia , especially for children with special needs. By being exposed to English terminology with variances, students with intellectual disabilty will gradually grasp the differences between English and Indonesian. In special school, children with special needs receive English classes, or what is commonly known as English for difable. It teaches English in general based on a child's previous knowledge.[5]

Children with disabilities, as defined by Law No. 19 of 2011 on the Ratification of the Rights of Persons with Disabilities, are people who have long-term physical, mental, intellectual, or sensory limitations and who, in their social interactions, face barriers to full and effective participation concept of equal rights. While the main points of the convention point 1 (first) in Law No. 4 of 1997 concerning People with Disabilities provides an understanding that disability is addressed to people who have physical or mental disorders that can interfere with or hinder them from carrying out activities, which includes the physically disabled, mentally disabled, and people with both physical and mental disabilities.

According to the preliminary research, students at SMPLB C-C1 Yakut Purwokerto had trouble in expressing their thoughts and following teachers' instructions. However, they have challenges with their brains and their ability to focus. As a result, effective teaching skills are required of teachers in order for students to improve their comprehension skills. In fact, students' interest in the information related to English learning is to use a specific strategy.

---

*Learning Outcomes of Social Science.*Proceeding of The International Conference On Teacher Training and Education. Vol. 2, No 1, 2016.

[4] B.G. phD, Hummelvoll J.K. DrpH. "*To Live as Mentally Disabled....694.*

[5] Ratna Zawil. (*Using Make A Match Technique To Teach Vocabulary)*English Education Journal, Vol. 7 No. 3, July 2016. P. 312

The purpose of this study is to describe how students with intellectual disability at SMPLB C-C1 Yakut Purwokerto were taught English using various method. The research approach employed was qualitative research, which did not include statistical analysis of the data. This study only explains how to educate students with intellectual disability at SMPLB C-C1 Yakut Purwokerto in learning English.

Based on preliminary research, the writer is interested in conducting a research entitled "**English Teaching Strategies For Students with Intellectual Disabilities at SMPLB C-C1 Yakut Purwokerto in Academic Year 2021/2022"** based on the situation described above.

B. Operational Definition

The definitions below are provided so that readers can have a common idea or an impression of some of the terms used in this study. They also want to avoid any ambiguity or miscommunication. There are four crucial terms to keep in mind are:

1. Teaching Strategy

   A teaching strategy is a broad plan for a lesson that comprises organization, instructional objectives, and a list of methods that will be used to put the strategies into action.

2. English for Special Needs

   Teaching students with disabilities takes a lot of patience and variety. They're still transitioning from teenagers to grownups. Disability has a big capacity for learning, a great potential for creativity, and a passionate devotion to things that interest them if they are involved.

3. Intellectual Disability

   Below-average IQ and a set of life skills that existed before the age of 18 are referred to as intellectual disability. Tests can be used to assess cognitive function. The main symptom is a lack of ability to thought and comprehend. Certain conceptual, social, and practical skills are among the life skills that can be harmed.

4. Teaching Method

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner.

C. Research Question

Based on the background of the study, the research questions are formulated as follows:

1. What are the strategies used by the teacher in English teaching for students with intellectual disabilities of SMPLB C-C1 Yakut Purwokerto?
2. What are supporting and inhibiting factors to the Implementation of the English Teaching for student with Intellectual Disabilities at SMPLB C - C1 Yakut Purwokerto.

D. Objective and Significant of The Research

1. The objective of this research is to find out the English teaching strategies for students with Intellectual Disabilties at SMPLB C-C1 Yakut Purwokerto.

   The significant of the research are :

   a. Theoretical significant
      1) This research can provide more knowledge in understanding the strategies in teaching English for students with intellectual disabilities.
      2) This research to be used as a reference for further research.

   b. Practical significant
      1) For the teacher

         This study expects to show how important the strategy in English learning especially for student with intellectual diabilities.
      2) For the writer

         This intends to encourage students in improving their abilities so that they can enjoy studying English and be present, cheerful, and happy during the process.

3) For the following researcher

The researcher expects that this study can be expanded upon by other researchers with a variety of capabilities and subjects.

.

E. Review of Relevan Studies

This research is based on various of previous studies that are relevant to this study. This study's findings will be compared to those of earlier research as follows**:**

1. The first, journal entitled "*Teaching Strategies for Islamic Religious Education in Overcoming Teaching Difficulties in Children with Mental Requirements at SDLB Pri Pekalongan City*" by M. Nafi Udin from State Institute of Islamic Pekalongan. Children with mental disability face impediments to cognitive development and adaptive behavior that are significantly greater than those faced by the ordinary youngster. Mentally retarded children suffer from academic and interpersonal learning difficulties, as well as issues caring for themselves, difficulties analyzing circumstances and causing disturbances to others, disagreements, and frustrations that are not adequately addressed. Almost all of the mentally handicapped students at SDLB PRI Pekalongan City have behavioral issues. There are people who, due to the developmental process, are able to overcome these issues, but there are others who have difficulties dealing with behavioral issues. The following are the results of this research: Learning difficulties in mentally retarded children include : Learning difficulties in mentally retarded children include: learning difficulties due to various characteristics, learning difficulties in understanding abstract subject matter, learning difficulties in telling the prophet's history, learning difficulties in memorizing prayer readings, particularly iftitah prayers and tahyat, difficulty learning to write Arabic letters, and difficulty learning to read Qur'an verses. PAI teachers use a combination of innovative approaches and strategies to help mentally impaired students overcome their learning obstacles. Students' qualities,

conditions, and talents influence the approaches and learning methods adopted. What distinguishes this thesis from mine is the method of learning and the subject of learning. In this thesis, it is explained that mentally retarded students are important to get Islamic religious learning for their future provisions. The teaching method used is a combination of innovative approaches and strategies to help mentally impaired students overcome their learning obstacles.

2. The second, journal of Special needs entitled *"Teaching Strategy for Intellectual Disabilities at SLBN Semarang"* written by Zakiyyah Salma from Semarang State University. The study's aim to describe the learning technique for Islamic religious education in deaf and mentally disabled children, as well as the elements that hinder and encourage learning of Islamic religious education. This study is a descriptive field study with a qualitative component. Observation, interviews, and documentation were used to obtain data. Techniques for data analysis include data reduction, data display, and conclusions. The learning strategy of Islamic education in deaf children is selected according to the needs of each student, and the strategy used is expository, inquiry, contextual teaching learning, and individualization strategies. learning strategy of Islamic education in mentally disabled children is selected with greater attention to the needs and capacity Ability of each student, and the strategy used is active teacher learning st The lack of particular teachers, as well as the role of parents in teaching religious understanding at home, are considered to be restricting factors. Islamic education, students with disabilities that necessitate a lengthy process, with supportive variables including a pleasant learning atmosphere, passionate students, and teachers that are creative in teaching Islamic education. What distinguishes this thesis from mine is the learning method and the subject of study. In this thesis, it is explained that mentally retarded students need different strategies depending on the students' abilities. The strategy used is the strategy used is expository, inquiry, contextual teaching learning, and individualization strategies.

3. The third, thesis entitled *"Islamic Religious Education Teaching Strategies For The Children of The Deaf And The Blad of Grahita at Musi Rawas State Special School"* by Ika Lathifah from representiation of reading and some vocabularies to make a matching in the translation of the words. The result of the data analysis indicated that there was a significant improvement in the students reading comprehension after being taught using make a match method. Based on the result analysis above, the researchers concludes that the use of make a match method was effective to improve reading comprehension at the first grade students of MTS Guppi Samata Gowa, because make a match method have some advantages such as each students can be directly involve in answering a questiongiven to them in front of the card, secondly, it can increase the students activity. Thirdly, it can help avoid students being bored during teaching learning process and make a match method can motivate and encourage students to be more interested and enthusiastic in learning English. The teaching strategy and subject matter set this thesis apart from mine. This thesis explains how deaf and mentally retarded pupils receive instruction from teachers in very different ways. integrating methods, techniques, and. Because they are thought to make learning very simple, teachers prefer to employ make-a-match media and direct instruction techniques when using media. Students also frequently report that learning is not boring because they may comprehend concepts progressively.

F. Structure of The Research

To make a systematic research, it is necessary to classify the structure of this research. This research are divided into five chapters, they will be explain as follows:

Chapter I presents introduction. It consists of background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods and structure of the research.

Chapter II explains the theories of English teaching strategies for Student with Intellectual disabilities at SMPLB C-C1 Yakut Purwokerto.and each of them are divided into some sub sections.

Chapter III explores research method which deals with the research design, subject of the study, object of the study, techniques of collecting data, and techniques of analyzing data.

Chapter IV presents the results of the research which discusses The English teaching strategies for Student with Intellectual disabilities at SMPLB C-C1 Yakut Purwokerto.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.
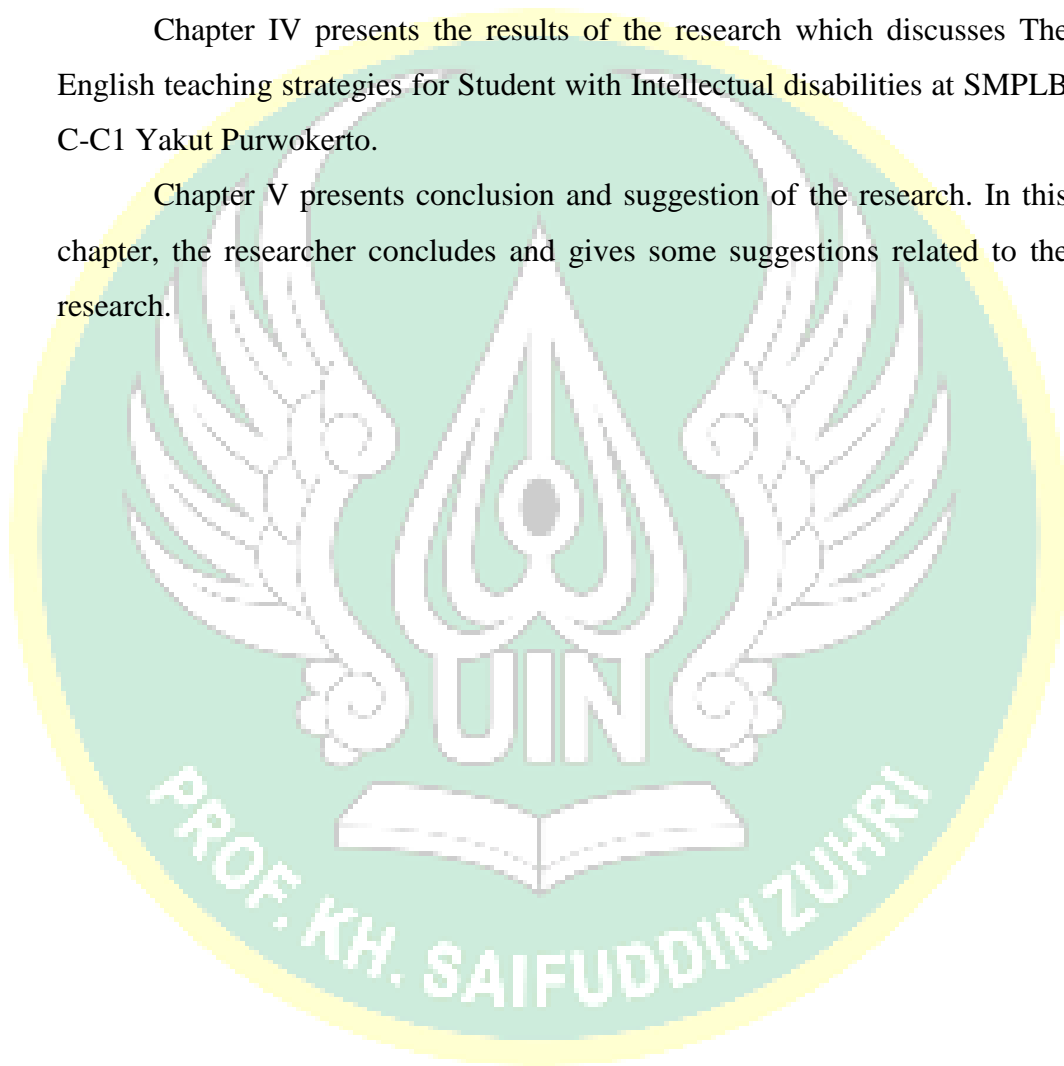
CHAPTER II

A. **Literature Review**

   1. **Teaching Strategy**

      a. Definition of Teaching strategy

Learning is essentially a process of interacting with all of the situations that surround a person. Learning is also a process of doing something through a learning experience that is focused on a certain objective and the process of achieving it. Learning, on the other hand, is a system made up of different interconnected components.

In order to succeed or achieve goals in the learning process, strategies are required. In the field of education, learning may be defined as a strategy that consists of a series of activities aimed at achieving predetermined educational objectives. This is referred to as a learning strategy.

Teaching is necessary to affect one attitudes, values, knowledge, and abilities. Teaching English, according to Brown, is to show or assist someone in learning how to do something, to give instructions, to guide in learning something, to impart knowledge, to cause to know or understand English or to assist someone in learning how to do something, to give instructions, to guide in learning something, to impart knowledge, to cause to know or understand English or to assist someone in learning how to do something, to give instructions, to guide in learning something, to give knowledge, to cause to know or understand English.

According to Edmund Amidon, teaching is an interactive activity that typically includes teacher-student discussion and occurs during specific tasks. While Davis et al. made significant contributions to the definition of this concept, the most important aspect of the scientific process, which includes content, communication, and feedback, is teaching. The effectiveness of teaching strategies

influences student learning positively. Something can always be improved, changed, or developed. Based on some of the definitions of teaching provided above, the writer concludes that teaching is a process of communication between teachers and students that modifies, improves, and develops learning.

Teaching strategy is method and technique that a teacher will use to support their students through the learning process. The teacher will chose the teaching strategy most suitable to the topic being studied, the level of expertise of the learner, and the stage in their learning journey. In one lesson, a teacher may use many different teaching strategies with different end goals. There is no requirement for teaching strategy to be innovative although of course some of them.[6]

b. Teaching Strategy for Special Needs

Communication, task analysis, direct instructions, reminders, and cooperative learning are all standard teaching strategies for children with special needs. For children with special needs, it is essential for teachers to select successful teaching strategies or methodologies. The idea is for children to learn in a way that is both enjoyable and beneficial to them. Learning activities cannot be isolated from communication; effective communications between students and teachers will result in a positive learning environment, while poor communication between students and teachers will result in a negative learning environment. Communication is the primary teaching strategy for children with special needs. The second method is task analysis, which is used to translate the tasks that must be completed into competency indicators.

Children with physical limitations, such as those who are intellectual disabilities, visually impaired, speech impaired,

---

[6] Anantha, Kumar. "*The Most Effective Teaching Strategies To Use In your School: Evidence Based and Proven To Work*" Journal of Third Space L earning : Los Angeles. Vol. 1 no. 19 2013

quadriplegic, mentally retarded, or genius. Several forms or sorts of educational services for children with special needs will be detailed in general and specifically to have a better understanding of educational services for children with special needs.

Teaching approaches for children with special needs, which include communication, task analysis , direct instruction, prompts, and cooperative learning, were derived from the research findings (cooperative learning). The following are some of the teaching strategies that have been adapted to the disorder:

1) Blind

Communication, direct instruction, and cooperative learning are effective teaching strategies for blind children. These approaches are appropriate for blind children because they do not require sight. Despite this, blind children can participate actively in the learning process. Teachers can assist optimal education by employing learning techniques that suit them, such as Braille.[7]

2) Deaf

Communication (sign language), task analysis, gestural prompts, modeling prompts, physical prompts, and cooperative learning are all effective teaching strategies for deaf children. The teacher remains the focal point of learning, providing guidance and assistance.[8]

3) Intellectual disability

Communication, task analysis, and prompts are effective teaching strategies for student with intellectual disability (except peer tutorials). Teachers must continue to support student with intellectual disability. Because the characteristics of mentally retarded children differ from those of other children's diseases,

---

[7] Aisyah. *Strategi Layanan Bimbingan Dan Konseling Bagi Siswa Tunanetra MTs Yaketunis*. Journal of Education . Yogyakarta. (2014). Vol. 9 No.2, Pg. 223–247.
[8] Fifi Nofia Rahmah. "*Problematika Anak Tunarungu dan Cara Mengatasinya*". Journal of Empirical Research in Islamic Education. Kudus (2018). Vol. 6 No. 1, Pg. 27-55.

educators can instruct in phases. Educators can also make learning more exciting for student with intellectual disability by incorporating learning aids or media into the classroom.[9]

There are various types of Intellectual disabilities with their respective characteristics, they are:

1. Mild Intellectual Disability

   Mild intellectual disability are children whose intelligence levels (IQ) range from 50 to 70. The low level of intelligence also results in limited development of their mental age level achievement.

2. Moderate Intellectual Disability

   They may have difficulty in social situations and problems with social cues and judgment. These people can care for themselves, but might need more instruction and support than the typical person. Many can live in independent situations, but some still need the support of a group home.

3. Severe Intellectual Disability

   Mild intellectual disability (previously known as mild mental retardation) refers to deficits in intellectual functions pertaining to abstract/theoretical thinking. Mild intellectual disability occurs in approximately 1.5 percent of the population.

4) Quadriplegic

   Communication, task analysis, prompting, and cooperative learning are all effective teaching strategies for the physically challenged. It must be accompanied by tools and learning media in addition to teaching approaches in order to facilitate the learning process.[10]

---

[9] Muhammad Basuni. "*Pembelajaran Bina Diri Pada Anak Tunagrahita Ringan*" Jurnal Pendidikan Khusus. Jakarta. (2012) Vol. 9 No. 1. Pg. 6725

[10] Patricia J.Manns. " *Component Quality of Life for Person with a Quadriplegic and Paraplegic Spinal Cord Injury*". SAGE Journal. Vol. 11 No. 6, Pg. 10-11. (2001)

5) Mentally Challenged

Communication and task analysis are effective education approaches for the mentally challenged. Educators are skilled in creating a welcoming learning environment and encouraging excellent communication among mentally handicapped students. As a result, it is hoped that this would help to reduce accidents caused by emotional control issues.[11]

6) Double

Communication, task analysis, direct instruction, prompts, and cooperative learning are appropriate teaching strategies for the mentally impaired. It depends on the type of double disability and how difficult it is to manage. Because there are several sorts of double disability. Teachers should also establish a stimulating and enjoyable learning environment.[12]

c. Classification of Teaching Strategy

Classification of learning strategies is a grouping of learning strategies based on similar aspects contained in each learning strategy. Strategies can be classified into 6, the following are: communication, direct learning strategies (direct instruction), indirect (indirect instruction), interactive, independent, through experience (experimental).

According to Jeremy, the term strategy refers to the concept of the nature of language and language learning that serves as the foundation for how and why things are done in the classroom. A strategy examines how people learn languages and offers predictions about the conditions that will contribute to successful language learning.

---

[11] Narmada Hidangmayum and Pushpa B. Khadi. "*Parenting Stress of Normally Challenged Children*" Karnataka Journal of Science. India. Vol. 25. No. 2. Pg. 256-259 (2012).

[12] Carolyn Stein. *" Doctoring with a Double Disability*". ACP Journal Club. Vol. 175. No. 3. (2022)

The goal of this task analysis is to see if the student performed their obligations in accordance with the competences that were expected of them. The teaching strategies will be explain bellow, they are:

1) The first strategy is direct instruction, which uses a step-by-step approach that is properly structured in instructions or directions to give a pleasant learning experience that can boost self-confidence and motivation to achieve.

2) The second strategy is indirect instruction. Indirect learning strategies are often called inquiry, inductive, problem solving, decision making and discovery. In contrast to direct learning strategies, indirect learning is generally learner-centred, although the two strategies can complement each other. The teacher's role shifts from a lecturer to a facilitator. Teachers manage the learning environment and provide opportunities for students to be involved. The advantages of this strategy include:

   a) Encourage interest and student curiosity

   b) Creating alternatives and solve the problem

   c) Encourage creativity and development of interpersonal skills and other abilities

   d) Better understanding

   e) Expressing understanding.

   While the drawbacks of this learning is that it takes a long time, and the outcome is difficult to predict. This learning strategy is also not suitable if students need remember material quickly.

3) The third strategy is interactive learning, interactive learning emphasizes discussion and sharing among students. Discussion and sharing give students the opportunity to react to the ideas, experiences, approaches and knowledge of the teacher or their friends and to build alternative ways of thinking and feeling. The advantages of this strategy include:

a) Students can learn from friends and teachers to build social skills and abilities,

b) Organizing thoughts and build rational arguments.

Interactive learning strategies allow for reaching groups and interactive methods. The drawback of this strategy is that it relies heavily on the teacher's skills in learning organize and develop group dynamics. The six strategy is modelling, This strategy is used to offer students with information on how to execute their jobs by practicing. The fourth strategy is Empirical learning (experimental). Empirical learning is oriented towards inductive activities, student-centered, and activity-based. Personal reflection on experiences and planning formulations leading to application in other contexts are critical factors in effective empirical learning. The advantages of this strategy include:

a) Increase student participation,

b) Improve the critical nature of students,

c) Improve student analysis, and can apply learning to other situations.

While the drawbacks of this strategy are the emphasis only on the process not on the results, student safety, costs expensive, and takes a long time.

4) The fifth strategy is Independent learning strategies. Independent learning is a learning strategy that aims to build individual initiative, independence, and self-improvement. The focus is on self-study planning by students with the help of teachers. Independent study can also be done with friends or as part of a small group. The advantage of this learning is to form independent and responsible students. While the drawback is that the participants are not yet mature, so it is difficult to use independent learning.

Because the following teaching strategies are general, special teaching methods are required for children classified as having special needs. Optimization in education for children with special needs can be achieved if teaching approaches that are in agreement with the disorders suffered are available. Furthermore, if the teaching approach, strategy, teaching and method has been set according to the category, teachers will find it simple to give learning content.[13]

d. Components of a learning strategy

Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently.[14] So that learning strategies refer to understanding as a set of components that depend on each other to achieve goals. The components of the learning strategy itself include objectives, lesson materials, teaching and learning activities, methods, tools, learning resources and evaluation. In order for this goal to be achieved, all existing components must be organized so that cooperation occurs between the components. Therefore, the teacher should not only pay attention to certain components, but must consider the components as a whole.

1) Curriculum

The definition of the curriculum includes everything that affects students' personal formation in accordance with the desired educational goals, not only the specified subject or field of study and student learning activities. For example, proper learning resources, campus facilities, a safe setting, an atmosphere of

---

[13] Jatinakri Atmaja. "*Pendidikan dan Bimbingan Anak Berkebutuhan Khusus*". Bandung, P. 101

[14] Drs. Syaiful Bahri Djamarah, Drs. Aswan Zain. 2006. *Strategi Belajar mengajar*. Jakarta : Penerbit Rineka Cipta

intimacy in the teaching and learning process, and media and social media.

2) Teacher

The role of the teacher is not only limited to being a teacher (conveyor of knowledge), but also as a mentor, developer, and manager of learning activities that can facilitate student learning activities in achieving the goals that have been set.

3) Student

Students, on the other hand, should not always be thought of as learning objects who don't know anything. They come from various origins, have diverse interests, and have distinct requirements and talents. As a nurturing impact in the form of applied knowledge and or abilities in other domains as a transfer of learning that will aid their development to reach wholeness and independence for students.

4) Method

Learning methods are things that can be done to help the teaching-learning process operate smoothly. Some examples of learning strategies are:

a) Lecture method

The lecture method is a technique of teaching in which information and knowledge are conveyed orally to a group of students who attend passively.

b) Question and answer method

The question and answer method is a teaching approach in which the teacher asks students questions and the students respond, or otherwise, students ask the teacher questions and the teacher responds.

c) Discussion method

The method of conversation might be viewed as a "delivery" approach. Teaching tools that encourage students to discuss and come up with different answers to a difficult topic.

d) Demonstration Method

The demonstration method is a method of teaching by demonstrate items, events, rules, and sequences of carrying out an activity, either directly or through the use of learning media that are relevant to the subject or material being presented.

e) Experimental Method

The experimental method is a method or way in which the teacher and students work together on an exercise or experiment to determine the effect or consequences of an action.

5) Subject

The material is also one of the determining factors for student involvement. The characteristics of good material according to Hutchinson and Waters are:

a) There is an interesting text.

b) The existence of activities or activities that are fun and include students' thinking abilities.

c) Give students the opportunity to use the knowledge and skills they already have.

d) The material is mastered by both students and teachers.

In learning activities, the material must be designed in such a way, so that it is suitable for achieving goals by paying attention to other components, especially the student component which is the center. The material chosen must be capable of providing skills in resolving problems in everyday life.

6) Learning Tools (media)

The word "media" is derived from the Latin word "medium," which literally means "intermediate" or "introduction." As a result, the media acts as a conduit or messenger between the sender and the intended recipient of the message. Software (soft ware) or hardware (hard ware) that serves as a learning tool or aid is referred to as learning media.

7) Evaluation

The word "evaluation" derives from the English language. Wand and Brown define evaluation as "an activity or a process for determining the worth of something." Another opinion argues that evaluation is a process of gathering data as widely as possible and as deeply as possible about students' abilities in order to determine the causes and outcomes of student learning in order to support and enhance learning abilities.

2. English for Special Needs

The number of children attending special schools has decreased, and they are mostly attended by children with severe disabilities. The legislation mentions inclusive education, which refers to the inclusion of children with special needs in mainstream education. Children with special education, struggle and a supporting teacher would be of great assistance in a regular class because the teacher would not have to slow down the pace and provide additional explanation, and the child with learning difficulty would understand the lesson more easily. Inclusive education is thought to be better for children with special needs. As a result, at the end of 1995, the Ministry of Resort adapted the "action plan in favor of children," which mandates the inclusion of children with special needs in the school system. children with special need education in mainstream education.[15]

---

[15] Alina Nicoleta P. " *Teaching English Language to Children with Special Educational Needs"* University of Arad : TEM Journal. Pg. 309. Vol. 3 No 4. 2014

It is believed that inclusive education is better for student with special need education. Therefore at the end of 1995, the Ministry of Resort has adapted the " action plan in favour of children" which stipulates the integration of children with special needs in the community.[16]

For the English teachers, the most common difficulties have to face are oral communication disorders, reading and writing difficulties. They do not have any preparation for teaching English to children with special educational needs and therefore they lack skills and knowledge on how to teach foreign languages to children who do not yet master their mother tounge. Supporting teachers cannot take over the English teacher's job because most of them do not have enough English language knowledge. However, in teaching English, the English teacher has benefit from support: the parents, the supporting teacher's and even the school psychologist's.

The methodology used in teaching English should be made appropriate for children with special needs are:

a) The teaching material should be catchy and attractive, but also appropriate

b) The teacher should plan extra working time with the students

c) The curriculum should be adapted for children with special needs.

The English lesson should be very interactive, emphasis, must be placed on singing, playing, dancing, drawing. Movement activities are extremely benefical for children with special need education as most of them have difficulties in staying focused or sitting down. The atmosphere should be pleasant as children feel uncomfortable working under pressure, in stressful situations or in a boring activity. Abstract concept, rules, grammar rules should be avoided as they bring about tension. It is better to avoid correcting mistakes too often because it can demotative student. student have different learning styles even the healthy ones. For this

---

[16] Aurel Vlaicu. "*Teaching English Language to Children with Special Needs*". University of Arad, Revolutieti Boulevard, Arad, Romania. Pg. 310. Vol. 3. No 4. 2014

reason, it is advisable for teachers to be familiar with the special need education child's learning style.

3. Intellectual Disability

Abnormal situation is used to replace "exceptional children," which denotes the presence of certain abnormalities. Children with special needs exhibit a variety of abilities. Because of their capabilities and limitations, they require special education programs that are suited to their talents and potential. Physical, emotional, mental, intellectual, or social weaknesses and strengths characterize special needs children.[17]

Essentially, every child has the potential to have learning difficulties. The difference is that some of these difficulties are slight and do not require special attention from others because they can be overcome by the individual in question, while others have more serious learning difficulties and require attention and assistance from others.[18]

Student with special needs are frequently accepted in special schools that attend to their specific needs. SLB A is for blind people, SLB B is for deaf people, SLB C is for mentally disabled people, SLB D is for physically challenged people, SLB E is for visually impaired people, and SLB G is for those who have multiple disabilities.

The definition below are the kind of special needs:

a. Blind people

Blindness, often known as visual impairment, is a type of sensory disorder that causes vision problems in persons who have it. According to Djadja Rahardja, a researcher at the Indonesian Education University (UPI), knowing the concept of visually impaired is essential for developing educational programs that meet the needs of children. If the best eye's visual acuity is 20/200 or below after

---

[17] Oki Dermawan. *Learning Strategies for Children with Special Needs in SLB.* Raden Intan State Islamic Institute, Bandar Lampung. Scientific Journal of Psychology. December 2013. Vol. VI, No. 2 p. 886-879. *http://dx.doi.org/10.15575/psy.v6i2.2206*

[18] Ibid.

correction, a person is considered legally blind. To put it another way, the field of view is limited to 20 degrees.

b. Hearing Impairment

According to one of Indonesia's Deaf leaders, the term "deaf" was coined by a group of hearing doctors without deaf people's input. Deaf people should practice oral / lip motions, according to many doctors. Unfortunately, the focus is on speech therapy, leaving little opportunity for a deaf child to interact with his hearing peers. As a result, deaf children are left with a wealth of knowledge. [19]

c. Intellectual Disability

Intellectual Disability is defined as a general intellectual functioning that is significantly below average (as measured by individual intelligence test results, — for example IQ below average) as a result of obstacles in adaptive behavior (multiple servers, self-care, daily life, social skills, community use, self-direction, health and safety, academics, leisure, and work) from birth to age 18 or 22 years.

Students with intellectual disabilities, commonly known as mentally retarded children, are given learning methodologies in addition to typical students. Children with mental retardation have challenges, and their intellectual mental development is much below the national norm, causing them to struggle with academic, communicative, and social skills, necessitating special education programs.

Mild, moderate, and severe intellectual disability are the three stages of mental retardation in children. The qualities of these three levels are distinct. Mentally disabled has the following characteristics:

1) Mentally disabled children are unable to care for themselves and are prone to imitate without realizing the implications.

2) Limited mental function, making it difficult to focus on mentally

---

[19] Joseph Ellis. *Behavior Disorder: Definition, Characteristic, and related Information. Council for children with behavioral disorder.* 6 November 2021. 09.24 Am.

challenged children.

3) Feelings of pride, responsibility, and social rights are uncommon.

4) There is a lag in the development of a positive attitude.

When analyzed in detail, the thinking intellect of mild intellectual disability children is comparable to that of typical 12-year-old students. With IQs ranging from 50 to 70, they have the highest level of intelligence among other mentally handicapped groups. They have the ability to develop in the areas of academic learning, social adjustment, and work ability, despite their intelligence and social adaption being limited. They usually learn to parrot, their language development is limited, they almost always rely on others, and they can tell the difference between danger and non-danger.[20]

d. Physical Disability

Physical disability is described as a "restriction on a person's physical functioning, mobility, dexterity, or stamina" that has a "significant" and "long-term" detrimental impact on a person's ability to carry out routine everyday activities. Even among children with the same diagnosis or condition, the impact of physical handicap on a person's life and learning differs. Physical handicap may have a minor impact on some people, but it can have a significant impact on others, affecting every part of their development.

e. Behavioral Disorder

Behavioral disorders are most common during childhood and adolescence. While some forms of aggression, defiance, disruption, and hostility are common in children, those with behavioral disorders develop chronic patterns of aggression, defiance, disruption, and hostility. Children with behavioral disorders may have frequent and prolonged tantrums, injure themselves or others, engage in criminal

---

[20] Fuadatul Murtono, Sri 2019. *Developing of Learning Models Make a Match Assisted Media Puzzle to Improve Skills of Class Fourth Elementary School Students,*. Faculty of Education and Teaching Muria Kudus University.

activity, lie, smoke, use alcohol or drugs, be overtly defiant, or engage in early sexual engagement.

Although the actual cause of behavioral problems is unknown, risk factors such as a family history of mental illness or addictions, fetal exposure to tobacco or illegal drugs, abuse, stress, lack of supervision, and inconsistent yet harsh discipline have all been reported.[21]

f. Multiple Disabilities

Multiple Disabilities is a broad umbrella phrase that simply means that the student has multiple disabilities. The intricacies of this diagnosis are nearly infinitely changeable, thus it's crucial to tailor personalized educational support to the child's exact needs.

Students with various disabilities frequently require assistance in all aspects of their lives, both in and out of the classroom. There are often medical as well as educational consequences to these deficits. First and foremost, it is critical to fully comprehend the nature of the child's difficulties and to personalize your interventions accordingly. For example, a kid with hydrocephalus and autism will require quite different therapy than a student with cerebral palsy and deafness. Early intervention is critical, and most towns have early intervention services.

4. **Teaching Method for Student with Intellectual Disabilities**

a. Definition of Direct Intstruction

Direct Instruction is when teachers utilize clear teaching approaches to teach their students a certain ability. Teacher-directed instruction takes place when a teacher stands in front of a class and offers information. To improve students' grasp of a topic, teachers tailor their instruction to the task. This method relies on rigid instructional outlines that leave little possibility for improvisation.

---

[21] Joseph Ellis. *Behavior disorder: Definition, Characteristic, and related Information.* Council for children with behavioral disorder. https://debh.exceptionalchildren.org 6 November 2021 . 09.24

Active learning activities like as discussions, workshops, and case studies are not included.

Many detractors think that direct education leaves little room for personalisation or flexibility. The following are the steps of direct instruction:

1) Introducing content that is used to activate prior knowledge in students

2) Introducing new content and guiding students through the learning process using step-by-step instructions

3) Guiding children while teachers are unavailable

In this context, in addition to instructors' class structuring decisions, classrooms must be modified to the conditions and situations of the class and school.[22]

English is one of the most crucial things that students require when progressing to the next level of their education.

b. The advantages of the Direct Instruction

The advantages of this learning model include:

1) Teachers can control material and information in learning so that teachers can focus on what students are achieving.

2) This learning model is effective in large or small classes

3) This learning model is like a lecture and maybe this model is suitable for children who don't like reading.

4) Can direct students who are less active in learning to keep achieving

c. The disadvantages of Direct method

The disadvantages are:

1) There are many abstract words that cannot be directly interpreted in English and a lot of time and energy is wasted in making efforts

---

[22] Fuadatul, Murtono, Sri. 2019, *(Developing of Learning Models Make a Match Assisted Media Puzle to Improve Thinking Skills of Class Fourth Elementary School Students)*, Faculty of Teaching and Education: Muria Kudus Gondang University. https://eudl.eu/doi/10.4108/eai.20-8-2019.2288142

for the purpose.

2) This method is based on the principle that auditory considerations are stronger than visual ones. But there are children who learn more with visuals than with oral-aural senses such as ears and tongue.

3) This method ignores systematic written work and reading activities and insufficient attention is focused on reading and writing.

4) Since in this method, grammar is closely tied to the reader, difficulties are experienced in giving the reader such types.

5) There is a dearth of teachers to be trained and interested in teaching English in this method.

6) This method does not perform well in higher classes where a suitable Translation Method is found.

7) In larger classes, this method is not properly applied and the teaching in this method does not suit or meet the individual needs of students in large classes.

The steps must be followed in the prescribed order.

This school's institutions must use English as the medium of teaching tool for communication.[23]

---

[23] Novita Yosiani. "*Relasi Karakteristik Anak Tunagrahita Dengan Pola Tata Ruang Belajar di Sekolah Luar Biasa"* E-Journal Graduate Unpar. Bandung. Vol. 1. No.2 (2014).

CHAPTER III

RESEARCH METHODOLOGY

The research methods is discribed in this chapter. It included information on the research approach, data sources, data collection techniques, data verification techniques, and data analysis.

A. Type of Research

This study was conducted in the academic year 2021/2022 at SMPLB C-C1 Yakut Purwokerto. This study used a descriptive qualitative method to examine the Make a Match Method's implementation in English teaching and learning for students with intellectual disabilities.

B. Research Location

This study took place at SMPLB C-C1 Yakut Purwokerto in Tanjung South Purwokerto District, Banyumas Regency, Central Java, on Jl. Pahlawan Gang VIII. The reason for choosing this school is that SMPLB C-C1 Yakut Purwokerto is a special school for children with disabilities. This study focused on students in eighth grade B who had intellectual disabilities.

C. Subject and Object of The Research

1. Subject of the Research

   The study of the subject is a person, a thing, or a microorganism that serves as the information source for the data gathering necessary for the research. The focus of this study is an English teacher at SMPLB C-C1 Yakut Purwokerto. The data for this study was collected from two teachers. Furthermore, it was chosen as the research subject because English learning in SMPLB C-C1 Yakut Purwokerto can be used in any setting and condition.

Table 1.

Characteristics of two English teachers of

SMPLB C-C1 Yakut Purwokerto

No	Name	Description
1.	QA	English' teacher Grade Seventh and Eighth
2.	NH	English' teacher Grade ninth

2. Object of the Research

Object of the research is the topic of the research. The object of this research is the teachers strategies in English learning for Intellectual disabilities which is conducted at SMPLB C-C1 Yakut Purwokerto. It decides as the topic is the object of the research because English learning has become a compulsory subject in inclusive schools.

D. **Technique of Collecting data**

The data collection techniques, according to John, include collecting information through unstructured or semistructured observations and interviews, documents, and visual resources, as well as designing a recording procedure.

1. Observation

In this study, observation is used to collect data of the teachers strategies in English teaching for intellectual disabilities at SMPLB C-C1 Yakut Purwokerto. This study used a participant observation model to acquire reliable data (passive participant). It means that there is no opportunity to interact and participate with the study subject, but the research is provided on the spot. The data was collected throughout the teaching and learning process in the classroom, when the teacher taught

English using a various method, so that the teacher and students could learn about the strategies for intellectual disabilities in English learning.

2. Interview

An interview is a meeting between two people in which they exchange information and ideas through questions and answers, resulting in communication and cooperative meaning building on a specific issue. Interviews are used not just as a data gathering tool, such as when an interviewer wishes to do preliminary research to identify problems that need to be investigated, but also to learn more about the responder. Interviewing allows the interviewer to learn more about how the participant interprets an event or phenomena than can be learned from observation itself.

This study use semi-structured interviews. Applying, this technique in interviews is made for relaxed and flexible situations. Interviews were conducted with English teachers by providing a list of questions as a guide and incidental questions while conducting interviews to find out the teachers strategies in English learning.

Table 2.

Guideline of the interview

No	Details	Item number
1	Identifying the teachers' strategies in teaching English in the classroom.	1,2,3,4,
2	Identifying the process of implementing strategies in teaching English in the classroom.	5,6,7

3. Documentation

> Documentation is a written, drawn, or monumental work that serves as a record of events that have already occurred. The materials used as data in this study included some documentation in the form of pictures collected during the learning process, as well as field notes during the interview process.

4. Technique of Analysing Data

> Data analysis is the process of systematically seeking for and organizing interview transcripts, field notes, and other information you collect in order to improve your own understanding and share what you've observed to others. In qualitative research, data analysis is a continuous process that occurs during instead of after research. Some of the methods authors use to examine data based on the Miles and Huberman model are as follows:

a. Data Reduction

> To select acceptable data for research, data reduction is required. It's critical to concentrate on research-related data in order to avoid things that aren't relevant to the study. There are some strategies that can be implemented to limit the amount of data. They are gathering data, selecting relevant data in accordance with the research's objectives, and discarding irrelevant data. To arrive at a conclusion, the full data from the observation, documentation, and interview was chosen. This information follows the completion of data collection, all field notes are read, understood, and conclusions are produced, which include a description of the research findings.

> Data was collected through interviews, observation, and documentation in this study. All of the data was chosen, transcribed, and focused on the formulation of the research problem investigated in the study. In other words, irrelevant information should be removed, but useful information should be maintained.

b. Data display

The goal of providing the data is to give an overview of the researcher's next plan of action. All information gathered through observations, interviews, and documentation is documented. Descriptive text is the most common type of data in qualitative research. It's utilized to show off the research's accomplishments. The transcribed data in narrative form is displayed after the data has been collected and reduced. It must be based on the formulation of the study problem when reducing and displaying data.

c. Conclusion and Verification

Verification is the process of determining something's validity and accuracy. This is necessary to ensure that the evidence supporting the research is reliable. The conclusion, however, is based on the facts gathered by researchers in the field. Probable inferences were taken from the start of the research. The conclusion is confirmed with the notes gathered in the final phase, and then it is brought to a perfect end. Making conclusions is the process of expressing the contents of the data acquired in the form of clear assertions. Conclusions can be drawn from interim conclusions that are yet to be finished. Verification is the process of putting anything to the test. To look at it another way, the conclusion was continuously studied and the validity of the conclusion was validated to arrive at a perfect conclusion.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents research findings and discussion about teaching strategies used by the English teachers in English learning classes at SMPLB C-C1 Yakut Purwokerto. This chapter is divided into two main sections, including teaching strategies used by the English teachers and their implementation while teaching English learning classes.

A. Profil of SMPLB C-C1 Yakut Purwokerto

1. General overview of Junior High School

The Special School Section C, which is located in the Tanjung South Purwokerto, or more precisely on Jalan Pahlawan Gang VIII is a school that was founded under the auspices of the Tama Business Welfare Foundation or YAKUT No.14 on 10 August by Notary Raden Mas Wiranto in Yogyakarta. The Special School Part C Yakut Purwokerto's limits are as follows:

a. It is bordered to the north by residents' homes/SMK Bintek

b. A road runs along the south side of the property.

c. It is bounded on the west by the residents' yard.

d. It is bordered on the east by a resident's residence.

SLB Part A for Blind Children was held at YAKUT from 1961 to 1963. SLB Part A was obliged to be discharged due to issues organizing the hostel. The pioneering of SLB Part B for Deaf Children and SLB Part C for Children with Disabilities or Tunagrahita (Children with Special Needs) began in August 1965. The school began operations in February 1966 under the following conditions:

a. SLB Part B, with 7 students and 2 teachers.

b. SLB Part C with 14 students and 4 teachers, SLB Part C with 14 students and 4 teachers Nine of them were procured from Yakut

Purwokerto, a sociowarker who had previously maintained children who were less mentally illness.

On June 17, 1967, Parts B and C of Yakut Purwokerto were launched under the following conditions:

a.   12 students and 2 teachers in SLB Part B.

b.   SLB C with 14 students and four teachers.

The Special School C-C1 Yakut Purwokerto is the sole special school in Banyumas Residency, and with a land loan from Dra. Estianingrum. The Special School C-C1 Yakut in Purwokerto can run smoothly. The land and structures may be used as long as the C-C1 Yakut Purwokerto Special School, located on Jalan Pahlawan Gang VIII in Tanjung South Purwokerto Village is operational.

The following are the goal and mission of the Tama Business Welfare Foundation (YAKUT) for SLB Section C-C1:

a.   Vision

Implementing SLB part C-C1 Yakut Purwokerto as an educational service in order to empower students with special needs to become self-sufficient individuals

b.   Mission

Empower students with special needs for public recognation. Improve the dedication of human resource professionals to their jobs.[24]

2.   Teaching Learning and Curriculum

SMPLB C-C1 Yakut Purwokerto implements a curriculum based on the 2013 Curriculum, which is a revision of the KTSP Curriculum. The implementation of the 2013 curriculum is in accordance with the Special Education Curriculum Regulation No. 157 of 2014 issued by the Minister of Education and Culture of the Republic of Indonesia.

Every day from 08.00 to 11.00, students at SMPLB C-C1 Yakut Purwokerto, specifically students of grade 8th B use the Make a Match direct learning technique at school. The teacher greets the students in the

---

[24] School's Archieve

classroom every morning. After all, the students must read a prayer before studying and greet the teacher before beginning their academic duties.

3. Condition of Students

Based on the results of research conducted by researchers in collecting data using observation, interviews and documentation methods at SLB C and C1 YAKUT Purwokerto, the writer can present the data in the form of descriptive text describing the implementation of English learning in mental development of students at SLB C and C1 YAKUT Purwokerto as follows:

a. Improving students' psychological and physical well-being

The development of students' mentality is aided by the strength of their physical and psychological situations. Because students will be able to adjust to themselves, their families, and the community environment, the physical and psychological problems of pupils must be addressed. "Health is a state of well-being body, soul, and social that enables everyone to live productively socially and economically," says Article 1 paragraph 1 of Law No. 23 of 1992 on health.

SLB C-C1 Yakut Purwokerto is a school where children with special needs from any special school are expected to go. In the 2021/2022 academic year, the school have as many as a total of 253 students with special needs of various kinds, with 81 of them attending the SMPLB and 14 of them are attending the 8th grade B. Students in SLB C-C1 have special needs characteristics such as mental disability.

The number of students of 8th grade B at each level is listed below:

Table.1 The Quantity of Students at SMPLB C-C1 Yakut

Grade	Mild Intellectual Disabilities	Moderate Intellectual Disabilities	Severe Intellectual Disabilities	Amount
VII	3	7	3	13

| VIII | 5 | 5 | 3 | 13 |
| XI | 7 | 3 | 2 | 12 |

b.   Condition of Teachers

SMPLB C-C1 Yakut Purwokerto has the finest teachers and professionals in their specialties to build intelligent and highly competitive students. In the academic year 2021/2022, there are 20 teachers at SMPLB C-C1 Purwokerto. But there are only two English teachers at this school, namely Mrs. QA and Mrs. NH.

B. The Implementation of English Teaching Strategies for Student With Intellectual Disabilities

In the process of implementing those strategies in teaching English , the teacher used direct instruction to the students to share the material then the students re-inform to their parents, then the teacher inform the parents via whatsapp group to submit assignments for those who cannot submit assignments at the school.

SMPLB C-C1 Yakut Purwokerto has a significant amount of students with various characteristics based on their disability, such as mild, moderate and severe intellectual disabilities. When compared to other student, student with mild intellectual disabilities have a similar appearance. Students with mild mental retardation at SMPLB C-C1 Yakut Purwokerto need direction when solving problems, complete light tasks such as thickening lines by arranging them down, and students tend to use both hands as writing aids, due to their limited ability and concrete way of thinking. The information above was obtained from an interview with Mrs. QA as an English teacher in grade 7th and 8th.

The purpose of English education at special schools is to educate children to become human beings who despite their flaws and creativeness. The make a match method is one of method that used to implement the English learning at SMPLB C and C1 Yakut Purwokerto. One of the most

efficient learning strategies for student with intellectual disabilities at SMPLB C and C1 Yakut Purwokerto. To make it systematically, the teacher should make a system of matching the implementation of English learning for children with special needs, especially student with intellectual disabilities, which includes planning, implementing, and evaluating learning. The planning, implementation, and assessment procedures are all part of the process of implementing English learning for children with special needs and intellectual disabilities.[25]

a. Lesson Learning Plann

The Lesson learning plan is the first stage in preparing for the next learning experience. Curriculum development is an important aspect of the learning process. The planning process includes the curriculum, syllabus, lesson plans, and teaching materials. The Ministry of Education and Culture's emergency curriculum, especially the emergency curriculum with self-simplification, is used in face-to-face implementation and a variety of learning modalities, including make a match. This emergency curriculum focuses more on vital and prerequisite competences for progression to the next level due to the simplicity and reduction of basic capabilities in each topic lesson.

A wide range of educational opportunities are accessible. Learning planning is essential for assisting the ministry's Emergency curriculum implementation. In education, there are several options, such as continuing to use the national (2013) curriculum in its entirety or unilaterally simplifying it. SMPLB C and C 1 Purwokerto is also present and perform simplification independently, taking into account a number of criteria including teacher, parent, and student preparation, as well as SMPLB. It assists intellectual disabilities students with learning styles that are different from that of typical children. This was mentioned by Mrs. QA, an English teacher. Right before the start of the learning process, the teacher must create a syllabus and lesson learning plans.

---

[25] Ruslan "*Manajemen Implementasi Kurikulum…*" Pg. 168-170.

Excerpt of Interview1

Teacher: "*In some ways, the curriculum was mixed because the school only provided access to the KI-KD book, which contained essential competences. Because we see the condition of the students who are less likely to give heavy material, especially some students in bad moods, the material I convey is also very basic. For example, for the things around us material, it is merely an outline, such as objects that are around us, what are the objects in the class, colour, number and another basic things. English vocabularies Using the 2013 curriculum while equally adapting it to the emergency curriculum is referred to be a mixed curriculum. The mixed curriculum refers to adopting the 2013 curriculum while also adapting it to the Ministry of Education and Culture's emergency curriculum.*[26]

From the interview above, the data show that the teacher is not overly concerned with the material when delivering it, but rather with the students' circumstances, because not everything is under teacher control.

The syllabus and lesson plans are required components that the teacher prepares right before the start of the learning process. Learning implementation is a procedure that is organized in such a manner that the steps in the learning implementation plan are followed in order for the learning implementation to accomplish the desired goals. According to the government's template, this learning implementation plan is in the form of a single sheet. Every teacher in the department of education is required to create a comprehensive and methodical lesson plan to ensure that learning is engaging, enjoyable, challenging, and efficient motivating students to participate actively and allowing enough room for initiative, creativity, and independence based on their talents and interests, as well as students' physical and psychological development RPP are created using KI-KD or sub-themes that are implemented in one or more meetings.

The planning conducted by the English teacher at SMPLB C and C1 Yakut Purwokerto is in accordance with the described learning planning

---

[26] The results of the interview with Mrs. QA, as an English teacher on 30 June 2021

theory. This is demonstrated by the teacher creating a Learning Implementation Plan (RPP) and examining the needs of students in relation to the teaching materials, learning methods, and the English learning evaluation model employed. When designing a lesson, the teacher creates a Learning Implementation Plan (RPP). In the process of teaching and learning activities, the teacher of SMPLB C-C1 Yakut Purwokerto were implemented the creation of learning tools through the compilation of learning implementation plans. An English teachers used a guide book called KI-KD to create competency standards. This is supported by the findings of observations and interviews with Mrs. QA as an English teacher of 7th and 8th grade.

Excerpt of Interview II:

Teacher: "*Among the preparations created were the acquisition of materials and the creation of lesson plans. Learning resumes as usual after the principal signs the lesson plan. Then, for students who don't want to come to school for various reasons, such as does not want to take a shower, does not want to study at school, and so on, I send learning materials to parents via the Whatsapp group, and parents tell the children later if the student is still in school don't want to go to school yet, so the parents send their assignments via Whatsapp group.*"[27]

A teacher, in addition to make teacher lesson learning plans or preparing teaching materials, prepares teaching materials based on the results of interviews. Furthermore, publications from the digital library of the ministry of education were used as a source of student learning resources, and children used handbooks in thematic volumes. Teaching resources in the form of whatever is available to students and aids in the learning process. This is in accordance with what Mrs. QA, an English teacher said in an interview with an author. Literature from the KI-KD program, the internet, and online books from the Ministry of Education

---

[27] The results of the interview with Mrs. QA, as an English teacher on 30th August 2021

and Culture's website. These instructional materials are obtained from outside the individual and are used to assist in the learning process. As a result, sources of teaching materials such as the internet, printed and digital books, and other sources, as noted by Rusman in his book Learning and Learning Oriented with Standards of Educational Processes, are included in the source of teaching materials.

The teacher prepare the media used in the learning implementation process in addition to the lesson planHowever, for students with intellectual disabilities in grade 8 B at SMPLB C-C1 Yakut Purwokerto, material is not provided using online communication media, but rather through each student's, instead parents come to school to take on their children's assignments. Many parents neglect their weekly tasks due to the use of internet communication media for the online classes.

b. The Implementation of direct instruction

Direct Instruction is one of an English learning method that is applied direclty in learning. This is consistent with the views expressed by several sources in this study. School choose to use direct instruction because of being presented with the several media such as colour, number, things around us and so on because it is very easy to apply and students are easy to imitate, even if it takes a while for each students in 7^{th,} 8 th and 9th grades to understand. All parents can imitate or create the same media while doing home learning, which means that this method is very simple for parents to learn, flexible, and colorful, because students will feel more excited when learning using color image media.

1) Direct Instruction

Based on the observation, it can discovered that teachers frequently employ the direct instruction method as a result of their research. Four times, research has been seen. During each observation, the teacher employed a question-answer method with the students in the classroom.

a) Observation 1

The teacher greets the students as the class begins. The teacher then conducts an attendance check on the students. The teacher then instructed the students to open the printed book and show the previous week's tasks, which the teacher then checked one by one. The students then follow the teacher's instructions. After that, they finished their job and students came forward to write down their results. Furthermore, all students come forward to write down the outcomes of their work. The students then take turns translating the question and answer text. The teacher then went over the responses from the text and corrected them. Because the time had run out and the teacher had given a final greeting to the class.

The teacher greets the students as the class begins. The teacher then instructed the students to open the counting worksheet for students. After that, all of the students open their counting workbooks. The teacher then instructed the students to work together to evaluate the text, saying, "Let's count together from 1 to 10 because we only have so much time to work on." After that, the teacher instructed the students to fill in the blanks in the picture with the numbers they didn't know: "Sweethearts, do you have to write the numbers from 1 to 10, yeah?" Following that, students count the same number again. "If you have done counting the number, come forward and write it down according to what the teacher has written."

Figure 1.1 (Student come forward to write the answer).

The teacher then invites the students to repeat the counting in front of the class. In addition, when their are counting, the teacher checks the answers that have been written. The teacher then closed the class, and the students exchanged greetings.

Before making observations in class, I have read various books or materials about appropriate strategies for student with intellectual disabilities. When I asked Mrs. QA, whether teaching students with intellectual disabilities requires a difference or specialization because their mindset is very different from normal students in general. The following is the result of my interview with Mrs. QA.

Excerpt of Interview III:

Teacher *:* *"Because they have the different ability to think, the students in this school have varying motivations and levels of understanding in teaching and learning activities. In learning, I usually encourage students at a basic level by asking them to repeat what I say. Furthermore, I encourage students to understand the things around us, such as sitting while studying, not making noise, paying attention to the teacher, and other trivial things, because they have a significant impact on learning activities in the following days.*

From the interview above, shows that students in grades 7th and 8th understand the learning given by the teacher differently because the limitations they experience are also different. when one student responds to what the teacher says, then the other students will be silent and do not respond to anything, but when the teacher asks another question then the student will respond, meaning that their capture of thinking is very slow and must be repeated one or two times.

Excerpt of Interview IV:

Teacher*:*   *"Yes, different strategies are required becaus students' with intellectual disabilities in understanding each teacher's directions varies depending on the material being taught. This school has used Curriculum 13 with KI-KD, and most students have no idea what the text is about. In this case, I usually use pictures from the textbook or i made another by my self, then print them out and give them to the students so they can better understand what the pictures are. because mentally retarded students will struggle to understand abstract material However, it appears to be a challenge for both mild and moderately mentally retarded students because the pictures are understood in English. I use direct instruction when teaching English. Direct instruction usually requires student focus because mentally retarded students are slow to accept teacher directions. As a result, I usually ask students to repeat what I say expressively, but as long as the learning is not too difficult, it indicates that students are gradually able to accept foreign language lessons..*[28]

From the interview above, shows that teaching English learning especially for student with intellectual disabilities requires a various strategies to make them understand and always in a good mood to learn.

In addition to the strategies, the teacher communicates with parents about homework assignments. This is according to Mrs. QA, an English teacher, in an interview on the preliminary research about what are the strategies given to student with intellectual disabilities.

---

[28] The result an Interview with Mrs. QA as an English Teacher of 8th grade B.

Excerpt of Interview V:

Teacher: *"Implementing direct instruction strategy and lecture method aims to help students imagine their character in their life. I noticed that some students were very passive in the learning process because they had severe mental retardation. Therefore, I hope that all students with mild to moderate intellectusl disabilities can speak and become more confident by implementing this strategy. Second, I believe that using pictures and other media is very helpful in increasing students' understanding and influencing their interest in learning because students in this school have difficulty understanding basic things because their personalities are different from students in general. direct instruction and lecture method is to improve students' thinking ability, increase their interest in learning, improve their vocabulary, and I want them to consider learning English as an important activity for their lives.*[29]

From the interview above, shows that the teacher implementing English learning by using direct instruction method which mean all students will receive instructions from the teacher to follow what the teacher says, although not all cannot pronounce English vocabulary well, but with this method they do not feel bored easily because the teacher provides very varied material.

b) The observation 2

In the observation two, the teacher gave material about writing numbers 10 to 20 and read them in English. Because many of them don't understand basic English at their age.

---

[29] The result of an Interview with Mrs. QA as an English Teacher on 14 November 2021 at 11.10 Am.

The teacher begins the lesson by greeting the students. The teacher then conducts an attendance check on the children. The teacher then inquired about the exercises for the first semester's final exam. The teacher then instructed the students to open their homework, saying, "Please open the assignment that I gave you yesterday, and write numbers 10 to 20." The teacher then instructed the children to count the numbers 10-20 for thirty minutes and thirty minutes, respectively. The teacher then provided the proper answer and responded to the first question. The teacher then repeats the process and asks students to answer simple questions. When the timer runs out, the teacher instructs the students to respond in accordance with the teacher's instructions.

Excerpt of Interview VI:

Teacher **:** *"Many still cannot write the numbers 1 to 10 and 10 to 20 because indeed when they study at home, they are only spoiled and when the children cry, parents do not make variations in learning, but prefer to complete the study time and spoil it with other activities outside of learning.*

From the observation and an interview above, shows that how important is the role of parents when they are at home to replace the role of teachers at school. Because it will be very influential when learning at school begins and students tend to continue to feel unable because there is no repetition of material that the teacher has conveyed in class and not many practice it again.

c) The observation 3

In the observation three, students are required to draw colored straight lines and mention the colors in English. According

to Mrs. QA as a 7 th and 8th grade teacher, this is very interesting because the students very happy with colorful things.

The teacher greets the students as the class begins. The teacher then conducts an attendance check on the students. The teacher had been told a year ago that next week was for practice. So, a year ago, the teacher shared the exercises. The teacher then instructed the students to respond to the exercise material. The teacher then instructs students to draw straight colored lines on a piece of paper as instructed by the teacher. The teacher then instructed the students to gather the provided assignments.
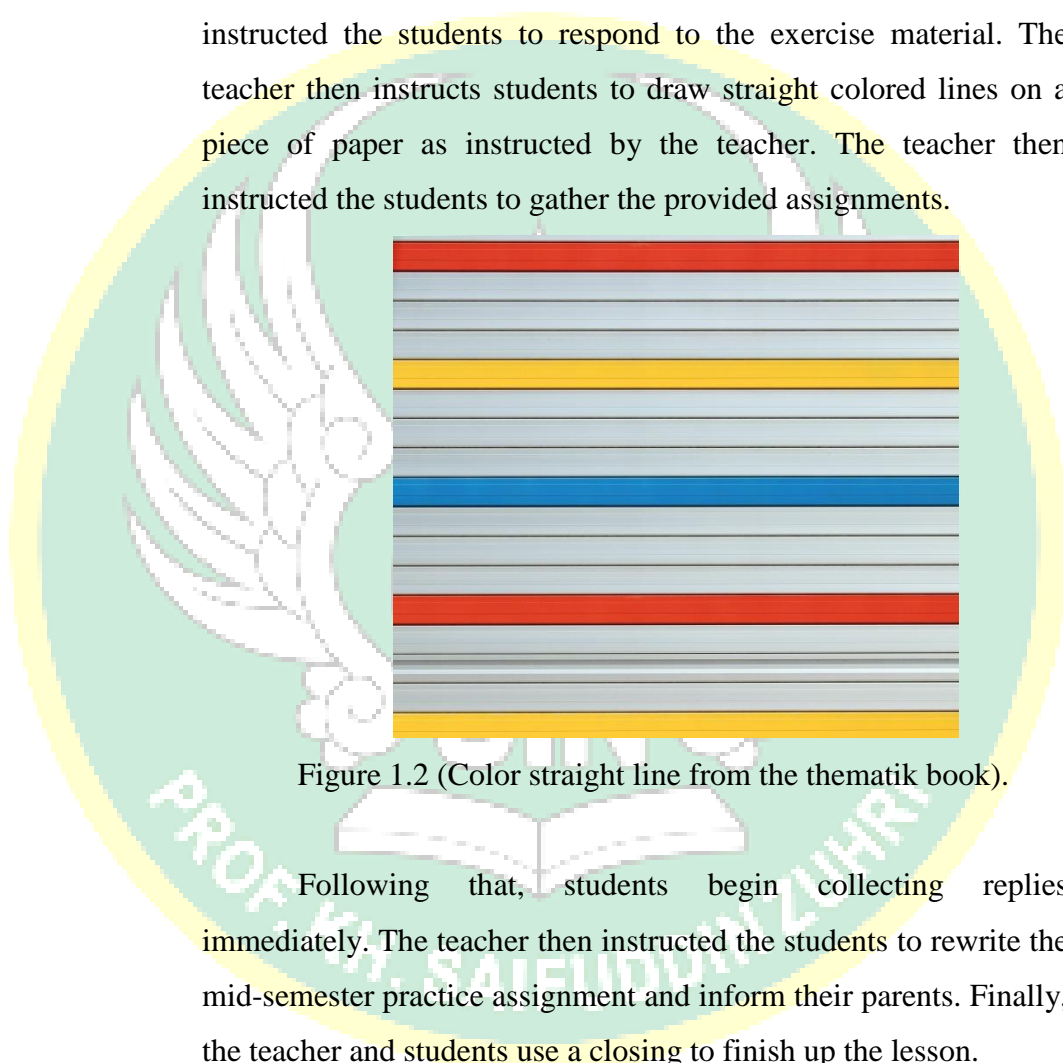
Figure 1.2 (Color straight line from the thematik book).

Following that, students begin collecting replies immediately. The teacher then instructed the students to rewrite the mid-semester practice assignment and inform their parents. Finally, the teacher and students use a closing to finish up the lesson.

Excerpt of Interview VII:

Teacher **:** *"Color for them is something that is very fun*
even though they don't know what colors
they are drawing. By redrawing the colored
lines it will really help their motor system

> *and they tend to like it because they think this is a game.*

From the interview above, shows that playing while learning is one of the way so students will not feel bored because student with intellectual disabilities need guidance and direction so that they will not feel they can't but they can at the right time.

d) The observation 4

In the observation four, students get material about things in the classroom in English. Because some of them already know what the names of the objects in the class are. The material is equated from grades 7th to 9th because the four observation was carried out simultaneously and this made it very easy and saw the learning of students with intellectual disabilities with various kinds of mental disabilities.

First, the teacher starts the lesson with greetings. Then the teacher checks the students' attendance. After that, the teacher asked the students to match the picture with the real object. After that, the teacher explained to the students who did not understand. Then, the teacher asked the students to do the exercises again in front of the class by matching a picture that given by teacher to teacher one by one. Then, the teacher asked the students if they did not know the vocabulary in Indonesian and English. After that, the teacher asked the students to immediately observe again. Then the teacher informs the students that the answers to these questions will be included in the additional value. Then the teacher asks students to re-match the picture with the original one in turn. In addition, students asked the teacher "What is this picture, ma'am? "This is a picture of a chair". Then the teacher informs the students that the exercises will be discussed next week with the same theme, namely match a pictures. Finally, the teacher closed the class with closing greetings.

Figure 1.3 (Things in the classroom. A picture from thematik book of SMPLB C-C1 Yakut).

Excerpt of Interview VIII:

Teacher : *"Vocabulary is a skill that must be developed in order to comprehend visuals and meanings in reading comprehension. Then, in the remaining class, 70% of the students had mastered language while the rest had a limited vocabulary. Some students have a limited vocabulary. Because each student has a unique intellectual experience, there are three levels of severity: mild, moderate, and severe."*

From the interview of the observation four, shows that Expanding new vocabulary in students will greatly affect their mindset and will provide new things and what students say will get positive values. Furthermore, vocabulary is required and learned in the teaching of reading comprehension. Then there's the matter of comprehending the text's content, which necessitates a high level of mastery. The following is a summary of the above explanation based on the conclusion:

No	Strategy	Material	Step	Reason of interview	Source of data
1	Direct Instruction	Counting 1-10	a. Greeting the teacher	To increase the Ability	Observation
			b. Teacher review the material.	to think obviously	
				To help students in	
			c. Students write the number	read ability	
			d. Students counting the number		
			e. Students answer the		
			Question		
			f. closing greeting		
2	Direct Instruction	Counting 10-20	a. Greeting the teacher	To help studentsability in counting	Observation
		Present tense	b. Teacher give the	such as exercise and	
			Question	help students in	
			c. Teacher work the	reading ability and	
			Question	encourage self-study	
			d. Students read the		
			Question		
			e. Teacher improve		
			pronunciation		
			f. Teacher explain the		
			answer		

			question		
			g. Closing greeting		
3	Direct Intsruction	Draw Lines	a. Greeting the teacher	To increase their writng skill	Interview
			b. Students open a book	Vocabulary in the class	
			c. Students look at the picture		
			d, Students redraw the line together	master vocabularies of colour in everywhere	
			e. Teacher checked Their abilities in memorizing		
			f. Closing greeting		
4	Direct Intsrtuction	Things around us	a. Greeting the teacher	This strategy used in	Interview and observation
			b. Teacher explain game guess the word	order students are not bored and stressed.	
			c. Teacher give instruction to students	Therefore, this strategy used to	
			d. Start the	increase in	

			game	speaking	
			e. Closing greeting	Skill	

c. Evaluation

The process of determining how well students have absorbed the material taught is known as evaluation. The evaluation informs the teacher whether the learning is successful or not. Teachers evaluate student learning outcomes through diagnostics and development, selection, grade promotion, and placement. In general, the results are used as material to help students develop their understanding of English learning in general.

Learning evaluation is nearly identical to full-face-to-face learning evaluation. The importance of Daily Tasks, and daily tests are still a consideration in the evaluation of this School. The only difference is how the test is performed. Daily assessments are completed using assignments given by the teacher and linked together in the student file. Student files can record learning outcomes and display student assessment results. This activity consists of a written and practical test. Process evaluation uses an authentic assessment approach, which evaluates student readiness, processes, and overall learning outcomes.

The results of the evaluation become a benchmark for students in their learning. This is very important to note because the evaluation of learning will greatly affect the final results of students which indicate whether there is a change, increase or even decrease in student learning. Therefore the importance of evaluation because by doing an evaluation we will be easier to assess students from any aspect.

C. Supporting and Inhibiting Factors to the Implementation of the English Teaching for student with Intellectual Disabilities at SMPLB C -C1 Yakut Purwokerto

All factors that encourage, activate, support, or assist in the achievement of specific goals are considered supporting factors. The following are supporting factors in the implementation of make a match method at SMPLB C and C1 Yakut Purwokerto:

1. Learning Media

Because teaching and learning activities would be less than optimal without learning media, picture learning media is the most important supporting factor in learning English. The existence of this learning allows for interaction between teachers and students, as well as other learning-related activities.

Excerpt of Interview IX:

Teacher : *"The learning media is visual and non-abstract; students must look it up the learning media with their eyes, so the media must be visually appealing, not to make them quite bored.*[30]

From the interview above with an English teacher, shows that using learning media must be very useful both inside and outside school. because students will really pay attention to what the teacher says and it really attracts students' attention when someone is not paying attention or even playing.

2. Teacher Abilities

The ability of teachers is very influential on the quality of education. English teachers are well prepared for learning, although face-to-face learning has only resumed recently after several online meetings. According to the interview findings, English teachers have received training both online and offline, which is very beneficial for their learning. According to Mr. HM, Deputy Head of Student Affairs, prior to the

---

[30] The result of an Interview with Mrs. QA as an English Teacher of 7[th and] 8th grade on 14th November 2021 at 11.15 Am.

learning process, the English Teacher Association had conducted training on the use of learning media such as direct instruction, role playing, and other methods for the continuity and effectiveness of learning, especially English.

Excerpt of Interview X:

Teacher: *"Teachers are enthusiastic about the teaching, even in difficult circumstances, and the school is doing everything it can to support both teachers and parents. There is also* quota *assistance for those who are unable to meet in person or participate in online learning. Although not all, it is very helpful in the implementation of face-to-face learning at this time before the full face-to-face implementation.*[31]

3. Parents Participations

The participation of parents in learning English is also important. Because the students in this class have moderate mental limitations. The teacher delivers the English language learning materials at SMPLB C and C1 Yakut Purwokerto to students, then conveys them to parents, and parents convey them back to students. Active parental involvement helps in achieving learning objectives. This can be seen from the attendance response and assignment collection, considering that learning English with direct instruction for mentally retarded children requires parental assistance and participation who will replace the role of the teacher at home and with the delivery of material that can be understood by students. Yakut Purwokerto, SMPLB C and C1, is one of the special schools that provides educational services for mentally retarded children. So parents who want to send their children to this school mean that they are ready to support the learning process so that it is in accordance with what they expect, which is like normal students in general.

---

[31] The result of an Interview with Mrs. QA as an English Teacher of 8th grade B on 14th November 2021 at 11.30 Am.

The development of inclusive education is directed and determined by the parental involvement in the educational process. Making decisions on where to attend school and working together with the institution and parents of special needs children are the first steps in achieving this. The primary responsibility for a child's education is with the parents.

One of the elements influencing a child's academic success or failure is their parents' involvement. Parents have a crucial part in their children's education and support it. Children receive their fundamental education from their parents. Considering that parents are involved in the growth and development of children. Children's success is highly influenced by their parents and the environment in which they grow up.

To ensure that children receive a decent and relevant education, cooperation between parents, instructors, and the school is greatly desired in the education process for children both at home and at school. Parents and all parties concerned will benefit from the collaboration's enlightenment and understanding.

The following are the inhibiting factors in the implementation of Engish teaching strategy at SMPLB C and C1 Yakut Purwokerto:

1. Children do not attend school.

    Children who are intellectual disability are those who have intelligence below that of the typical normal child, thus when the child first enrolls in school, the supervisor must start the lesson over from scratch. Children who are mentally retarded frequently choose not to attend school.

    There are several reasons why children don't go to school, including: Due to job and illness, mothers are unable to transport their children to school. Children who are typically accompanied by maids do not attend school for a few days when their aides are ill or return home. Since mentally retarded children are unable to attend school,

children with intellectual disabilities who do so rely on others to transport them there

Many parents do not support their children's limitations because they are ashamed that what they have is different from what other children have. Many of the parents at this school feel that God is unfair and have children with special needs because they are considered unlucky. So that parents let their children play in a free environment without seeing who is in the environment.This makes it difficult for students with intellectual disabilities to continue learning because they will feel uncomfortable if they do not receive positive encouragement from their parents and extended families. It might be challenging for parents of special needs kids to accept that their kids aren't exactly like other kids. Even after years of being a part of the family, parents of "disabled" children often hide their special children because they find it difficult to accept their existence.

2. Children Speaking difficulty

Children with intellectual disability speak differently from typically developing children their speech is frequently unclear. The teacher must repeat the words multiple times until they are clear, even if it is just one word, as this is especially important when reading sentences, according to the English learning guidelines.

3. Childrens Laziness

Children's laziness both typically developing and mentally retarded children exhibit a lazy temperament. However, when children with mental retardation have demonstrated a tendency toward laziness, their tutor or English teacher cannot make them accomplish what the tutor or subject teacher wants them to.

CHAPTER V

The previous chapters had already presented the general introduction; it provided the theoretical background, defensible methods, and examined the results of the study. This chapter, attending the conclusion of the entire research, offered the summary of the main findings, an educational suggestion for enchanced English language teaching and learning process, limitations of the study, and recommendations for additional studies.

A. **Conclusion**

Based on the discussion and research findings on teachers strategies in English teaching learning at SMPLB C and C1Yakut Purwokerto has three stages: planning, implementation, and evaluation. Making learning objectives, learning strategies, teaching materials, and the media used are all part of the learning planning process.

The planning conducted by the English teacher at SMPLB C and C1 Yakut Purwokerto is in accordance with the described learning planning theory. This is demonstrated by the teacher creating a Learning Implementation Plan (RPP) and examining the needs of students in relation to the teaching materials, learning methods, and the English learning evaluation model employed. When designing a lesson, the teacher creates a Learning Implementation Plan (RPP). In the process of teaching and learning activities, the teacher of SMPLB C-C1 Yakut Purwokerto were implemented the creation of learning tools through the compilation of learning implementation plans.

Direct Instruction is one of an English learning method that is applied direclty in learning. This is consistent with the views expressed by several sources in this study. Schools choose to use direct instruction because of being presented with the several media such as colour, number, things around us and so on because it is very easy to apply and students are easy to imitate, even if it takes a while for each students in 7th, 8th and 9th grades to understand. All parents can imitate or create the same media while doing home learning,

which means that this method is very simple for parents to learn, flexible, and colorful, because students will feel more excited when learning using color image media.

Learning evaluation is nearly identical to full-face-to-face learning evaluation. The importance of Daily Tasks, and daily tests are still a consideration in the evaluation of this School. The only difference is how the test is performed. Daily assessments are completed using assignments given by the teacher and linked together in the student file. Student files can record learning outcomes and display student assessment results. This activity consists of a written and practical test. Process evaluation uses an authentic assessment approach, which evaluates student readiness, processes, and overall learning outcomes.

B. Suggestion

In practice, the teacher conveys the material to the children. Media is used to track how learning is being carried out. Learning evaluation is used to identify how well the learning objectives have been met and what activities should be done next. The evaluation of learning English is carried out in the following way: as usual, using daily and weekly assignments. Teachers face various challenges when implementing English language learning, including the existence of supporting and inhibiting elements. Media, educators, and parents are examples of supporting factors. Lack of human resources or competency provision, parental responsibilities, and lack of budget planning are all barriers to learning. Based on studies conducted by researchers and research results, with respect, are not intended to patronize or insult. with humility for the implementation of learning English at SMPLB C and C1 Yakut Purwokerto The suggestions from the heart of the researcher are as follows:This is for School Given the wide range of applications that can be used to assist make a match method in English learning, the school should direct teachers to employ a greater diversity of applications so that learning is

not boring. b. Schools facilitate the online-based facilities utilized in English learning so that learning objectives can be met to the greatest extent possible.

1. In honor of English Teachers must employ a variety of methods to assist the in English learning.The teacher should be more adamant about defining the time for collecting assignments so that it does not interfere with other activities. The teacher should be more adamant about setting a time limit for collecting assignments so that it does not interfere with the next learning process or the evaluation process.

2. For the further writers, it becomes a valuable experience and a beginning point for research for researchers. To be more thorough, conduct additional study. As a result, more research is needed to look at the teachers strategies in English learning for student with intellectual disabilities so that you can show more about how educational learning is implemented. There are aspects of Englis learning that wrtiter have not discovered. Future researchers can improve this research, according to the writers.

C. Closing remarks

Alhamdulillah for the benefits of Taufik, mercy, and direction, as well as the help of many people who helped the author finish the thesis. The author recognizes that there are still numerous faults in the thesis preparation process. The author, on the other hand, expects that the readers will find this thesis useful. With so many problems in this thesis, the author needs constructive criticism and suggestions to improve the paper's substance. The author expects that more research into the implementation of making a match method in English learning will be done in the future. I hope that this thesis will be informative and beneficial. The author wishes to express her gratitude to all those who have supported and assisted in the completion of this thesis, may Allah SWT reward them all. Aameen

REFERENCES

Alanshori, A. N. (2021, Maret Sunday). Dipetik November Sunday , 2021 , dari Mengenal definisi tunanetra dan perbedaan low vision : https://www. liputan6.com.

Asma, Nur. 2009. *Model Pembelajaran Kooperatif.* Padang:UNP Press.

Jauhar, Mohammad. 2011. *Implementasi Paikem.* Jakarta:Prestasi Pustaka.

Slavin, Robert E. 2005. *Cooperative Learning.* Bandung:Nusa Media.

Sumekar, Ganda. 2009. *Anak Berkebutuhan Khusus.* Padang:UNP Press

Wantah, Maria J. 2007. *Pengembangan Kemandirian Anak Tunagrahita Mampu Latih.* Jakarta:Direktorat Jendral Pendidikan Tinggi.

Ballard, K. (2016). Children disability : Special or Included. *Wikato Journal of Education* , 2004.

Chan, K. W. (2004). Teaching strategies and classroom organization. *The Hong Kong Institue of Education* , 137.

Dermawan, O. (2013). Strategi Pembelajaran Bagi Anak Berkebutuhan Khusus di SLB. . *Jurnal Ilmiah Psikologi* , 886-879.

Desmayanti, Y. K. (2020). Make a Match Learning for English Conversation Skills of Students with Intellectual Disabilities),. *Journal* .

Ellis, J. (2020, March Tuesday). *Behavior disorder: Definition, Characteristic, and related Information.* Dipetik November Saturday , 2021, dari Council for children with behavioral disorder: https://debh.exceptionalchildren.org

Fuadatul, M. s. (2019). Developing of Learning Models Make a Match Assisted Media Puzle to Impove Thinking Skills of Class Fourth Eelementary school Students. *Faculty of Teaching and Education* , 3-7.

G, E. B. (2012). *To live as Mentally Disabled in the risk of society*.

Hamidah, A. N. (2010). Pendidikan Inkslusif untuk Anak Berkebutuhan Khusus . *Journal of Special Education* , 779.

Mardiana, W. (2018). The use of Make Match in Teaching reading comprehension: Investigating The students achievement and attiude. *Journal of Research in Foreign Language Teaching* , 20-37.

Nguyen, H., & Terry, D. R. (2017). English Learning Strategies among EFL Learners: A Narrative Approach. IAFOR Journal of Language Learning. *IAFOR Journal of Language Learning* , 4-19 .

Qu, P. Y. (2013). What is Language Learning Strategy. *Asian Journal of English Language Teaching: Hongkong Institue of Education* , 2.

R.M, R. (2017). Improving Students Vocabulary Through Make A Match Method at Class VIII of Mts Al-Khairiyah Kubangsari . *Loquen English Studies Journal* , 50-62.

Reinders, H. S. (2004). The Blackwell Company tp Christian Ethics : Being Thankful : Parenting The Mentally disabled Students. *Blackwell publishing* , 428.

Rochayadi, E. (2015). Karakteristik pendidikan anak tunagrahita . *Modul pada universitas Pendidikan Indonesia* , 6.

Rochayadi, E. (2015). *Karakteristik Pendidikan Anak Tunagrahita* . Bandung : Universitas Pendidikan Indonesia Press.

Simonetti, S. a. (2000). The ADA and The Mentally Disabled: What must firms do? . *Gale Academic onefile Journal* , 52.

Widinarsih, D. (2019). Penyandang Disabilitas di Indonesia. *Jurnal Ilmu Kesejahteraan Sosial* , 13.

Wiratmajaya, (2018). Karakteristik Anak Tunagrahita di Sekolah Luar Biasa. *Jurnal Ilmu Pendidikan khusus.,* 16.

Wick, L., (2014). What is Mentally disabled?. *Journal of Social Analysis.* Vol 2 No 7

Zawil, R. (2016). Using Make a Match To Teach Vocabulary . *English Education Journal* , 312.

Zoe, W. (2015). Learning English for difable. *Journal of Bangladesh.* Vol 4 No 2. Pg. 273

Zafinah, K. (2020). English Learning and Teaching Strategy for difable. *Journal of University of Education.* Vol 1 no 4 Pg. 33.

Zaky, M. (2015). Bagaimana cara Anak Tunagrahita beradaptasi dengan lingkungan*?. Jurnal Pendidikan Khusus.* Vol 3 No 5 Hal. 17

Ziyanah, Y. (2021). Teaching Strategy for student with Mild Intellectual Disabilities. Journal of Indonesian University.

Zee, P. Y. (2015). What is Language Learning Strategy?. *Asian Journal of English Language Teaching: Hongkong Institue of Education* , Vol 2 No 4 Pg. 13.
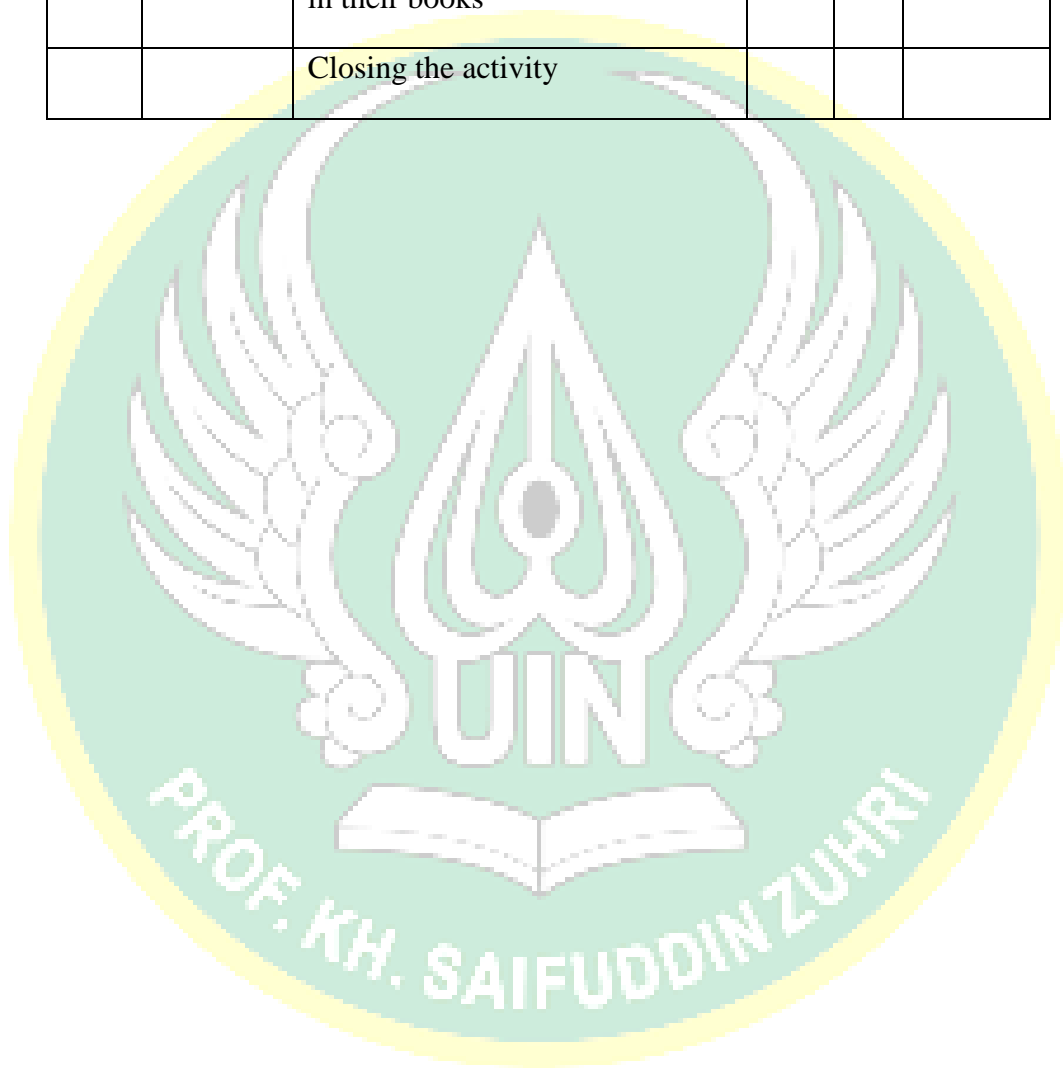
APPENDICES

Appendix 1

(Research Instrument)

A. Observation Checklist

Observation Sheet 1

No	Activity	Indicator	Option		Descrip Tion
			Yes	No	
1.	Opening	Teacher opens the lesson by greeting the students and the student also give greetings to the teacher			
		Pray before study			
		Teacher checks the student's attendance list			
		Teacher tells the aim of the subject that will be reached			
		Teacher asks students randomly about their activities in the past			
2.	Core	Teacher explain the material			
		Teacher uses dialogue for teaching			
		Teacher uses picture for teaching			
		Make some exercise about the material such as number, colour, and things around the class			
		Tell the students how to read clearly of the text			
		Make the students thinking about the meaning of the text			

		Practice with the students			
		Help the students			
3.	Closing	Teacher gives an opportunity for students to ask their difficulties			
		Tell the students to do exercise in their books			
		Closing the activity			

Observation Sheet II

Teaching Strategies for Intellectual disabilities	Teacher 1	Teacher 2
Direct Instruction		
Role Playing		
Peer tutorial		

B. Interview Guideline

Place   :

Date/time   :

 Interview   :

1. Dalam pembelajaran Bahasa Inggris, di level apa kemampuan siswa dalam memahami teks bahasa inggris selama pembelajaran?
2. Apakah dalam mengajar siswa tunagrahita memerlukan strategi yang berbeda?
3. Strategi apa yang biasa anda implementasikan selama mengajar Bahasa Inggris terutama untuk anak Tunagrahita?
4. Apa tujuan anda menerapkan strategi tersebut dalam pembelajaran Bahasa Inggris untuk anak Tunagrahita ?
5. Bagaimana cara anda menerapkan strategi *direct instruction* dalam pembelajaran Bahasa Inggris?
6. Apakah ada kesulitan dalam menerapkan strategi tersebut bagi guru?
7. Apa kekurangan mengajar Bahasa Inggris dengan menggunakan strategi yang sudah anda sebutkan?

Appendix 2

(Transcript)

A. Observation Result

Observation Checklist 1

Observation Sheet 1

Teacher   : Qorry Azizah, S.Pd.

Class   : Seventh Grade

Date   : Sunday, 30th of July 2021

No	Activity	Indicator	Yes	No	Description
1.	Opening	Teacher opens the lesson by greeting the students	√		
		Pray before study	√		
		Teacher checks the student's attendance list	√		
		Teacher tells the aim of the subject that will be reached	√		
		Teacher asks students randomly about their activities in the past		√	
2.	Core	Teacher explain the material	√		
		Teacher uses			

		dialogue for teaching			
		Teacher uses picture media for teaching	√		
		Make some examples of number		√	
		Tell the students how to pronounce the number clearly	√		
		Make the students understanding about the number		√	
		Practice with the students	√		
		Help the students	√		
3.	Closing	Teacher gives an opportunity for students to ask their difficulties	√		
		Tell the students to do exercise in thematik book	√		
		Closing the activity	√		

Observation Checklist 2

Observation Sheet 1

Teacher   : Qorry Azizah, S.Pd.

Class   : Eighth Grade

Date   : Wednesday, 31th of July 2021

No	Activity	Indicator	Option		Description
			Yes	No	
1.	Opening	Teacher opens the lesson by greeting the students	√		
		Pray before study	√		
		Teacher checks the student's attendance list	√		
		Teacher tells the aim of the subject that will be reached	√		
		Teacher asks students randomly about their activities in the past			
2.	Core	Teacher explain the material	√		
		Teacher uses dialogue for	√		
		teaching			
		Teacher uses text	√		

		for teaching			
		Make some examples Colour		√	
		Tell the students how to pronounce clearly of the colour	√		
		Make the students undestanding about the meaning of the text	√		
		Practice with the students	√		
		Help the students	√		
3.	Closing	Teacher gives an opportunity for students to ask their difficulties	√		
		Tell the students to do exercise in their books		√	
		Closing the activity	√		

Observation Sheet II

Teaching Strategies	Teacher 1	Teacher 2
Direct Instruction	√	√
Lecture Method	√	√
Peer Tutorial		

B. Interview Result

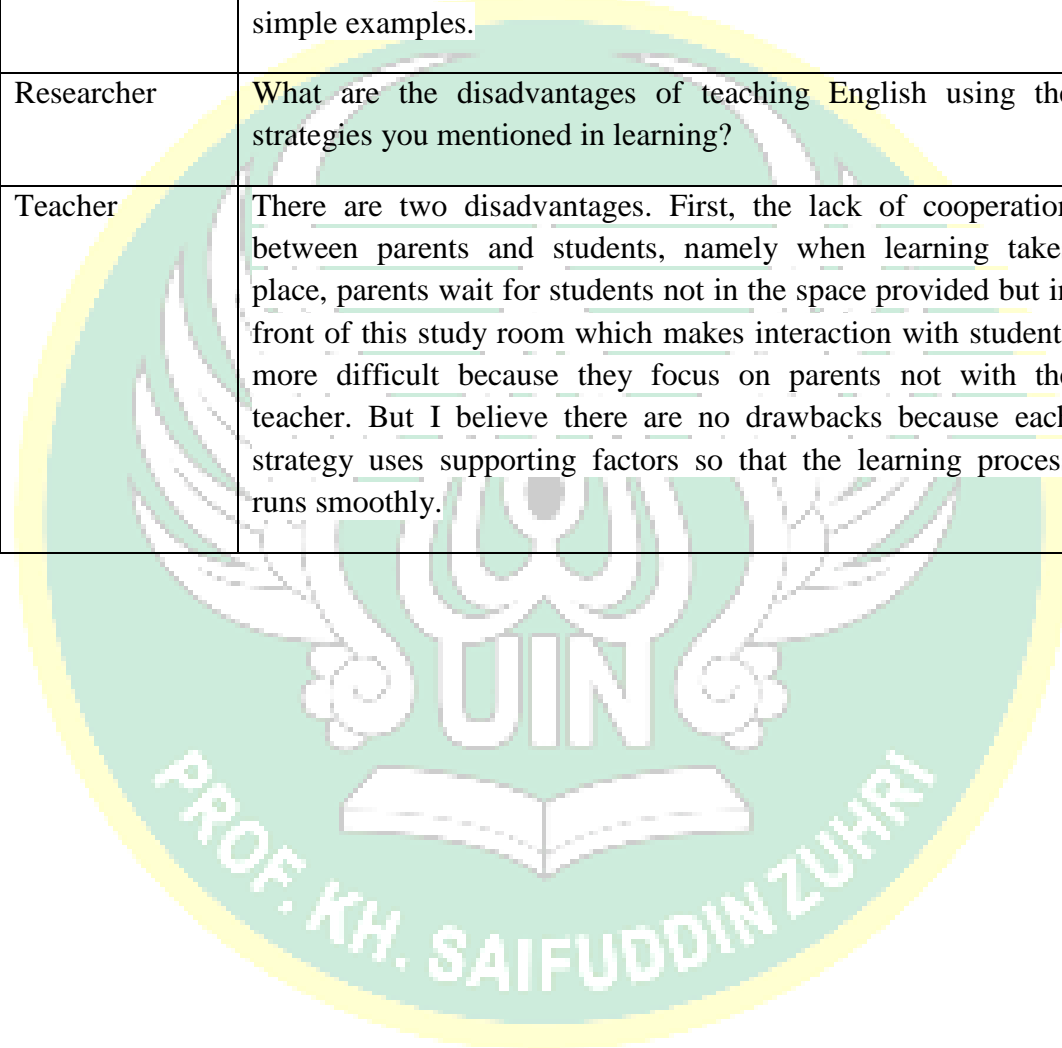**1. Interview result with the first teacher**

Place   : SMPLB C-C1 Yakut Purwokerto

English Teacher : Seventh and Eighth Grades

Date/time   : Friday, 30th of June 2021

Interviewee   : Qorry Azizah S.Pd.

Interviewer	Well, ma'am, I will interview you about your teaching strategy in English teaching learning for students with intellectual disabilities. We start with the first question. At which level is the students' ability in comprehending the English subject while learning?
Teacher	Because they have the different ability to think, the students in this school have varying motivations and levels of understanding in teaching and learning activities. In learning, I usually encourage students at a basic level by asking them to repeat what I say. Furthermore, I encourage students to understand the things around us, such as sitting while studying, not making noise, paying attention to the teacher, and other trivial things, because they have a significant impact on learning activities in the following days.
Interviewer	Do teaching students with intellectual disabilities require a different strategy?

Teacher	Yes, different strategies are required becaus students' with intellectual disabilities in understanding each teacher's directions varies depending on the material being taught. This school has used Curriculum 13 with KI-KD, and most students have no idea what the text is about. In this case, I usually use pictures from the textbook or i made another by my self, then print them out and give them to the students so they can better understand what the pictures are. because mentally retarded students will struggle to understand abstract material However, it appears to be a challenge for both mild and moderately mentally retarded students because the pictures are understood in English. I use direct instruction when teaching English. Direct instruction usually requires student focus because mentally retarded students are slow to accept teacher directions. As a result, I usually ask students to repeat what I say expressively, but as long as the learning is not too difficult, it indicates that students are gradually able to accept foreign language lessons.
Interviewer	What strategies do you usually use when teaching English to students with intellectual disablities?
Teacher	I apply direct instruction and lecture method. Through this, they can improve their students' ability to understand, relate, and extract information from the images that the teacher conveys. I also often give small assignments to students and show some easy and important vocabulary in everyday life. This will help
	the teacher determine whether student understanding is good
	and what needs to be improved.
Interviewer	What are your aims in applying those strategies?
Teacher	Implementing direct instruction strategy and lecture method aims to help students imagine their character in their life. I noticed that some students were very passive in the learning process because they had severe mental retardation. Therefore, I hope that all students with mild to moderate intellectusl disabilities can speak and become more confident by implementing this strategy. Second, I believe that using pictures

	and other media is very helpful in increasing students' understanding and influencing their interest in learning because students in this school have difficulty understanding basic things because their personalities are different from students in general. direct instruction and lecture method is to improve students' thinking ability, increase their interest in learning, improve their vocabulary, and I want them to consider learning English as an important activity for their lives.
Interviewer	How do you apply direct instruction in English learning?
Teacher	The learning media that I use in teaching English is by using pictures. I usually give instructions, distribute materials in person and send assignments directly to students who attend school. Then I invite students to carry out the English learning process with the picture media and explain what the picture is, its uses and so on and don't forget to ask questions, because students with mild or moderate mental retardation are very important to be asked during the learning process. This will be very useful when every day, students get questions that will make their learning process more varied. so not only does the teacher give questions, materials and others but there is no feedback from students, but students will give a good response when we ask them one by one.
Interviewer	What are the difficulties in implementing the strategy in learning?
Teacher	The limitation is very clear, because students with mild, moderate, and severe mental retardation understand what the teacher is saying very differently, whether it's simple questions like have you had breakfast or difficult questions like are you studying at home. When I asked if they had breakfast or not, some said they had, while others were silent because it was difficult to understand what the teacher was saying. When I asked if they were studying or not at home, they were all silent, and none of their work was completed, because they didn't convey what I told their parents. Furthermore, it is difficult for me to determine how well my students understand the material when I explain it to them because some do not. Furthermore, because some of my students have tantrums, I find it difficult to

	determine how well they understand the material when I explain it to them. When learning is completed, it is easier to distinguish between students who are active and passive when they arrive at school, because some students do not want to attend school for a variety of reasons. It is also easier to distinguish between students who understand and those who do not. When students have difficulty, I usually re-instruct or re-explain the material in a more simple manner, or give them simple examples.
Researcher	What are the disadvantages of teaching English using the strategies you mentioned in learning?
Teacher	There are two disadvantages. First, the lack of cooperation between parents and students, namely when learning takes place, parents wait for students not in the space provided but in front of this study room which makes interaction with students more difficult because they focus on parents not with the teacher. But I believe there are no drawbacks because each strategy uses supporting factors so that the learning process runs smoothly.

1. **Interview result with the second teacher**

Place : SMPLB C-C1 Yakut Purwokerto

English Teacher : Ninth Grade

Date/time : Wednesday, 8th of December 2021

Interviewee : Nurul Hikmah, S.Pd.

Interviewer	Well, ma'am, I will interview you about your teaching strategy in English teaching learning for students with intellectual disabilities. We start with the first question. At which level is the students' ability in comprehending the English subject while learning?
Teacher	Because they have the different ability to think, the students in this school have varying motivations and levels of understanding in teaching and learning activities. In learning, I usually encourage students at a basic level by asking them to repeat what I say. Furthermore, I encourage students to understand the things around us, such as sitting while studying, not making noise, paying attention to the teacher, and other trivial things, because they have a significant impact on learning activities in the following days.
Interviewer	Do teaching students with intellectual disabilities require a different strategy?
Teacher	Yes, different strategies are required becaus students' with intellectual disabilities in understanding each teacher's directions varies depending on the material being taught. This school has used Curriculum 13 with KI-KD, and most students have no idea what the text is about. In this case, I usually use pictures from the textbook or i made another by my self, then print them out and give them to the students so they can better understand what the pictures

	are. because mentally retarded students will struggle to understand abstract material However, it appears to be a challenge for both mild and moderately mentally retarded students because the pictures are understood in English. I use direct instruction when teaching English. Direct instruction usually requires student focus because mentally retarded students are slow to accept teacher directions. As a result, I usually ask students to repeat what I say expressively, but as long as the learning is not too difficult, it indicates that students are gradually able to accept foreign language lessons.
Interviewer	What strategies do you usually use when teaching English to students with intellectual disablities?
Teacher	I apply direct instruction and lecture method. Through this, they can improve their students' ability to understand, relate, and extract information from the images that the teacher conveys. I also often give small assignments to students and show some easy and important vocabulary in everyday life. This will help the teacher determine whether student understanding is good and what needs to be improved.
Interviewer	What are your aims in applying those strategies?
Teacher	Implementing direct instruction strategy and lecture method aims to help students imagine their character in their life. I noticed that some students were very passive in the learning process because they had severe mental retardation. Therefore, I hope that all students with mild to moderate intellectusl disabilities can speak and become more confident by implementing this strategy. Second, I believe that using pictures and other media is very helpful in increasing students' understanding and influencing their interest in learning because students in this school have difficulty understanding basic things because their personalities are different from students in general. direct instruction and lecture method is to improve students' thinking ability, increase their interest in learning, improve their vocabulary, and I want them to consider learning English as an important activity for their lives.
Interviewer	How do you apply direct instruction in English learning?

Teacher	The learning media that I use in teaching English is by using pictures. I usually give instructions, distribute materials in person and send assignments directly to students who attend school. Then I invite students to carry out the English learning process with the picture media and explain what the picture is, its uses and so on and don't forget to ask questions, because students with mild or moderate mental retardation are very important to be asked during the learning process. This will be very useful when every day, students get questions that will make their learning process more varied. so not only does the teacher give questions, materials and others but there is no feedback from students, but students will give a good response when we ask them one by one.
Interviewer	What are the difficulties in implementing the strategy in learning?
Teacher	The limitation is very clear, because students with mild, moderate, and severe mental retardation understand what the teacher is saying very differently, whether it's simple questions like have you had breakfast or difficult questions like are you studying at home. When I asked if they had breakfast or not, some said they had, while others were silent because it was difficult to understand what the teacher was saying. When I asked if they were studying or not at home, they were all silent, and none of their work was completed, because they didn't convey what I told their parents. Furthermore, it is difficult for me to determine how well my students understand the material when I explain it to them because some do not. Furthermore, because some of my students have tantrums, I find it difficult to determine how well they understand the material when I explain it to them. When learning is completed, it is easier to distinguish between students who are active and passive when they arrive at school, because some students do not want to attend school for a variety of reasons. It is also easier to distinguish between students who understand and those who do not. When students have difficulty, I usually re-instruct or re-explain the material in a more simple manner, or give them simple examples.
Researcher	What are the disadvantages of teaching English using the strategies you mentioned in learning?

Appendix 3
(Photographs)

(The View of the front of the school)

(The view of the Classes)

(The English learning activity)