STRATEGIES IN TEACHING ENGLISH FOR STUDENTS WITH MENTAL RETARDATION AT SLB C YAKUT PURWOKERTO

AN UNDERGRADUATE THESIS

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

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Purwokerto,28 October 2022

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ABSTRACT

In Indonesia, English is known as a foreign language that is taught to students from an early age. Many strategies can be applied to teach English, but students with special needs require the teacher to more thoroughly sort out the strategies that will be used, one of them is for students with mental retardation. Teaching English to students with special needs such as mental retardation requires the right strategies so that the material is delivered properly. This study aimed to analyze the strategies that is used in teaching English for students with mental retardation and the implementation of those strategies. This is a qualitative research with a descriptive technique that was conducted in SLB C Yakut Purwokerto, especially in 8th grade. The data collection techniques are observation, interview, and documentation. The data analysis techniques are data reduction, data display, and verification. The subject of study is an English teacher as a homeroom teacher in 8th grade at SLB C Yakut Purwokerto. Then, the object of study is teachers' strategies in teaching English for students with mental retardation. In the result of the study, based on observations and interviews that have been implemented, the strategy used by teachers is a blended strategy which consists of the Total Physical Response (TPR) strategy and kinesthetics learning strategy. The teacher employed these techniques to get her charges involved in class activities, become more active, and pay attention to what was being taught. There are six steps of TPR strategy there are the teacher prepares or chooses the vocabulary to be demonstrated, the teacher demonstrates vocabulary gradually, the teacher stops the demonstration and encourages the student to respond to verbal commands, the teacher adds additional responses and commands, teacher insert games in between lessons, and teachers assess students' progress and understanding. Moreover, for two workable activities of kinesthetics learning strategy there are teacher ask student to stand up and teacher doing little things during learning activities. From the results of observations that have been carried out based on strategies that the teacher has applied, students with mental retardation can be invited to discuss simple things during learning activities. These things have the purpose of which was to maintain student focus during learning, increasing student activity and role during the learning process.

Keywords: Teaching English as Foreign Language (TEFL), Teaching Strategy and Mental Retardation

MOTTO

"Flowers do not compete with other flowers. They just bloom. They find a way towards sunlight. You too, bloom and shine, be yourself because everyone has their worth"

# DEDICATIONS

This thesis is dedicated to:

Myself, I'm extremely proud of you for completing your task one by one. My greatest parents ever, my sister, my best friends, and my cherished boyfriend, who are always by my side. I sincerely apologize, and I appreciate your support of the good things in my life.

Prof. K.H. Saifuddin Zuhri Purwokerto as my university

All of you, my dear friends who are reading this thesis
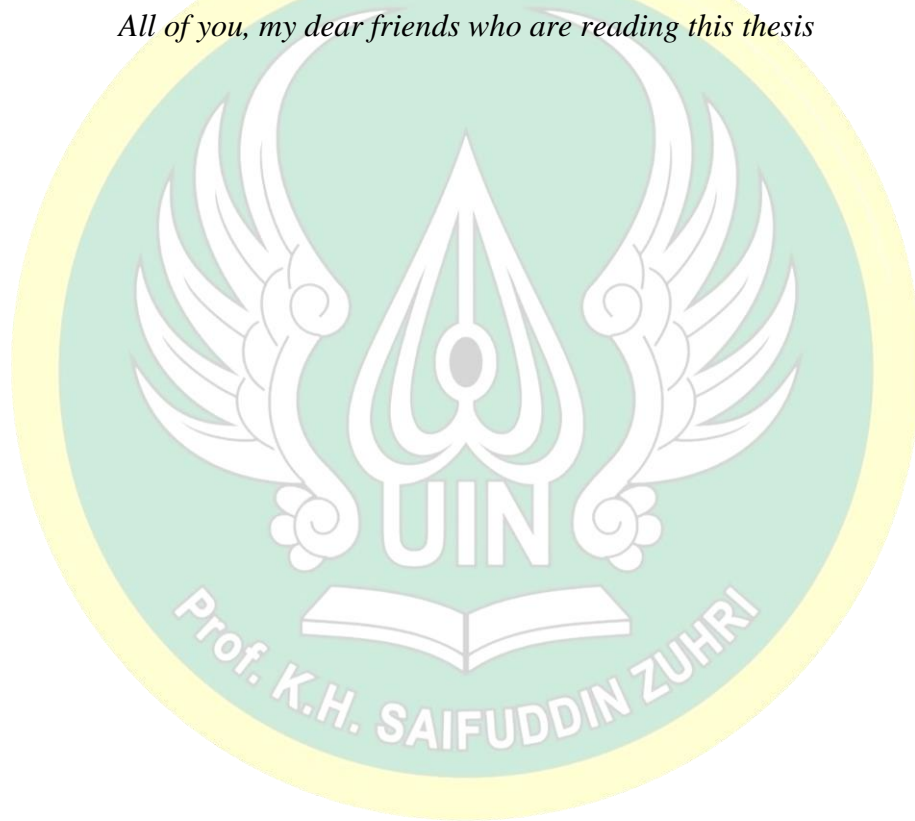
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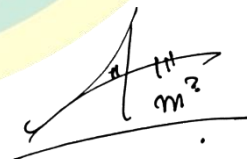
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CHAPTER I

INTRODUCTION

A. Background of The Study

Every human being is born with a right that follows them. One of the rights that every people must get is education. Education is important because it is such a bridge for us to know about everything in this world and education also fosters students as the successors of the nation (Ningsih et al., 2021) We can see from the many educational facilities and infrastructures that are always growing every time. This means all human should be able to fulfil their right to education without exception, including people with mental retardation.

Mental retardation is a particular state of functioning that begins in childhood and it is characterized by decreased intelligence and adaptive skills and also is the most common developmental disorder (Armatas, 2009). Children with mental retardation have limitations in some aspects such as they lack the skill to consider something, distinguish between good things and bad things, distinguish between right and wrong and they have limitations in language acquisition (Somantri, 2006). They are not having trouble with articulation, but the processing centre does not work properly. People with mental retardation also have the same right as normal people in all aspects of life, including education. Based on that way, there are some educational institutions that facilitate education for people with some disabilities including mental retardation such as special school or in Indonesia we call it SLB (Sekolah Luar Biasa). Students with mental retardation can learn anything just the same as normal people, including learning the English language.

Students with mental retardation should learn English because English is an international or universal language. Nowadays, undoubtedly we live between globalization and digitalization that cannot be separated

from our daily activities Brown, Lauder & Ashton (Fandiño, 2013). Globalization and digitalization also reconstruct the way of communication, affecting with whom and how people communicate, changing the terrain of the language and education field Lotherington and Jenson (Fandiño, 2013). In order to gain new information and knowledge in this era, we can use the English language as a medium. Because, there is no doubt that English has become the global language (Kostikova, 2018). Unfortunately, the English language is not a mother language for every country in this world and some countries recognized English as a foreign language, including Indonesia. In Indonesia's educational field, English is entered into the teaching and learning process, including for students with mental retardation. Students with mental retardation also can learn English to improve their ability in any field, because English is a medium for them to learn something new. In the learning process, students with mental retardation will find many obstacles to understanding the material well because they recognized English as a foreign language (Artiyah, 2016). Moreover, every educational institution must give their best treatment for example providing the appropriate and proper teaching strategies to deliver the English material for their special student.

Teaching special students, especially for student with mental retardation also need an appropriate strategy during the learning activities. A teaching strategy is a plan made by teachers so that the purpose of the learning activity can be achieved properly. Therefore, teachers should be selective to choose the appropriate strategies. There are several aspects that must be considered before determining teaching strategies, especially in teaching language such as the student's characteristics, material, time management, environment, facilities, and so on (Iskandarwassid & Suhendar, 2008). Using the appropriate strategy in English learning will help the teacher to deliver the material easily and students can understand the point of the material. Teaching student with mental retardation is not easy, because the teacher should give the theory with some examples to

make them understand the material. Teaching English has its challenging for the teacher, especially for students with mental retardation. Students with mental retardation cannot grasp the information well so they need particular treatment from people who are aware of their needs and abilities (Avianita et al., 2018). The strategy suggested by Algozzine & Ysseldyke, (2006) and Lane (1996) that can be applied in teaching students with mental retardation is TPR (Total Physical Response) with utilizing the body movement or motoric system. Moreover Dermawan (2018) stated three strategies can be applied in teaching English to special students such as individualized learning strategies, cooperative learning strategies, and behaviour modification strategies.

Teaching English strategies for special students is usually applied in a special school or SLB that provide a special education. Special education based on As Sabiq & Sukirno (2020) is education for students whose physical, mental, emotional, or social conditions make it difficult for them to follow the learning process. SLB for students with mental retardation is known as SLB C. One of the outstanding schools named SLB C Yakut Purwokerto provides educational facilities and infrastructure for children with mental retardation who have a spirit of learning. There consists of elementary school to high school, for English itself began to be given in junior high school. Teaching student with mental retardation is certainly not easy because teachers must keep their students focused on the teaching and learning process. After all, as we know students with mental retardation are very easy to distract by whatever is around them.

Based on the explanation above, the researcher is interested in choosing SLB C Yakut Purwokerto as the place to do some research, because researcher is curious about how strategies in teaching English that applied by teachers for students with mental retardation in that school. Moreover, this is the only school that provides an education facility for a student with mental retardation in Purwokerto. Therefore, the researcher is

interested in researching with the title "Strategies in Teaching English for Students with Mental Retardation at SLB C Yakut Purwokerto".

B. Conceptual Definition

The definition of the key term is one of the important things in the form of research guidelines to be carried out. Related to this research, there are several things in the form of key terms that are used to guide the implementation of this research. Those are:

1. Teaching English as A Foreign Language

According to Surkamp & Viebrock (2018) Teaching English as a foreign language is the way what, why, who, and how teaching and learning English form a cross-language perspective. The focus of teaching English as a foreign language is referring to teaching the English language for people that were born with a mother language that is not English. Another definition is come from Peace Corps (1989) stated that teaching English as a foreign language is regarded as a teaching English language largely treated and teach as an academic subject in the school system and is not widely used by students outside of the classroom.

2. Teaching Strategies

In the education field, all school aspects always need strategies to achieve the purpose of the school. In a learning activity, there also needs a strategy, for example, a learning strategy and a teaching strategy. The teaching strategy has been mentioned by several experts, such as Gerlach et al., (1980) Teaching strategies are the chosen ways to deliver learning material in a particular learning environment. Majid (2013) stated that a teaching strategy is a plan that contains a series of activities designed to achieve certain educational goals. Kemp in Hamruni (2009) said that teaching strategy is a learning activity that has to be done by the teacher and student to reach the purpose of the learning activity effectively and efficiently. The other definitions mentioned by Kozma in Hamruni (2009) said that teaching strategy is a special activity

intended to facilitate and help teaching and learning activities to achieve their goals. Based on the definitions that experts mentioned above, we can conclude that teaching strategies are the way teachers set goals and arrange the plan during a learning activity.

3. Mental Retardation

Some people are born with low intelligence and in society, we know this term was intelligence disabilities. Intelligence disabilities have various types, one of them being mental retardation. According to Switzky (2001) Mental retardation is a condition where developmental disabilities with both cognitive and motivational. Mental retardation is an obstacle to the development of learning abilities caused by obstacles to the development of intelligence, mental, emotional, social, and physical (Delphie, 2012). A person with mental retardation has little or no influence over their lives, rarely participate in decisions that affect them, have few opportunities to voice their preferences and make decisions, and do not engage in problem-solving activities (Glidden, 2001). Moreover, Children with mental retardation have low achievers who require individual learning because they have difficulties in sensorimotor, creativity, social interaction, and language Parsons (Delphie, 2012)

C. Problem Statement

Based on the background of the problem that has been explained above, the problem can be formulated as follow:

1. What are the strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto?

2. How does the teacher implement those strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto?

D. Objective and Significance of The Research

1. Objectives of the research

In this problem research, the aim of this research is as follows:

a. To analyze the strategies that appropriate in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto.

b. To describe the implementation of those strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto.

2. The significance of the research

The significances that can be expected from this research are:

a. Theoretical Significance

The researcher hopes that in the future this research can be used as a source of knowledge and reference. The researcher also hopes that this research can be useful for many people, especially for teachers and students with mental retardation, and can provide new knowledge to the researcher herself about teaching strategies for teaching English in the future. In addition, this research is expected to develop a teaching strategy for the teacher to be more prepared and creative, especially in teaching English for students with mental retardation. And, the researcher hopes that this research is useful as are reference guide for other researchers on the same topic in the future.

b. Practical significances

The practical significance of this research is:

1) For teachers

The results of this study are expected to provide information and help teachers with teaching strategies, especially in English subjects. Researchers also hope that this research can motivate teachers to be more prepared and creative in creating teaching strategies during learning activities, especially for a student with mental retardation.

2) For researchers

The results of this study are expected to provide information and can help explain the teaching strategy of English for students with mental retardation. In addition, with this research, it is hoped

that other researchers can use this proposal as a source of knowledge or other examples for research on a similar topic.

E. Structure of The Research

To make systematic research, it is necessary to classify the structure of this research. The structure of this research will explain as follow:

Chapter I presents the introduction. Namely, the background of the problem, operational definition, problem statement, objective, and significance of the research.

Chapter II presents the concept of teaching English as a foreign language, teaching strategy, mental retardation, and a review of relevant studies.

Chapter III presents about research method. Which discusses the type of research, variables, source of data, techniques of data collection, and techniques of data analysis.

Chapter IV presents the results of this research which consists of teachers' strategies and the implementation of those strategies in teaching English in 8th graders at SLB C Yakut Purwokerto.

Chapter V presents the conclusions, limitations of this research, and suggestions obtained from this research. In this chapter, the researcher provides conclusions, provides limitations of this research, and also provides suggestions related to the research.

CHAPTER II

THEORETICAL REVIEW

A. Teaching English as Foreign Language

English become a universal language in this world with no doubt. However, some countries not using the English language for daily communication in their environment, which is why for some countries English become a foreign language. According to Yule (2006) foreign language is a language that is not generally spoken in the surrounding community. Moreover, English language still become a medium to deliver and connect information, knowledge, technologies, partnership, and so on in the rest of the world. Therefore, English began to become a learning material that was applied in the field of education to help improve English language skills actively and passively for students, and this is known as TEFL.

Teaching English as a foreign language is the way what, why, who and how teaching and learning English form a cross-language perspective (Surkamp & Viebrock, 2018). Another definition come from Murcia et al., (2014) TEFL is the way English was taught as a foreign language in countries where English had no official internal use. In some countries, teaching English as a foreign language is identic with teaching English in school with widely, but it is not become an essential role in daily communication, nation, or social life (Broughton, 2003). Moreover teaching English in some countries will be a different one each other because their mother language is different. Their mother language has an important role to deliver the material at the first level of learning the English language. For example, teaching English in Indonesia may differ from teaching English in Malaysia or teaching English in America, in which people should learn English in the conditions where the language is used for communication (Setiyadi, 2020) The point is teaching English as a foreign language is referring to teaching English in their daily lives for student who has a mother

language is not English (Rohmah, 2013) A person learns and speaks a foreign language after their first and second languages. The person's regular interactions with the society in which they reside do not involve language. For example, English is a foreign language to a Javanese child whose mother tongue is Javanese and who lives in Java. English is not commonly used in daily life in Java or Indonesia as a whole.

B. Teaching Strategies

In the teaching strategies there will be two parts there is a definition of teaching strategies and teaching strategies for students with mental retardation.

1. Definition of Teaching Strategies

Strategy is a pattern that is planned and set intentionally to carry out activities or actions (Majid, 2013). Strategy is to require you to think and understand the entire material or lesson before you go further to choose any developing or selecting any instruction (Dick et al., 2014). Another definition comes from Hornby in Gultom et al., (2021) defines strategy as the process of planning something or skilfully carrying out a plan. Furthermore, it explains that strategy is a plan designed for a particular purpose. From the definition above, the strategy involves plans and skilful ways to get a particular thing.

The teaching strategy has been mentioned by several experts, such as Gerlach et al., (1980) Teaching strategies are the chosen ways to deliver learning material in a particular learning environment. Cropper in Majid (2013) Teaching strategies are the decisions you make about which training options are best for achieving your learning goals. Dick and Carey in Hamruni (2009) said that teaching strategy is any element of a learning method or stage that a teacher uses to guide pupils toward achieving their learning objectives. The other definitions mentioned by Kozma in Hamruni (2009) said that teaching strategy is a special activity intended to facilitate and help teaching and learning activities to achieve their goals. Based on the definitions that experts mentioned above, we

can conclude that teaching strategies are the way teachers set goal and arrange plan during a learning activity.

2. **Teaching Strategies for Students with Mental Retardation**

According to Algozzine & Ysseldyke (2006) and Lane (1996) teaching students with mental retardation can utilize body movement or motoric, as we call TPR (Total Physical Response). In addition, according to Lituhayu in Dewi (2019) there are two strategies possible to apply in teaching student with mental retardation, there are a direct method and TPR (Total Physical Response). Moreover, according to Dermawan (2018) there are three possible strategies in teaching student with mental retardation, namely individual learning strategies, cooperative learning strategies and behavioural modification strategies. In addition, from the results of this research, it was found that teaching students with mental retardation also can use kinesthetics strategies. Here is an explanation of the strategies mentioned above:

a. **Direct Method**

According to Majid (2013) direct method is learning directed by the teacher. The direct method involves using only the target language during class discussions. Exercise language and teacher speak used for classroom management fall within this category (Krashen, 1984). These strategies are effective for determining information or building skills step by step. Moreover, the direct method is where the teacher sets specific learning goals and builds a sequence of learning activities that take place from simple to more complex (Orlich et al., 2010). The direct method assumption about language learning is that the process of learning a foreign language or second language is the same as learning the mother tongue, namely by the direct and intensive use of language in communication. The purpose of the direct method is to help students learn how to communicate in the target language (Fachrurrozi &

Mahyudin, 2016). Based on Majid (2013) the stages to implement the direct method are:

1. The teacher conveys or explains the goals, and materials, motivates and prepares students

2. The teacher demonstrates knowledge and skills or presents information step by step

3. Teachers provide practice guidance

4. The teacher checks the student's abilities and gives feedback

5. The teacher prepares the exercises for the students by applying the concepts learned to everyday life

According to Fachrurrozi & Mahyudin (2016) there are several advantages and disadvantages of direct methods in learning activities:

1. Advantages

   a) Students are skilled in listening and speaking because they get a lot of practice in speaking, especially through the topics of conversation that have been discussed in the classroom.

   b) Students master pronunciation as well as approaching native speakers

   c) Students know a lot of vocabulary and its use in sentences

   d) Students have courage and spontaneity in communicating because from the beginning they have been trained to think in the target language so that they are not hampered by the translation process

   e) Students master grammar functionally not just theoretically, that is, it serves to control the correctness of its speech

2. Disadvantages

    a) The student's ability to read for comprehension is weak since the material and exercises provided place more emphasis on spoken language skills

    b) This method demands ideal teachers in terms of language skills that are close to native speakers and agility in the presentation of lessons

    c) This method is more appropriately used in the scope of a small class area

    d) Since the teacher plays a central role, the success of this learning depends on the image of the teacher (Majid, 2013)

b. TPR (Total Physical Response)

    According to Fachrurrozi & Mahyudin (2016) Total Physical Response (TPR) method is a language teaching concept developed by Prof. James J. Asher, a psychologist from San Jose State College, United States in the mid-60s. Total physical response (TPR) method is a method of teaching a language that is built on the coordination of speech and action. This method seeks to teach language through physical activity or motoric activity (Fachrurrozi & Mahyudin, 2016) Another definition come from Díaz-Rico (2013) stated that teaching strategies based on the correlation between language and movement called total physical response (TPR). Learning activities that can be done are not only by repetition but also by utilizing body movements and body language. In general, using TPR is an easy way to implement in language classes (Dewi, 2019). The purpose of the total physical response method is to develop oral language skills at the beginner level (Fachrurrozi & Mahyudin, 2016). Based on Herrell & Jordan (2012) the stages to implement Total physical response (TPR) are:

1. The teacher prepares or chooses the vocabulary to be demonstrated

2. The teacher demonstrates vocabulary gradually

3. The teacher stops the demonstration and encourages the student to respond to verbal commands

4. Teacher adds additional responses and commands

5. Teacher inserts games in between lessons

6. Teachers assess students' progress and understanding

According to Fachrurrozi & Mahyudin (2016) there are several advantages and disadvantages of Total Physical Response (TPR) method in learning activities:

1. Advantages

   a) Language learning feels fun for teachers and students

   b) Students feel free from feelings of pressure or stress when studying

   c) Students have a long-term memory of what has been learned, it is because of the empowerment of the potential of the right brain and the left brain

   d) This method allows meaningfulness in learning the target language

   e) The delay in speaking until the student knows enough and understands the target language gives birth to the student's confidence

   f) With emphasis and understanding, this method can be easily combined with other methods based on a communicative approach

2. Disadvantages

   a) The rules in the language are so complex, that not all forms of the language can be taught using commands

   b) Students with a fairly mature age will feel uncomfortable demonstrating a command in the form of a movement

c) The use of TPR method for foreign language learning is more suitable for beginner-level learning

d) The application of this method requires a teacher who can speak the target language well and meaningfully

c. **Individual Learning Strategies**

According to Kozma, Belle and Williams in Azisah (2020) individual learning is an individual effort of learners that is automatic to achieve certain academic competencies. Another definition come from Haris Mujiman in Azisah (2020) stated that individual learning is a learning activity that begins with awareness of problems, followed by the emergence of the intention to carry out learning activities intentionally to master the competencies needed to overcome problems. While Majid (2013) stated that individual learning is a learning program arrangement that is organized in such a way that each student can choose and determine the materials and progress of learning on their own. The purpose of individual learning strategies is to build individual initiative, independence, and self-improvement. Learning activities can also be done with friends or in a small group. Based on Azisah (2020) the stages to implement individual learning strategies are:

1. The teacher explains the learning objectives to be achieved

2. The teacher explains how to make a lesson plan. Planning involves looking further ahead and deciding how to achieve those goals.

3. Students follow a plan and measure self-progress. Students are not only aware of learning objectives, but also aware of the academic skills that must or can be developed. They were also able to evaluate how well the plan was going.

4. Students produce the result of learning. This stage can be through a portfolio, providing information using graphs, appearing to present learning outcomes and ready to be

commented on the learning outcomes by other learners or teachers.

5. Students can demonstrate proficiency through authentic assessment. Students demonstrate proficiency primarily in independent and authentic assignments using the grade standards from the assessment instructions for the portfolio. Journals, presentations and learning appearances.

According to Azisah (2020) there are several advantages and disadvantages of individual learning strategies in learning activities:

1. Advantages
   a) Forming independent and responsible students
   b) Students get learning satisfaction through completed tasks
   c) The activities and responsibilities of teachers involved in individual learning strategies change as the time for presentation is reduced. Teachers have more time to monitor students in group meetings and monitor everyone
   d) Achieving the goal and education, which mean students can become a teacher for their self

2. Disadvantages
   a) When applied to immature students then they still need guidance
   b) The material obtained in individual learning is still not necessarily correct, so it is necessary to conduct discussions and question and answer sessions.
   c) Lack of interaction between teachers and students if this strategy is used as the only teaching strategy
   d) Lack of self-discipline, plus laziness leading to delayed completion of programs by some students

d. Cooperative Learning Strategies

According to Herrell & Jordan (2012) cooperative learning refers to a variety of methods in which students collaborate to

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complete a task as a group. Moreover, Majid (2013) stated learning using cooperative is a learning method that prioritizes cooperation to achieve learning objectives. Cooperative learning is a series of learning activities carried out by students in certain groups to achieve the learning objectives that have been formulated (Hamruni, 2009). Cooperative learning is a learning strategy that applies a grouping system or small teams, consisting of 4-6 people who have different academic ability backgrounds, genders, races and so on. The purpose of implementing this cooperative learning is to increase student learning achievement and increase accompaniment impacts such as social relations, tolerance, self-esteem, academic norms, time management and like to give help to others. Based on Hamruni (2009) the stages to implement cooperative learning strategies are:

1. Material Explanation

   The teacher gives an overview of the subject matter to be mastered which the students will then deepen the material in group learning)

2. Study in groups

   After the teacher explains the subject matter then the teacher groups the students heterogeneously (groups are formed based on the differences of each member)

3. Evaluation

   The teacher gives tests or quizzes to individual and group to see the extent of individual / group understanding based on the material that has been given

4. Team Recognition

   Teachers recognize the most outstanding teams and give rewards in order to appreciate and motivate other teams to be more enthusiastic in the future

According to Hamruni (2009) there are several advantages and disadvantages of cooperative learning strategies in learning activities:

1. Advantages
   a) Students are not too dependent on the teacher in the learning process because of interaction and exchange of ideas with other students
   b) Develop the ability to express ideas in words (verbal) and compare them with the ideas of others
   c) Grow an attitude of respect for others, and be willing to accept any differences
   d) Help empower every student to be more responsible in learning
   e) Improving academic achievement and social ability of students
   f) Develop the ability to test students' ideas and understanding, as well as receive feedback
   g) Improve students' ability to use the information and turn abstract learning into real (rill)
   h) Increases motivation and provides stimulation for thinking and this is useful for the long-term educational process

2. Disadvantages
   a) Applying this method takes time because not all students can understand how this method works quickly. For example, students who are considered to have advantages, will feel hampered by students who are considered to lack the ability. As a result, this kind of situation can disrupt the climate of cooperation in the group.
   b) The main characteristic of cooperative learning strategies is that students teach each other. If teachers do not teach about

peer teaching effectively, students will have difficulty understanding what should be understood.

c) The assessment of cooperative learning strategies is based on the assessment of the results of group cooperation.

d) The success of cooperative learning strategies in developing group awareness requires a fairly long period, this can not only be achieved once but requires several experiments.

e) Although the ability to cooperate is an important ability for students, many activities in life are only based on individual abilities.

e. **Behaviour Modification Strategies**

Behaviour modification adheres to the assumption that some adaptive behaviours or symptoms of abnormalities are to some degree the result of the learning process. It is no longer a debate that a person's behaviour comes from the basis (of bearing) and the learning process (which is obtained from the environment) (Hadis, 1997). Yapsir in Hadis (1997) stated that behaviour modification is a method of changing human behaviour by applying conditioning techniques. Furthermore, Soekadji in Hadis (1997) put forward the notion of behaviour modification as almost any action aimed at changing behaviour.

Bootzin in Widiasari & Pujiati (2016) defines behaviour modification as an attempt to apply the principles of the learning process as well as the psychological principles of the results of other experiments on human behaviour. When we are giving rewards, compliments, cues for something that people do, feel and think, we are already practising behaviour modification (Malott et al., 1978) Behaviour modification, in general, can be interpreted as almost any action aimed at changing behaviour stated by Purwanta (Widiasari

& Pujiati, 2016). Based on Polloway & Patton (1993) the stages to implement behaviour modification strategies are:

1. The teacher applies natural and logical consequences (Students who are reluctant to do the task will not receive a grade)

2. Teachers apply differential reinforcement of other behaviours (increasing socialization through group work to reduce aggressive behaviour of students)

3. The teacher applies the extinction method (does not respond to answers from students who do not raise their hands first)

4. The teacher uses verbal reprimands (for example, saying no to a child who is harassing another child during the learning process)

5. The teacher applies a response fee (for example, fining students for saying rudely or being late to enter the classroom after recess is over)

6. Time off from positive reinforcement

7. Overcorrection (Overcorrection to student behavior)

According to Purwanta in Widiasari & Pujiati (2016), there are several advantages and disadvantages of behaviour modification strategies in learning activities:

1. Advantages

   a) Plans for the application of behaviour modification strategies can be discussed first. So that the individual concerned will be more cooperative in carrying out behaviour modification.

   b) The details of the implementation can be changed during the process and the changes made adjust to the circumstances of the relevant individual.

   c) If the monitoring results of a technique fail or do not work, it can be detected and tried to use a replacement technique.

   d) The techniques used in behaviour modification can be explained and regulated rationally so that the results of the treatment can be evaluated and predicted objectively.

e) The time it takes to execute a change is shorter than hanging on to the change that occurs in terms of the insight gained by the subject.

2. Disadvantages

   a) The initial experiments carried out in behaviour modification used animal media, while animal behaviour was not as complex as human behaviour. So that if applied to humans, it requires more careful handling

   b) Not all human behaviour can be observed directly, so behaviour modification has difficulty changing those behaviours whose observation is indirect. Many behaviours are through the medium of passion for the behaviour itself.

   c) Human behaviour is complex, so performing an appropriate behavioural analysis requires practice and carefulness from the therapist.

   d) Not all techniques in behaviour modification can be applied to every behaviour to be changed so that each of the techniques has its drawbacks.

f. Kinesthetics Learning Strategies

Kinesthetics' learning is one of three different learning styles popularized by Neil D. Fleming in his VAK learning model. In essence, kinesthetic learners process information well when they are physically involved during the learning process (Greelane, 2018). Instead of passively listening to lectures, students who engage in kinesthetic learning actively engage in physical activity. According to Begel et al. (2004) kinaesthetic learning strategy is any exercise that actively involves students in the learning process physically. Other definitions come from Rajsbaum (2007) stated that kinesthetic learning strategy is educational tool known that involves students moving physically. Students may stand, walk, point, talk or even use objects as part of this activity. The two main

components of kinesthetic learning strategy are students take an active role in learning activities and the engagement helps achieve learning objectives. When students use kinesthetic abilities, it will be easy learning while performing certain activities such as experiments, creating models, manipulating objects and so on related to the motion system (Mustafa & Basri, 2015). Based on Yanuarti (2022) there are some workable activities when using kiesthetics:

1. Standing up

   When standing, the body will feel more involved with the learning process so that it can help children with kinesthetic learning style types to understand what has just been read or learned.

2. Doing little things

   For children with a kinesthetic type of learning style, it is difficult to capture information if they just sit still and listen. Playing a small ball in the hand, turning a rubber band in a pen or pencil, playing the hand like you are counting can be a help child with kinesthetic learning styles in the learning process.

3. Studying while sports

   This activity will help the brain in remembering lessons and facilitate the process of processing information for children with kinesthetic learning style types. In addition, sports can help the body stay healthy and get rid of the excess energy that kinesthetic learning style type children have.

4. Making posters or diagrams

   Making posters or diagrams then cut into small puzzle-like pieces can also be a fun kinesthetic learning strategy. Adding sticky notes to the material as well as adding your own conclusions can also improve the process of entering information.

5. Making props

   Making props such as statues, blocks, toys in the shape of people to understand historical concepts, drawing or making videos related to the topic teacher want to teach can also help the type of kinesthetic learning style in the learning process. Their excellent motor skills make it easier for kinesthetic learning style type children to make props to support their learning.

6. Make study groups

   Creating a study group, especially between kinestestic types, can be the next learning strategy. Kinesthetic types of learning styles tend to be easier to understand in groups than to study alone. In addition, with the existence of a study group, teacher can use the role play learning method or quiz which also makes it easier for children of kinesthetic learning style types.

   According to Yanuarti (2022) there are several advantages of kinesthetic learning strategies in learning activities:

a) Have a quick reaction. This is because children with kinesthetic learning style types have good eye and body coordination that makes it easier for them to react.

b) Excellent motor memory. To be able to make kinesthetic learning style types easy to imitate something in a short time, especially movement.

c) It is good to do experiments. The kinesthetic type of learning style is very happy to do experiments because it can practice the abilities that have been learned.

d) Skilled in sports, arts as well as drama. Sports, art, and drama are lessons that require movement to be able to learn them. Therefore, kinesthetic types of learning styles usually excel in this lesson.

C. Mental Retardation

1. Definition of Mental Retardation

Intelligence disabilities have various types, one of them being mental retardation. According to Mental retardation is the term used to describe sub-average general intellectual functioning that started throughout the developmental stage and is linked to a decline in adaptive behavior (Parker & Parker, 2004). Mental retardation is an obstacle to the development of learning abilities caused by obstacles to the development of intelligence, mental, emotional, social and physical (Delphie, 2012). American Association on Mental Deficiencies (AAMD) made the definition of mental retardation, it is refers to the significant functions of the subaverage general intellectual and coincide with the presence of deficiencies in adaptive behaviour and occur during the developmental period (AAMD, 1983) Moreover, Taylor et al., (1988) said that people with mental retardation make up the most underserved and, sometimes, forgotten population.

According to Parsons in Delphie (2012), Children with mental retardation have low achievers who require individual learning because they have difficulties in sensorimotor, creativity, social interaction and language. Furthermore Somantri (2006) stated that mental retardation is a condition where the development of intelligence is hindered so that it does not reach the optimal stage of development. There are several common characteristics of mental impairment according to Somantri (2006) they are intelligence limitations, social limitations and other mental functioning limitations.

2. Classification of Mental Retardation

Classification according to the ICD-10 *(the 10th revision of the book International Statistical Classification of Diseases and Related Health Problems)* Classification of Mental and Behavioural Disorders, WHO, Geneva 1994 (Sularyo & Kadim, 2016) there are four intellectual level

disorders mild, moderate, severe and profound/very severe. The classification of mental retardation according to the ICD-10 are:

a. **Mild Mental Retardation (IQ 50-69)**

Mild mental retardation is categorized as educatable mental retardation. Mild mental retardation is also called *moron* or *debil.* With the level of IQ they have, they can still learn simple reading, writing, and counting even though the level of development is slightly slower than the normal size. With good guidance and education, the child with mild mental impairment will in time be able to obtain assimilation or adaptation for himself in the future (Somantri, 2006). In general, children with mild mental disabilities do not experience physical disorders. They physically looked like normal children in general. Therefore, it is a little difficult to distinguish physically between a mildly disabled child and a normal child.

b. **Moderate Mental Retardation (IQ 35-49)**

Moderate mental retardation is categorized as trainable mental retardation. Moderate mental retardation is also called an *imbecile.* Children with moderate mental disabilities can achieve MA (Mental Age) development for up to approximately 7 years (Somantri, 2006). In this group, children experienced developmental delays in understanding and language use, and their final achievement was limited. The achievement of self-care ability and motor skills has also been delayed, and some of them require supervision throughout their lives. However, they can be educated to take care of themselves, such as bathing, dressing, eating, and drinking. doing homework such as sweeping, cleaning home furnishings and so on.

Children with moderate mental retardation are so difficult that they cannot even study academically such as reading, writing

and arithmetic but they can write socially, for example, write their name, their home address and so on.

c. **Severe Mental Retardation (IQ 20-34)**

The group of children with severe mental retardation is often called an *idiot*. This group can be distinguished between severe and profound/very severe mental retardation. During childhood, they are few or unable to communicate in the language. At school age, they can learn to speak and can be trained in simple self-care skills.

d. **Profound Mental Retardation (IQ < 20)**

Profound mental retardation it is mean that practically children are very limited in their ability to understand and obey requests or instructions. Their mental ability or MA (mental age) maximum can be achieved in less than three years. Generally, the child is very limited in terms of mobility and is only capable of a very elementary form of nonverbal communication. They need total care assistance in terms of dressing, bathing, eating and so on. Even they need protection from danger throughout their lives (Somantri, 2006)

Table 1 Classification of Mental Retardation according to DSM-IV TR* and AAMR** (Mr. Mubashir Gull, 2015)

Level of Mental Retardation	DSM-IV TR Classification	AAMR Classification
Mild Mental Retardation	50-55 – 70	55-69
Moderate Mental Retardation	35-40 – 50-55	40-54
Severe Mental Retardation	20-25 – 35-40	25-39
Profound Mental Retardation	Below 20 or 25	0-24

*The DSM - IV code is a classification found in the Diagnostic and Statistical Manual of Mental Disorders, 4th Edition, Text Revision, a manual published by the American Psychiatric Association (APA) that includes all currently recognized mental disorders and health disorders.

**The American Association on Mental Retardation (AAMR) is an American non-profit professional organization that advocates on behalf of those with mental retardation.

D. Review of Relevant Studies

Based on several sources related to this research, there are several previous studies related to this research. The following is a comparison of research results with previous studies.

The first research was conducted by Atiyah, students of Islamic Education and Teacher Training Faculty of Walisongo State Islamic University with the title "A Study on EFL Teaching and Learning of Students with Mental Retardation (MR) in The Centre of The Child Rehabilitation. (A Study at SMALB-C YPAC Semarang)" the year 2016. The kind of this research is qualitative field research using descriptive method research. It is conducted at SMALB-C YPAC Semarang. The participant of this study the eleventh-grade students with mental retardation that consist of eight students. Based on the data obtained, the researcher got the result that the method of EFL teaching and learning process for mental retardation students in eleventh grade in SMALB-C YPAC Semarang applied are Grammar Translation Method (GTM), Direct Method and Silent Way. The media used by the teacher in EFL teaching and learning for the eleventh-grade students with mental retardation in SMALB-C YPAC Semarang is pictures and cards. The similarity between the research above and this research is both of them take the same theme about teaching English to a student with mental retardation in SLB. The difference is the research above focused on the result of the use of the method, media, and obstacles in English teaching while in this research the focus is on the strategies of teaching English for student with mental retardation (Artiyah, 2016).

The second research was conducted by Indah Wahyu Agusti, students of Tarbiya and Teaching Training Faculty of State Institute of Islamic Studies with the title "English Teaching Strategies on Inclusive Class at SMP Permata Hati Purwokerto" 2019. The researcher uses descriptive qualitative

to analyse the data. The object of this study focuses on the process of teaching strategy in SMP Permata Hati Purwokerto. Based on the class observation, interview, and document, the researcher draws some results there are: (1) English teaching strategies included several things namely learning activities, learning strategies, media used, face time advance, and class management. (2) Evaluation in this school was by following the school's policy of adjusting to the ability of students with special needs by modifying and adapting it according to the cognitive aspects of students. (3) The application of English contextual teaching and learning strategies in inclusive classes were modified and adjusted to the situation of students with special needs and regular students effectively. The similarity between the research above and this research is both of them take the same topic about teaching strategies for students with disabilities. The difference is the research above focused on the teaching strategy in inclusive classes, while this research focus on the process of the teaching strategy in teaching English for students with mental retardation at SLB (Agusti, 2019).

The third research was conducted by Nurhalim, student of The State Islamic University of Sulthan Thaha Saifuddin Jambi with the title "Teacher's Strategies in Teaching English for Mentally Disabled Student" in the year 2020. This research aimed to find out the strategies implemented by an English teacher in the mentally disabled majors at SLB Prof. Dr Sri Soedewi Masjchun Sofwan. This research used a qualitative descriptive. The subjects of the research are one of English teacher in junior high school. The objects of the research were the strategy during teaching English for student with mentally disabled. The researcher found that the strategies implemented by English teachers to teach mentally disabled students have been optimal using an individual learning. The similarity between the research above and this research is both of them take the same theme about strategies in teaching English to students with mental retardation. The difference between the research above and this research is both of them take the different places of SLB (Halim & Saifuddin, 2020).

The fourth research was conducted by Arwanto, students of Tarbiya and Teaching Training Faculty of State Institute of Islamic Studies with the title "English Teaching and Learning Strategies for Students with Intellectual Disabilities In The Inclusive Class of Putra Harapan Junior High School Purwokerto" the year 2021. This research used a qualitative descriptive approach. The objects of the research are the teaching and learning strategies of English material in inclusive classes. The results described that a regular inclusive class is a class which consists of normal students and students with intellectual disabilities, this class implement of remedial teaching and a blended learning approach. The similarity between the research above and this research is both of them take the same theme about teaching English to students with intellectual disabilities. The difference is the research above focused on the teaching and learning strategies in inclusive classes meanwhile in this research focus on the strategies in teaching English for students with mental retardation at SLB (Arwanto, 2021).
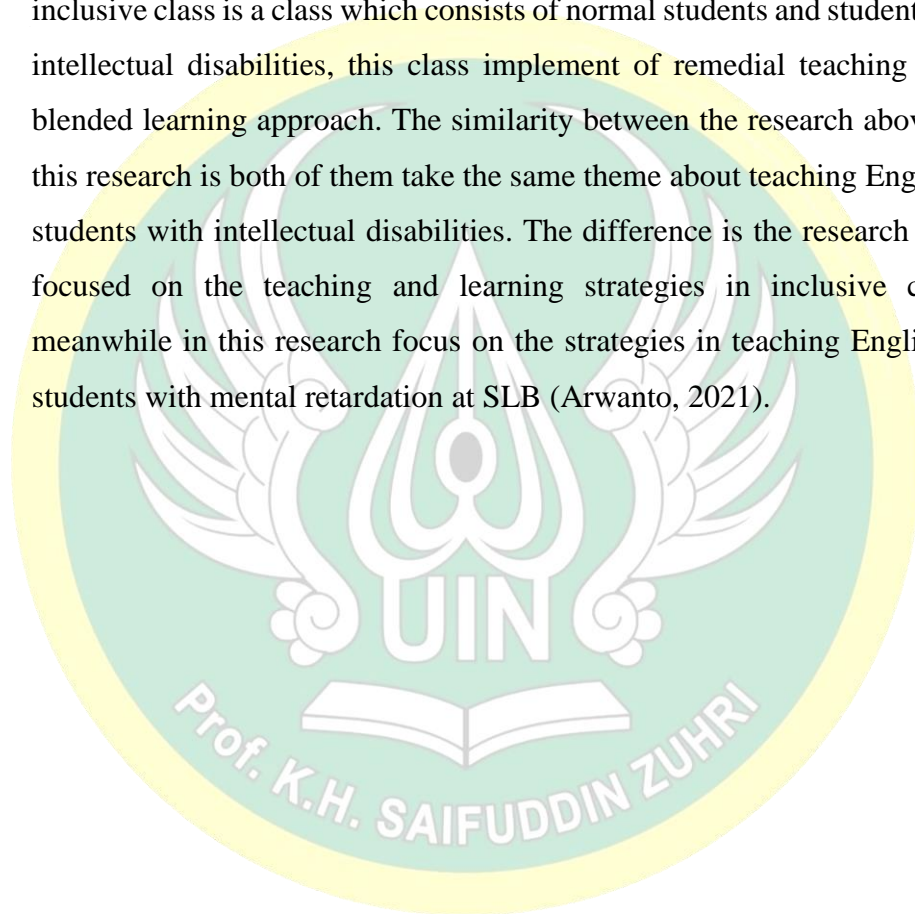
CHAPTER III

RESEARCH METHODOLOGY

A. Type of The Research

The type of this research is qualitative research. According to Fraenkelen et al., (2012) Qualitative research is research studies that investigate the quality of relationships, activities, situations, or materials. Qualitative research usually helps people to understand about social phenomenon which in individual or group live and focus on how something occurs around them. This research was field research that used a descriptive qualitative method. The topic of this research is strategies in teaching English for students with mental retardation at SLB C Yakut Purwokerto. In this research, the data that has been searched focuses on strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto and how does the teacher implement those strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto.

B. Location of The Research

This research was conducted at SLB C Yakut Purwokerto which is located on Jalan Pahlawan Gang VIII Tanjung, South Purwokerto, Banyumas Central Java 53143. This school was chosen because this is the one and only special school or SLB that provides an education facility for students with mental retardation in Purwokerto. Furthermore, this school was suitable for the topic of this research, and also the location was easily and strategically accessible to make observations during the process of data collection.

C. The Object of The Research

In this research, the object of this research consists of two kinds. There are strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto and how does the teacher

implement those strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto.

D. The Subject of The Research

The subject in this research is Mrs Zulfa Kartika Purbiningtyas, S.Pd as an English teacher and also become homeroom teacher in 8th grade at SLB C Yakut Purwokerto. The subject of this research is the data sources that was expected to make the result of the data is accurate, because the subject is the people who understand and carry out the duties of teaching and managing the class where is the writer conducting this research.

E. Techniques of Data Collection

1. Observation

The data were obtained during the teaching and learning process in the classroom to find out the strategies that were applied and how does the teacher implement those strategies in the English language subject. The instrument of observation used an observation guideline as a checklist. The observation in this research was carried out four times, starting with a preliminary observation held on 13 October 2021. Then continued research observations were carried out on September 22, 28, and 29, 2022. The observation in this research was carried out during the teaching and learning process of the English language in the 8th grade of SLB C Yakut Purwokerto.

2. Interview

This research entails interviews as a data collection technique to get more and deeper information about teaching English strategies and how does the teacher implements those strategies that have been applied in 8th grade at SLB C Yakut Purwokerto. The interview of this research was conducted once with one teacher as an English teacher and become a homeroom teacher in 8th grade at SLB C Yakut Purwokerto. This research used structured interviews to ensure that the informants would get well-structured questions.

3. Documentation

The documentation data of this research consist of the lesson plan (RPP), and exercise sheets to adjust the material during a learning activity. In addition, there also student data for 8th grade at SLB C Yakut Purwokerto, the teaching schedule of homeroom teacher in 8th grade, photos of interview and observation activities in English language lessons, photos of school infrastructure and facilities and profile of the school as proof of research that has been conducted by the researcher.

F. Technique of Data Analysis

According to Fraenkelen et al., (2012) In qualitative research, the data analysis technique should present clear descriptions (sometimes quotations from clear resources) to support and/or provide examples for findings from observations and/or interviews. Based on Miles & Huberman (1994) define three activities in data analysis for qualitative research, they are data reduction, data display, and verification/conclusion drawing.

1. Data Reduction

The process of choosing, concentrating, streamlining, abstracting, and altering the data that appear in a written-up filed note or transcription is known as data reduction (Miles & Huberman, 1994) After collecting the data through observation, interview, and documentation, to make it easier in finding the proper data this research need to reduce the data that was obtained before. After gaining all the data about strategies in English teaching for mental retardation for 8th grade at SLB C Yakut Purwokerto, the data was a reduction to separate the data into groups that are pertinent and unrelated to the study's discussion. For example, during writing down the answer of interview, the researcher just focusses on the answer that related to the question of the topic.

2. Data Display

After the data was collected, it was displayed in data display in the form of a narrative. The structured description of the data was created

using the data display. The goal of the narrative text is to give the important statistics in narrative style and to describe previously declassified material concerning ways for teaching English to eighth-grade students with mental impairment at SLB C Yakut Purwokerto.

3. **Verification**

Verification is the process of accuracy and determining something's validity. In this research, verification highlighted the procedures used to gradually participate in the research process to assure validity and reliability, and the accuracy of the research. After gaining accurate data about teaching English strategies for students with mental retardation, the results were reached using both the data collected and the occurrences that occurred in the field. Afterward, the data were then compared with the documentation and observation guideline findings to verify the final data about the strategies in teaching English and also how does the teacher implements those strategies that have been applied in 8th grade at SLB C Yakut Purwokerto.

G. **Trustworthiness of The Data**

This research entails a data validity examination technique. To check the validity from this study, the researcher used triangulation. According to Fraenkelen et al., (2012), triangulation is when the researcher uses various instruments to collect data then the conclusions supported by the collected data come from a number of different instruments, and the resulting validity is thus improved. Based on Merriam & Merriam (2009) triangulation has four types: the use of multiple methods or technique, multiple sources of data, multiple investigators, or multiple theories to confirm emerging findings. Furthermore, this research used triangulation of multiple methods or technique.

According to Merriam & Merriam (2009) Triangulation of multiple methods or technique is when using a variety of data collecting techniques, it is possible to compare what someone tells you in an interview with what you observe on the ground or what you read in documents that are pertinent

to the phenomenon of interest. By using three different data collection techniques—interviews, observations, and documents—you have therefore used triangulation. In this research, the researcher using the technique to compare the information from classroom observations with the findings from interviews with English teachers and a homeroom teacher in the 8th grade at SLB C Yakut Purwokerto, as well as related information from documents that have been collected. The documents are a Lesson Plan (RPP) and material of English subject. In addition, this research also compared and connected data of teaching strategies and the implementation of those teaching strategies that has been applied in teaching English in 8th grade at SLB C Yakut Purwokerto. Moreover, the triangulation of technique also comparing data from several theoretical perspectives. A theory is required to serve as a guide for the research and the processing of the data in the process of assessing the data gathered about the strategies and the implementation of those strategies in teaching English in the 8th grade at SLB C Yakut Purwokerto. In this study, the data collected is examined in accordance with the theories that underpin the study. This implies that theories regarding TEFL, teaching strategies, and mental retardation will be used in research to connect and analyze the data collected. As a result, the data drawn from this study are based on the findings of data validity.

CHAPTER IV
STRATEGIES IN TEACHING ENGLISH FOR EIGHT GRADERS WITH MENTAL RETARDATION AT SLB C YAKUT PURWOKERTO

This chapter presents the finding and discussion of this study about strategies in teaching English for students with mental retardation at SLB C Yakut Purwokerto and how implements those strategies during learning activities. The findings and discussion here were gained through observation, interviews, and documentation techniques. The explanation of the findings and discussion is as follows:

A. Description of The Students Mental Retardation Level

According to the ICD-10 *(the 10th revision of the book International Statistical Classification of Diseases and Related Health Problems)* classification of Mental and Behavioural Disorders, WHO, Geneva 1994, there are four intellectual level disorders mild, moderate, severe and profound/very severe (Sularyo & Kadim, 2016). Each classification has a different level of intelligence and this affects to the ability they can do. Although the ability that can be done is limited, it is possible for them to continue learning. But unfortunately, not all children with mental retardation classification can participate in learning at school, this is because there is classification applied. This statement is supported by the results of the interview, namely:

> *"The division of children with mental retardation themselves, broadly speaking, there are 3 groups. There educatable, trainable and trait able. Ideally the mentally impaired children who can enter the school are the ones who are able to be educated but there are some children with mental retardation who are able to train who enter this school as well. So, if they can be taught and follow the learning even though they are not optimal, they are still accepted."*

In addition to the applied classification, schools also apply assessments to determine the intelligence level of children who will be classified between C or C1. This is in accordance with the answer from the interview which says that:

"The school organizes its own assessment which is carried out by a special assessment team formed and selected by the school, and most of the people selected are PLB (Pendidikan Luar Biasa) graduates. The assessment is in the form of a test in which the teacher will write and observe through academic, hard, and soft motoric aspects. From the results of the assessment that has been carried out, it will be determined that the child is in the C / C1 group. The determination of the group also affects the placement of students in the classroom, for example, there are students in their teens who should have entered junior high school but have never gone to school at all. Based on the abilities they have, if the ability can follow the lessons taught in junior high school, it will be placed in junior high school. Then for the characteristics of the C-C1 difference based on ability and IQ level".

From the statement above, it can be concluded that children with educatable (mild mental retardation) and train able (moderate mental retardation) groups can participate in learning activities at SLB C Yakut Purwokerto by following the assessment applied before entering the school. The goal is to find out more about the level of intelligence they have and make it easier for assessment officers to classify the classes they can take.

The division of intelligence groups in SLB C Yakut Purwokerto is divided into two classifications, namely C and C1. This is in accordance with the answer from the interview which says that:

"The division of disability based on the deafness of the mentally impaired is C and C1. The difference is that children with group C are considered mild and C1 is moderate. It is mean that it is easy for children C to have a higher intensity and understand a subject matter faster than C1 children."

Based on the statement above, it is explained that students with groups C and C1 have several different characteristics. Students with class C have a higher level of intelligence than C1 students, with an IQ of 50-69. Then they included in the educatable group (mild mental retardation), with the level of IQ they have, they can still learn simple reading, writing, and counting even though the level of development is slightly slower than the normal size. With good guidance and education, the child with mild mental impairment will in time be able to obtain assimilation or

adaptation for himself in the future (Somantri, 2006). For students with group C1 having an IQ of 35-49, they are included in the trainable group (moderate mental retardation). Students with moderate mental retardation are so difficult that they cannot even study academically such as reading, writing and arithmetic but they can write socially, for example writing their name and writing their home address.

Generally, students with class C and C1 will be placed in different classes, but this is not the case in SLB C Yakut Purwokerto. As stated by the source, she said:

> *"So far, all classes still contain a mixture of children of class C and C1. This is done based on the number of children who register, because every year it must be different, sometimes even more here the number of students decreases. For example, in class 8 itself in the data I received there were 24 children but only 12 children were seen to be active. This happens due to various factors, for example parents who do not have time to drive that make students lazy to go to school by their self."*

For the class studied by the researcher herself based on the interview results, it is known that grade 8 consists of mixture of class C and C1 students. Moreover, because of student conditions make teachers must adjust learning activities, one of which is by adjusting the strategies used in teaching and learning activities in order to make the learning material can delivered properly.

B. **English Teaching Strategies for Students With Mental Retardation**

Based on an explanation of the qualifications of students at SLB C Yakut Purwokerto, strategies that can be applied by teachers should be based on considering the level of intelligence and needs of students. This research presents the findings and discussion about the strategies in teaching English for students with mental retardation, that has been carried out in 8th grader at SLB C Yakut Purwokerto. After collecting and obtaining the data through observation, interview, and documentation techniques that were taken from 22, 28, and 29 September 2022, the researcher finds strategies that the teacher used are TPR (Total Physical Response) and kinesthetics learning strategy. This is based on

observations that have been carried out by researchers 3 times and supported by the results of interviews with teachers as the main source. In addition, this is supported by the theory from Algozzine & Ysseldyke (2006) and Lane, (1996) which states that teaching children with mental retardation can use a combination of motoric and verbal to give activities or tasks to children and shape their skills. Although during the interview the teacher did not say directly that she used the TPR and kinesthetics learning strategy, she said that the main guidelines implemented in teaching are to invite children to discuss and move with the purpose is to make students more active and participate. This is in line with Díaz-Rico, (2013) remark that TPR is utilizing the body movement and body language. Moreover, according to Begel et al. (2004) kinesthetics learning strategy is any exercise that actively involves students in the learning process physically. Although the movement applied is not too much because considering the condition of children who have limitations in receiving information. In addition, this finding is strengthened by observation guidelines that have been compiled by the researcher which were carried out as many as three observations. Based on the results of the researcher's observations, teachers use more stages of implementing the TPR strategy based on the theory of (Herrell & Jordan, 2012). Moreover, teachers also apply kinesthetics strategy during learning activities. Based on the results of these observations, it can be said that the teacher applied a blended learning strategies during learning activities. According to Neumeier in Albiladi & Alshareef (2019) stated that the most important goal of blended learning strategy is to finding the most effective and efficient combination of two learning modes for one subject.

Although the strategy used has been found, the researchers try to dig deeper into the strategies used by teachers through interviews. It was found that the teacher does not apply specific strategies for students with mental retardation in learning activities, she just emphasized that the

application of strategies in learning activities is based on the teacher herself. This is in line with the interviews conducted, she said:

> *"Actually, specific strategies do not exist, but it goes back to how teachers apply them according to the needs of children"*

Based on explanation above, broadly speaking it can be concluded that all kinds of strategies in teaching can be applied depending on how does the teacher implements them in the learning process so that the learning material can be channelled properly.

Furthermore, during observation the material presented by the teacher is counting. The material was delivered three times with different material focuses. In the process of ensuring that students are familiar and understand with the material presented, it takes two until three meetings. this is in line with the results of the interview, she said that:

> *"Honestly once or twice even many times it was lacking because the intelligence of 8th graders of this year's was slow. But because it follows the schedule and learning objectives that must be completed, at least 2 or 3 meetings to deliver and finish some theme of material."*

The first observation was carried out on Thursday, September 22, 2022 with material presented is counting from numbers 1 until 20. During the teaching process, the teacher helps students remember the numbers that already taught in English using finger movements. In addition, the teacher also gave an example of using numbers with objects around the classroom. After the teacher explains and exemplifies the material, the teacher provides an evaluation in the form of questions to see the extent to which students understand the material that has been delivered. Then, the second observation was carried out on Wednesday, September 28, 2022 with the material presented still related to counting with the title counting things in the classroom, but coupled with a little material on the use of how many. For the most part, the learning process carried out is almost the same as the learning process observed during the first observation. The implementation of TPR and kinesthetics learning strategy that can be seen is when the teacher asks the student to point at

an object in the picture given by the teacher, asks the student to come to the front of the class and counts the picture pasted on the whiteboard and helps the student answer in English by counting using finger movements. The third observation was carried out on Thursday, September 29, 2022, with material still related to counting with the title being the use of how many, how much, countable, and uncountable. The implementation of TPR and kinesthetics learning strategy that can be seen is when the teacher gives instructions to two students to distribute question sheets to several student names mentioned by the teacher, for example, student A is asked to share question sheets with B, C, D, and E. Then the teacher also gives instructions to students before doing the questions so that all students hold their respective question sheets and ask students to jointly analyze the pictures in the questions.

The entire implementation of TPR and kinesthetics learning strategy during learning based on observations that have been carried out is not too complicated, because of the condition of students who have intelligence that enters the C1 group. Although their intelligence is slow in receiving information, they are still able to follow simple lessons and commands. This is in line from (Sularyo & Kadim, 2016) that said children with moderate mental disabilities have delays in understanding and language use, and their final achievement was limited but some can still learn the basics of reading, writing and counting although the progress in schools was limited. In addition, the reaction given by the 8th graders during English language learning, did not give a meaningful reaction. This is in line with the statement from the interview, she said that:

> *"Students always accept without any complaints, especially with special conditions, so for them what is taught is all the same as other subjects. Because in 8th grade, the average students are in the moderate / C1 group so when taught, they do not understand whether they are happy or not, what they show is normal, or did not give a meaningful reaction."*

Based on the conditions of students who have special needs, the teacher also must adjust the material to make it easy to understand. The source material used by the teacher is the core competencies and basic competencies (KI / KD) summarized by the teacher so that it is not too long-winded and easy to understand by students. For the media used during the learning process, teachers use whiteboards, illustrated paper, and objects contained in the classroom. This is in line with the statement from the interview, she said that:

> *"The material given so far is the expression, counting which is related to numbers because there has been a midterm exam before. For the source of the material itself, I summarized from the core competencies and basic competencies (KI/KD), because if it is directly conveyed from the source that I found, it is too long-winded and the children also have difficulty understanding. For the media I used, most of them are just a whiteboard and a few examples of pictures and objects in the classroom"*

Based on the material given and taught by the teacher, it can be concluded that the English level of children in 8th grade at SLB C Yakut Purwokerto is in beginner stage. In addition, based on observations that have been carried out as many as 3 times the development of English students is not too significant. Although some students do not seem to understand the material that has been taught repeatedly, there are some students who are familiar and understand with the material presented. This is characterized by how they respond to questions given by the teacher. This is in line with the statement from the interview, she said that:

> *"Their ability level is still in a low/ beginner stage so their development is mostly stagnant. Because of the influence of their intelligence and the pandemic as well. So, their interest in learning is not very high"*

In the process of teaching English using the TPR and kinesthetics learning strategy, especially for students with mental retardation, has advantages and disadvantages. As mentioned by (Fachrurrozi & Mahyudin, 2016) there are several advantages and disadvantages of Total Physical Response (TPR) strategy in learning activities. Moreover, based on Yanuarti (2022) there also several advantages of kinesthetics

learning strategy. Furthermore, based on the observations that have been carried out, it was found that the advantages of implementing the TPR strategy and kinesthetics learning strategy were found, namely:

a. Language learning feels fun for teachers and students

In implementing the TPR strategy, teachers try to make students feel happy and cared for by inserting several activities that can help students focus more on what is being taught. During the learning activities, students in grade 8 SLB C Yakut Purwokerto are not only presented with theory but the teacher tries to make students play an active role and have a role in the learning process. For example, based on observations that have been carried out the teacher always asks the student to carry out her orders. The purpose of the learning process is to make students can move their bodies which are expected to increase their activeness and focus. The advantages of this TPR strategy can be seen in how students respond to commands made by the teacher, although not all students give their respond there are some students who seem happy with what their teacher teaches.

b. Students feel free from feelings of pressure or stress when studying

Other advantages were also discovered during the observation process. During the learning process, students do not feel pressure or stress when studying. This is because their intelligence level is lacking, so their focus is easily distracted. In addition, this is in accordance with the answers to interviews that have been conducted with the teacher, she emphasized that grade 8 students this year are included in the C1 group where the level of information acceptance is slow. Then the teacher also added that her students view the English subject the same as the other subjects, there are nothing easy or difficult to make students less serious and feelings of pressure or stress when studying.

c. Students have a long-term memory of what has been learned, it is because of the empowerment of the potential of the right brain and the left brain

This advantage can be seen from how the response given by students after the teacher asks them to carry out her orders. The orders given by the teachers are not too complicated because of their slow intelligence. An example of an activity that makes them stimulated is when the teacher asks the student to come to the front of the class and count the number of pictures that are on the whiteboard, writing down the alphabet of the numbers on the whiteboard and ask students to count the number of objects in a drawing by utilizing the movement of their fingers when counting. These activities help them remember what is being studied, in this context, it is the material of counting. After the teacher applies the process mentioned above, when the teacher asks again the number of an object or shows the number of an object, students are easier to respond and answer the teacher's questions appropriately.

d. Have a quick reaction.

Using kinesthetics learning strategy makes it easier for them to react, this is because children with kinesthetics learning style types have good eye and body coordination. In the observations that have been done before, it can be seen how the teacher gave an example of the use of finger movements in counting materials to make it easier for students to remember the material with a mention number along with finger movements. Then after the students pay attention to what is conveyed by the teacher, they would follow what they see using body coordination, in this case it is the movement of the fingers, which their teacher has previously exemplified. The benefit is that students are easier to memorize and understand numbers in Indonesian and English even though they must continue to do it periodically.

e. Excellent motor memory.

This strategy also can make students with kinesthetics learning style types to be able to make them easy to imitate something in a short time, especially movement. Although during learning the movements that are exemplified and can be imitated by students are not too much due to their limitations in receiving and processing information, but the application of this strategy can help students to remember better about the material being taught during the classroom rather than just paying attention to the teacher and memorizing the material continuously.

Moreover, some disadvantages were found during the learning process using the TPR strategy. Disadvantages were found based on the theory from Fachrurrozi & Mahyudin, (2016), there are:

a. The rules in the language are so complex, that not all forms of the language can be taught using commands

From the observation that has been carried out, during the three meetings the teacher teaches the material of counting by mention number. For the first meeting it was not too difficult for the teacher to help the students learn to count using finger movement, but for the second and third meetings because it began to be mixed with the material how many and how much the teacher had little difficulty conveying to the students regarding the meaning of the word that conveyed. Even so, the teacher tried to explain the words related to how many and how much using the grouping of vocabulary she wrote on the whiteboard. In addition, for words that students do not seem to understand the teacher is trying to demonstrate, point, or give examples of the use of this vocabulary. Examples such as fish, bags, and salt.

b. Students with a mature age will feel uncomfortable demonstrating a command in the form of a movement

The disadvantages of this TPR strategy can also be seen in how students respond to commands given by the teacher. Because the 8th grade students of SLB C Yakut Purwokerto are already in their teens, sometimes for them there is a little laziness and uncomfortable in demonstrating some movements or commands given by the teacher. As a result, the teacher must try harder so that students are willing to obey what the teacher commands. In addition, their slow intelligence factor in processing information also has an effect, making them slow to respond to what others convey or instruct them to. The commands that are delivered orally are not enough to make them understand but must be assisted by movements that describe the commands that are being spoken. Examples include writing, going forward, answering their question sheets, counting with finger movements, opening books, sitting politely, and so on.

Moreover, according to the teacher the advantages and disadvantages of the strategies, she has implemented depend on the response given by the children. This is in line with the statement from the interview, she said that:

> *"The advantages and disadvantages of the strategy that I used, in my opinion, depending on the children's capacities. Accordingly, I already see it as an advantage when kids grasp the material using the technique I use, however, I see it as a disadvantage when kids do not grasp the material."*

According to her, the strategy was applied would be said to have advantages if the material presented through the strategy can be understood by students. On the other hand, if the material presented through the strategy that has been applied does not understand by students, then she considers it to be a disadvantage of the strategy.

C. The Implementations Those Strategies

The outcomes of the data discovered on the implementation those strategy or the TPR and kinesthetics learning strategy in English teaching for eight graders with mental retardation at SLB C Yakut Purwokerto would be discussed by the researcher in this part. The researcher would use the data gathered to answer the formulation of the problem that was previously discussed. Based on (Herrell & Jordan, 2012) there are six stages of implementation of the TPR strategy and based on Yanuarti (2022) there are some workable activities when using kinesthetics learning strategy. The findings of the implementation of those strategies or the TPR strategy and kinesthetics learning strategy in English teaching for eight graders with mental retardation at SLB C Yakut Purwokerto are as follows:

1. The teacher prepares or chooses the vocabulary to be demonstrated

According to Herrell & Jordan (2012) in this stage teacher can prepare and choose vocabulary that will be used during learning activities, such as parts of the body, colours and verbal directions, and list the words the students will need to know. This stage is also applied by the teacher, during learning with counting materials, she prepares words that would be taught to students on the whiteboard. For example, in the first observation, she wrote down the material she followed from the core competencies and basic competencies (KI/KD), which was the number material from 1 until 20. Likewise in the second and third observations, the teacher writes down some vocabulary in English that would be taught to students about how many, how much, countable and uncountable materials. Furthermore, the teacher delivers the material in accordance with the lesson plan given to the researcher so that the researcher can correlate the lesson plan with activities in the classroom.

2. The teacher demonstrates vocabulary gradually

In the stage of demonstrating vocabulary, the teacher begins by exemplifying the pronunciation of the word on the whiteboard. In the process of delivering the materials, from the three observations, it can be observed that the teacher conveys in various ways. As in the first observation, the teacher taught the vocabulary pronunciation of numbers 1 until 20 by demonstrating the use of finger movements. In addition, in order to make students understand and remember more deeply the pronunciation of English numbers 1 until 20, the teacher ordered each student to come forward to the front of the class and write the numbers given in English. Examples: 2 (two), 10 (ten), and so on.

In the second observation, the teacher introduces the use of the sentence how many by giving pictures to the students, then the students were asked to answer the questions given using the numbers 1 to 20 in English that had previously been taught. In the process of answering, the student is asked to point at the object said by the teacher in the picture, then the student answers with the help of using finger movements. Example: *"A, please show how many boys there are in the picture?"*. For the third observation, the teacher prepared several words that include the how many, how much, countable, and uncountable groups. In addition, the teacher also explained the use of how many that linked to countable and how much that linked to uncountable. In introducing examples of countable and uncountable vocabulary, the teacher demonstrated, showed, and gave examples of the use of the vocabulary being discussed. Examples: The teacher demonstrates fish by wearing his hands, the teacher points to the bag, and the teacher exemplifies the salt by giving examples of use in everyday life, such as objects that taste salty. As a result, students better understand the meaning of the word referred to by the teacher with some examples that the teacher gave.

3. The teacher stops the demonstration and encourages the student to respond to verbal commands

   After the teacher explains, give examples, and demonstrate some vocabulary from the material already taught. The teacher gives students an opportunity to answer questions without using examples or demonstrations. For example, it is found during observation when the teacher asks how many objects are in the classroom, and how many feet the student has, and then the student is asked to answer in English from the number they already know. In addition, the teacher also asks students to respond to the grouping of vocabulary given by the teacher based on countable and uncountable material that has been taught before. The teacher's example of mentioning fish, bag, and t-shirt enters the countable or uncountable class without giving meaning or example of the word that she mentioned.

   From this stage, some students can follow the lesson and answer well the questions given by the teacher. However, there are also students who have difficulty answering due to the influence of their intelligence so the teacher has to encourage students to be more active in answering during learning activities.

4. Teacher adds additional responses and commands

   According to Herrell & Jordan (2012) this stage encourage teacher to be more creative with find another ways for check the students understanding about vocabulary that have been taught. In this stage, the teacher reaffirms the material she has taught to students with the aim of re-examining students' understanding of the material that has been taught before. Things that are done by the teacher include asking students to count objects such as a window in the classroom, then students would take the initiative to calculate by designating the number of objects that have been spoken by the teacher and answering based on the number they have calculated in Indonesian and English. In addition, the teacher uses a media

demonstration in the form of a piece of fruit drawing affixed to the whiteboard and asks students to come forward and count the number of the mentioned fruits. The purpose of this stage according to (Herrell & Jordan, 2012) is to make students more confident in applying their English.

5. Teachers invites the students to discuss

According to Herrell & Jordan (2012), this stage explains how the teacher inserts the game in between learning, but the fact that the author found in the field at the same time based on the results of the interview is that the teacher emphasizes discussions to students with the aim that two-way communication occurs and encourages students to be more active during the learning process. This is in line with what the teacher said:

> *"I often invite students to have discussions and ask students to participate so that there is two-way feedback, although sometimes it is mostly one-way from teacher to student. For example, I ask students to come to the front of the classroom and do the questions I give so that there is student interaction and participation. At least the student can give a movement and can be active during the learning section."*

The statement above is in accordance with what happens in the classroom, in the learning process the teacher asks each student as a personal treatment so that there is two-way communication and sees the extent to which student who is being spoken to, can understand the material being studied. In addition, this is done by teachers as an effort to keep the focus of students in the classroom and be able to follow the learning activity well. Based (Wahidiyati, 2009) stated that learning English cannot be separated from teachers' role. From the observations that have been made, it can be noticed how teachers maximize their role in the learning process. Although they do not insert games, teachers take another way of discussing with students to build a more active classroom atmosphere.

6. Teachers assess students' progress and understanding

At this stage, how students respond to the commands that the teacher has given can be seen directly and used as evaluation material for the teacher. But to see more about their academic abilities based on the material that has been taught, teachers always apply an evaluation in the form of giving them question sheets to work on. The form of the questions given by the teacher, as long as the observation has been done, is not too complicated for children with mental retardation. In the questions sheets, the teacher always inserts pictures to make students stimulated and more enthusiastic in answering the questions that have been given. This is in line with the results of the interview, she said:

> *"For evaluation section, it can be seen directly because the response from the students' understanding during learning can be clearly seen. But sometimes I give some examples of questions to students to work on, so I can see to what extent they understand the material that has been given from its application in the questions."*

In general, evaluation activities would be carried out by the whole student effort. However, because students with mental retardation have problems with their intelligence, it requires teachers always supervise and assist them in working on the evaluation materials that have been given. From the observations that have been made, it can be seen after the teacher gave the questions and instructions for doing the question sheet, there were some students who had difficulties and asked the teacher for help to do the questions. In addition, there are also students who are reluctant to answer the questions so they must be helped and led by the teacher during the work. But there are also students who can understand the instructions that the teacher has given and do the questions well.

7. Teacher asks student to stand up

When standing, the body will feel more involved with the learning process so that it can help children with kinesthetics

learning style types to understand what has just been read or learned. During the observation, the teacher tries to take advantage of student gestures with the aim that students are more active in learning activities so that the material presented is more easily accepted by students. One of the movements seen during the observation process is the command to stand up and walk forward the class by the teacher to the students, with the aim of testing students' understanding of the material presented through images pasted on the whiteboard. From the activities applied, it can be seen how students respond in front of the class to questions given by the teacher and it can be seen to what extent students can understand the material that has been delivered previously.

8. Teacher inserts doing little things

For students with a kinesthetics type of learning style, it is difficult to capture information if they just sit still and listen. Playing a small ball in the hand, turning a rubber band in a pen or pencil, playing the hand like you are counting can be a help child with kinesthetics learning styles in the learning process. The teacher inserts a small thing in the form of finger movement when teaching counting material with the aim that students understand the material being studied and can apply it in a question or even daily life. In addition to finger movements, the teacher also inserts simple commands that can be followed by students, such as viewing an object, counting an object, raising a question sheet and so on. The little things that the teacher does, make some students can maintain their focus and can understand the material better.

CHAPTER V
CONCLUSIONS AND SUGGESTION

A. Conclusion

This chapter contains conclusions about the answers to the problem statement previously mentioned, namely what are the strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto and how does the teacher implement those strategies in teaching English for eight graders with mental retardation at SLB C Yakut Purwokerto.

The results of this research found that the strategy used by teachers in 8th grade at SLB C Yakut Purwokerto is blended strategy which consist of TPR (Total Physical Response) and kinesthetics learning strategy. The implementation of the TPR strategy and kinesthetics learning strategy in 8th grade at SLB C Yakut Purwokerto may not be the same as in normal classes in general, this is because the intelligence of the students is a little delayed or slow. For 8th grade students who are researched, they are included in the C1 group which means they have an IQ (Intelligence Quotient) ranging from 35-49. Factors that make teachers implement the TPR and kinesthetics learning strategy are language learning feels fun for the teachers and students, students feel free from feelings of pressure or stress when studying, students have a long-term memory of what has been learned, it is because of the empowerment of the potential of the right brain and the left brain, make student have a quick reaction, and make students have excellent motor memory.

The implementation of the TPR strategy based on the theory of Herrell & Jordan (2012) found 6 stages and for kinesthetics learning strategy it was found that the teacher using two workable activities when using kinesthetics learning strategy. For workable activities of kinesthetics learning strategy there are teacher ask student to stand up and teacher doing little things during learning activities. For 6 stage of

TPR strategy there are the teacher prepares or chooses the vocabulary to be demonstrated, the teacher demonstrates vocabulary gradually, the teacher stops the demonstration and encourages the student to respond to verbal commands, the teacher adds additional responses and commands, teacher insert games in between lessons, and teachers assess students' progress and understanding. From the reality in the field, five stages are stated according to the theory but there is one stage whose application is not in accordance with the theory, namely teacher inserts games in between lessons. During the observation process, the teacher never inserts a game in the middle of the lesson because the limitation of student's intelligence of receiving information and command, but rather emphasizes the discussion so that interaction occurs. This is also supported by the results of interviews that have been carried out previously. From the results in the field, it was found that teachers did invite students to discuss more which had the aim of increasing student activity and role during the learning process.

B. The Limitation of The Research

This research has a number of shortcomings. The first is time constraints in research that allow there to be other learning strategies applied by teachers in certain learning periods with different learning materials. This allows that other teaching strategies applied by teachers were not exposed in this study. The researcher still has to learn deeper and further about her research. Second, there were fewer references in this study, limited access to obtaining references and human error affects the wider reference search.

C. Suggestion

The researcher makes some suggestions for teachers, schools, and future researchers after presenting the conclusion. The suggestions are:

1. For the Teacher.

   After conducting research, the researcher suggests to the teacher be more creative and innovative in applying the strategies in

teaching English for students with mental retardation. Because teaching students with special needs it is not easy, they focus are easy to distract by everything around them. As previously mentioned above, English is a universal language that become a medium for getting more information and knowledge around the world. The ability to understand and be able to speak English, although, in basic behavior, it would make it easier for students with mental retardation to live their lives in the future after leaving the school environment.

2. For the School

   Based on this research, the researcher suggested the school to be able to improve and complete learning facilities and infrastructure. In addition, schools can educate teachers to better understand how to implement the right strategies according to student needs and provide media that can support learning, so that students are more stimulated and do not feel bored during learning. It aims to improve the quality of teaching and learning activities, especially in teaching and learning English.

3. For the Future Researcher.

   In this research, the researcher expected that this research would be helpful and advantageous to others, particularly to future researchers. This study is anticipated to help a future researcher with their related studies in the strategies in teaching English for students with mental retardation.

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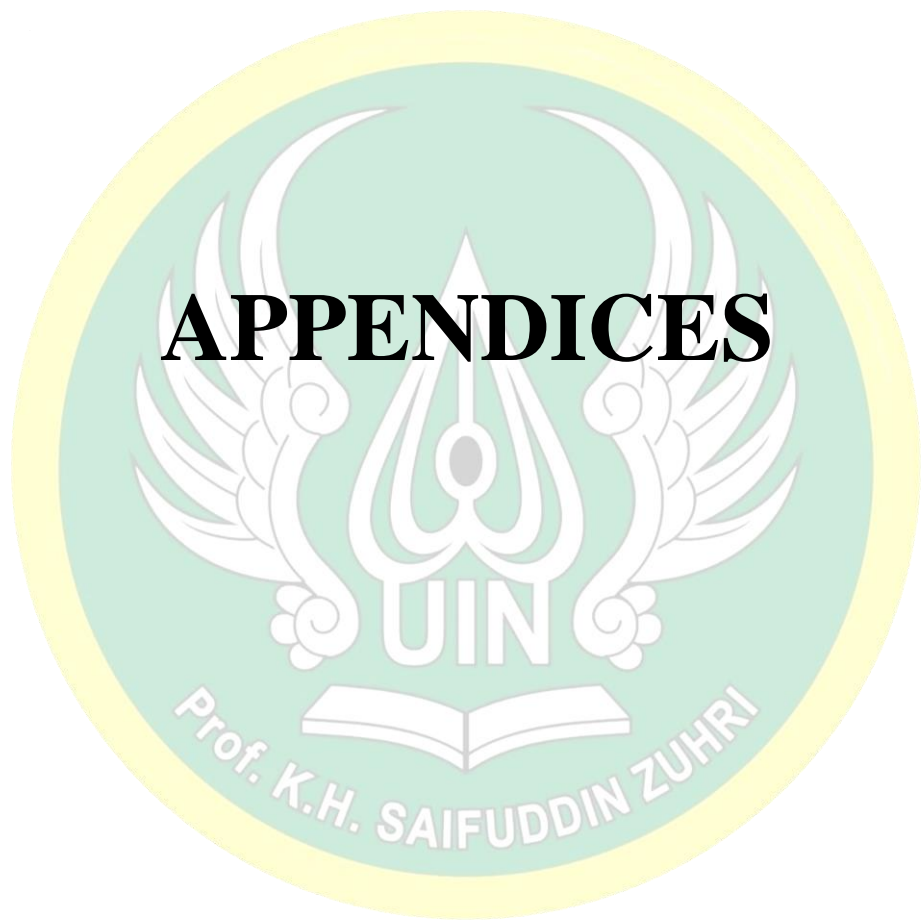
APPENDICES

1. **Data Collection Guidelines**

a. **Observation Guidelines**

LEMBAR OBSERVASI STRATEGI MENGAJAR BAHASA INGGRIS

BAGI SISWA TUNAGRAHITA DI SLB C YAKUT PURWOKERTO

Nama Mahasiswa   : Nurotun Aliah

NIM   : 1817404077

Tempat Penelitian   : SLB C YAKUT Purwokerto

Subyek Penelitian   : Guru Bahasa Inggris Kelas 8

Hari/Tanggal Penelitian   :

No	Aspek yang diobservasi (Direct Method)	Kemunculan	
		Ada	Tidak Ada
1.	Guru menyampaikan atau menjelaskan tujuan, materi, memotivasi dan mempersiapkan siswa		
2.	Guru mendemonstrasikan pengetahuan dan keterampilan atau menyajikan informasi tahap demi tahap		
3.	Guru memberikan bimbingan latihan		
4.	Guru mengecek kemampuan siswa dan memberikan umpan balik		
5.	Guru mempersiapkan latihan untuk siswa dengan menerapkan konsep yang dipelajari pada kehidupan sehari-hari		

LEMBAR OBSERVASI STRATEGI MENGAJAR BAHASA INGGRIS

BAGI SISWA TUNAGRAHITA DI SLB C YAKUT PURWOKERTO

Nama Mahasiswa   : Nurotun Aliah

NIM   : 1817404077

Tempat Penelitian   : SLB C YAKUT Purwokerto

Subyek Penelitian   : Guru Bahasa Inggris Kelas 8

Hari/Tanggal Penelitian   :

No	Aspek yang diobservasi (TPR)	Kemunculan	
		Ada	Tidak Ada
1.	Guru menyiapkan atau memilih kosa kata yang akan diperagakan		
2.	Guru mendemonstrasikan kosakata secara bertahap		
3.	Guru menghentikan demonstrasi dan mendorong siswa untuk menanggapi perintah verbal		
4.	Guru menambahkan tanggapan tambahan Misalnya, guru memberikan cara baru untuk siswa mendemonstrasikan pemahaman mereka terhadap kosakata melalui menunjuk gambar dan sebagainya dengan tujuan agar siswa lebih percaya diri dan menambahkan variasi dalam pembelajaran		
5.	Guru menyisipkan permainan di sela pembelajaran		
6.	Guru menilai kemajuan dan pemahaman siswa Misalnya, dengan checklist dan sebagainya sesuai dengan lembar evaluasi yang diterapkan oleh guru		

LEMBAR OBSERVASI STRATEGI MENGAJAR BAHASA INGGRIS
BAGI SISWA TUNAGRAHITA DI SLB C YAKUT PURWOKERTO

Nama Mahasiswa   : Nurotun Aliah

NIM   : 1817404077

Tempat Penelitian   : SLB C YAKUT Purwokerto

Subyek Penelitian   : Guru Bahasa Inggris Kelas 8

Hari/Tanggal Penelitian   :

No	Aspek yang diobservasi (Individual Learning)	Kemunculan	
		Ada	Tidak Ada
1.	Guru menjelaskan tujuan pembelajaran yang harus dicapai		
2.	Guru menjelaskan cara membuat rencana pembelajaran Merencanakan meliputi melihat lebih jauh ke depan dan memutuskan cara agar tujuan tersebut tercapai.		
3.	Siswa mengikuti rencana dan mengukur kemajuan diri Siswa tidak hanya menyadari tujuan pembelajaran, tetapi juga menyadari keahlian akademik yang harus atau bisa dikembangkan. Mereka juga mampu untuk mengevaluasi seberapa baik rencana itu berjalan.		
4.	Siswa membuahkan hasil akhir pembelajaran. Tahap ini bisa melalui portofolio, memberikan informasi menggunakan grafik, tampil mempresentasikan hasil belajar dan siap dikomentari hasil belajarnya oleh pembelajar lain atau guru.		
5.	Siswa dapat menunjukan kecakapan melalui penilaian autentik.		

	Siswa menunjukan kecakapan terutama dalam tugas-tugas mandiri dan autentik menggunakan standar nilai dari petunjuk penilaian untuk portofolio. Jurnal, presentasi dan penampilan belajar.		

LEMBAR OBSERVASI STRATEGI MENGAJAR BAHASA INGGRIS
BAGI SISWA TUNAGRAHITA DI SLB C YAKUT PURWOKERTO

Nama Mahasiswa   : Nurotun Aliah

NIM   : 1817404077

Tempat Penelitian   : SLB C YAKUT Purwokerto

Subyek Penelitian   : Guru Bahasa Inggris Kelas 8

Hari/Tanggal Penelitian   :

No	Aspek yang diobservasi (Cooperative)	Kemunculan	
		Ada	Tidak Ada
1.	Penjelasan Materi Guru memberikan gambaran umum tentang materi pelajaran yang harus dikuasai yang selanjutnya siswa akan memperdalam materi dalam pembelajaran kelompok)		
2.	Belajar dalam kelompok Setelah guru menjelaskan pokok-pokok materi kemudian guru mengelompokkan siswa secara heterogeny (kelompok dibentuk berdasarkan perbedaan setiap anggotanya)		
3.	Penilaian Guru memberikan tes atau kuis yang bersifat individual dan kelompok untuk melihat sejauh mana pehamaan individu/kelompok berdasarkan materi yang sudah diberikan		
4.	Pengakuan Tim Guru memberi pengakuan kepada tim yang paling berprestasi dan memberikan reward dalam rangka apresiasi dan memotivasi tim lain untuk lebih semangat lagi kedepannya		

LEMBAR OBSERVASI STRATEGI MENGAJAR BAHASA INGGRIS
BAGI SISWA TUNAGRAHITA DI SLB C YAKUT PURWOKERTO

Nama Mahasiswa   : Nurotun Aliah

NIM   : 1817404077

Tempat Penelitian   : SLB C YAKUT Purwokerto

Subyek Penelitian   : Guru Bahasa Inggris Kelas 8

Hari/Tanggal Penelitian   :

No	Aspek yang diobservasi (Behaviour Modification)	Kemunculan	
		Ada	Tidak Ada
1.	Guru menerapkan konsekuensi alam dan logis (Murid yang enggan mengerjakan tugas tidak akan menerima nilai)		
2.	Guru menerapkan penguatan diferensial dari perilaku lain (meningkatkan sosialisasi melalui kerja kelompok untuk mengurangi perilaku agresif murid)		
3.	Guru menerapkan extinction method (tidak menanggapi jawaban dari siswa yang tidak mengangkat tangan terlebih dahulu)		
4.	Guru menggunakan teguran lisan (misalnya, mengatakan tidak kepada anak yang menjaili anak lain selama proses belajar)		
5.	Guru menerapkan biaya tanggapan/response cost (misalnya, mendenda siswa karena berkata kasar atau telat masuk ke kelas setelah jam istirahat selesai)		
6.	Waktu istirahat dari penguatan positif		
7.	Overcorrection (Koreksi berlebihan terhadap perilaku siswa)		

b. Interview Guidelines

1) Sudah berapa lama ibu mengajar siswa tunagrahita?

2) Apakah ibu pernah mendapatkan pelatihan untuk mengajar siswa tunagrahita?

3) Sebagai guru, apa tantangan terbesar ibu dalam mengajar anak anak penyandang tunagrahita?

4) Kualifikasi anak-anak yang bisa masuk SLB itu seperti apa?

5) Sebelum masuk ke slb, ada assessment yang harus dilakukan, Bagaimana bentuk dan pelaksanaannya? Apakah perbedaan hasil tes anak dengan ketunaan C dan C1?

6) Apakah ada pembagian disabilitas untuk anak C dan C1?

7) Kelas 8 sendiri terbagi menjadi berapa kelas dan setiap kelasnya berisi berapa siswa?

8) Apakah satu kelas yang diajar masih campuran antara C&C1? Kalau kelas yang diajar ibu sendiri bagaimana?

9) Bagaimana interaksi siswa di dalam kelas selama pembelajaran?

10) Untuk Jadwal mengajar Bahasa inggris sendiri itu dilaksanakan berapa kali dalam seminggu?

11) Untuk Jadwal mengajar Bahasa inggris sendiri itu dilaksanakan berapa kali dalam seminggu?

12) Dalam pembelajaran Bahasa inggris, bagaimana level kemampuan siswa dalam memahami materi yang diberikan?

13) Mengingat anak-anak tunagrahita itu memiliki kebutuhan khusus, bagaimana strategi yang diterapkan oleh ibu dalam proses pembelajaran?

14) Langkah-langkah dari penerapan strategi itu sendiri bagaimana?

15) Dari strategi yang digunakan, menurut ibu kelebihan dan kekurangannya apa saja?

16) Berapa lama waktu yang dibutuhkan oleh siswa tunagrahita untuk memahami suatu materi Bahasa inggris?

17) Apa saja materi Bahasa inggris yang diberikan dan darimana sumber materi berasal?

18) Apa saja media yang digunakan dalam pembelajaran Bahasa inggris?

19) Bagaimana cara ibu mengevaluasi perkembangan siswa dalam pembelajaran Bahasa inggris?

20) Bagaimana kemampuan Bahasa inggris siswa selama pembelajaran berlangsung, apakah ada peningkatan atau stagnan?

21) Bagaimana kemampuan Bahasa inggris siswa selama pembelajaran berlangsung, apakah ada peningkatan atau stagnan?

22) Apa kurikulum yang diterapkan di dalam pembelajaran?

c. **Documentations Guidelines**

1) Dokumentasi proses pembelajaran di dalam kelas.

2) Dokumentasi wawancara dengan guru.

3) Dokumentasi Rencana Pelaksanaan Pembelajaran (RPP).

4) Dokumentasi Jadwal Mengajar Guru.

5) Dokumentasi sejarah dan visi misi SLB C Yakut Purwokerto.

6) Dokumentasi data siswa kelas 8 di SLB C Yakut Purwokerto.
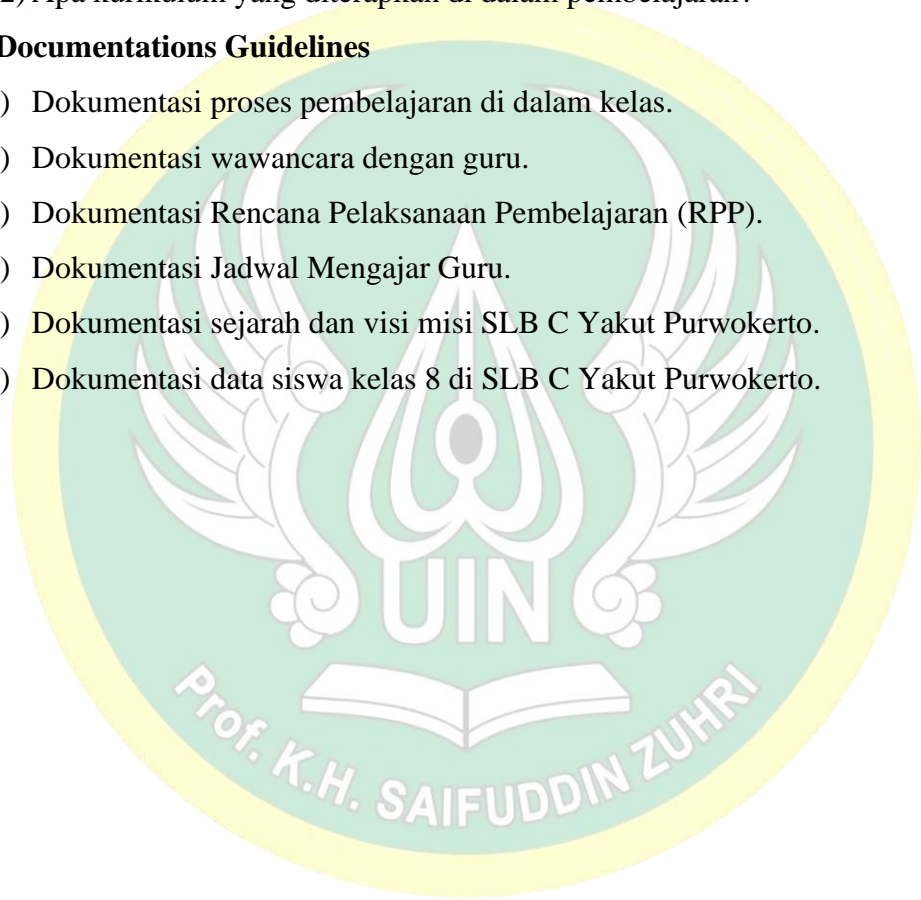
2. **Observation Guidelines Results**

LEMBAR OBSERVASI STRATEGI MENGAJAR BAHASA INGGRIS BAGI SISWA TUNAGRAHITA DI SLB C YAKUT PURWOKERTO

Nama Mahasiswa   : Nurotun Aliah

NIM   : 1817404077

Tempat Penelitian   : SLB C YAKUT Purwokerto

Subyek Penelitian   : Guru Bahasa Inggris Kelas 8

Hari/Tanggal Penelitian   : Kamis, 22/09/2022

No	Aspek yang diobservasi (TPR)	Kemunculan	
		Ada	Tidak Ada
1.	Guru menyiapkan atau memilih kosa kata yang akan diperagakan	v	
2.	Guru mendemonstrasikan kosakata secara bertahap	v	
3.	Guru menghentikan demonstrasi dan mendorong siswa untuk menanggapi perintah verbal	v	
4.	Guru menambahkan tanggapan tambahan Misalnya, guru memberikan cara baru untuk siswa mendemonstrasikan pemahaman mereka terhadap kosakata melalui menunjuk gambar dan sebagainya dengan tujuan agar siswa lebih percaya diri dan menambahkan variasi dalam pembelajaran	v	
5.	Guru menyisipkan permainan di sela pembelajaran		v
6.	Guru menilai kemajuan dan pemahaman siswa Misalnya, dengan checklist dan sebagainya sesuai dengan lembar evaluasi yang diterapkan oleh guru	v	

LEMBAR OBSERVASI STRATEGI MENGAJAR BAHASA INGGRIS

BAGI SISWA TUNAGRAHITA DI SLB C YAKUT PURWOKERTO

Nama Mahasiswa   : Nurotun Aliah

NIM   : 1817404077

Tempat Penelitian   : SLB C YAKUT Purwokerto

Subyek Penelitian   : Guru Bahasa Inggris Kelas 8

Hari/Tanggal Penelitian : Kamis, 28/09/2022

No	Aspek yang diobservasi (TPR)	Kemunculan	
		Ada	Tidak Ada
1.	Guru menyiapkan atau memilih kosa kata yang akan diperagakan	v	
2.	Guru mendemonstrasikan kosakata secara bertahap	v	
3.	Guru menghentikan demonstrasi dan mendorong siswa untuk menanggapi perintah verbal	v	
4.	Guru menambahkan tanggapan tambahan Misalnya, guru memberikan cara baru untuk siswa mendemonstrasikan pemahaman mereka terhadap kosakata melalui menunjuk gambar dan sebagainya dengan tujuan agar siswa lebih percaya diri dan menambahkan variasi dalam pembelajaran	v	
5.	Guru menyisipkan permainan di sela pembelajaran		v
6.	Guru menilai kemajuan dan pemahaman siswa Misalnya, dengan checklist dan sebagainya sesuai dengan lembar evaluasi yang diterapkan oleh guru	v	

LEMBAR OBSERVASI STRATEGI MENGAJAR BAHASA INGGRIS

BAGI SISWA TUNAGRAHITA DI SLB C YAKUT PURWOKERTO

Nama Mahasiswa   : Nurotun Aliah

NIM   : 1817404077

Tempat Penelitian   : SLB C YAKUT Purwokerto

Subyek Penelitian   : Guru Bahasa Inggris Kelas 8

Hari/Tanggal Penelitian : Rabu, 29/09/2022

No	Aspek yang diobservasi (TPR)	Kemunculan	
		Ada	**Tidak Ada**
1.	Guru menyiapkan atau memilih kosa kata yang akan diperagakan	v	
2.	Guru mendemonstrasikan kosakata secara bertahap	v	
3.	Guru menghentikan demonstrasi dan mendorong siswa untuk menanggapi perintah verbal	v	
4.	Guru menambahkan tanggapan tambahan Misalnya, guru memberikan cara baru untuk siswa mendemonstrasikan pemahaman mereka terhadap kosakata melalui menunjuk gambar dan sebagainya dengan tujuan agar siswa lebih percaya diri dan menambahkan variasi dalam pembelajaran	v	
5.	Guru menyisipkan permainan di sela pembelajaran		v
6.	Guru menilai kemajuan dan pemahaman siswa Misalnya, dengan checklist dan sebagainya sesuai dengan lembar evaluasi yang diterapkan oleh guru	v	

3. **Field Note**

   Hari/Tanggal : **Kamis, 22 September 2022**

   Lokasi : **Kelas 8 SLB C Yakut Purwokerto**

   Narasumber : **Zulfa Kartika Purbiningtyas, S.Pd**

   Observasi : **1**

   1. Guru membuka pembelajaran dengan salam dan berdoa.

   2. Guru memeriksa kehadiran siswa.

   3. Guru memberitahu tema pelajaran hari itu dan menyiapkan kosa kata yang akan dibahas di papan tulis serta menyampaikan garis besar tujuan pembelajaran.

   4. Guru menjelaskan materi berhitung/ counting dari angka 1-20 dengan beberapa gerakan jari yang diikuti oleh siswa dan menyebutkan angka dalam Bahasa inggris dan Bahasa Indonesia.

   5. Guru mencontohkan bilangan yang sudah di ajarkan menggunakan benda benda yang ada di dalam ruang kelas. Contoh: There is one whiteboard in the classroom.

   6. Guru menguji pemahaman siswa dengan bertanya mengenai jumlah benda yang ditunjukan oleh guru, kemudian siswa dilatih untuk menjawabnya dalam Bahasa inggris. Contoh: *"Coba yusuf sebutkan ada berapa jumlah jendela di dalam ruang kelas?"*

   7. Guru menguji pemahaman siswa dengan meminta siswa maju kedepan untuk menuliskan abjad dari angka yang sudah disiapkan oleh guru. Tujuannya agar siswa lebih aktif dan berpartisipasi. Contoh: 2 (two), 10 (ten) dan sebagainya.

   8. Guru melanjutkan pembelajaran dengan memberikan contoh kalimat untuk menerapkan materi counting yang sudah dipelajari. Contoh: How many feet do you have? I have 2 feet.

   9. Guru memberikan instruksi pengerjaan soal secara ringan.

   10. Guru memberikan lembar soal sebagai media evaluasi yang berisikan angka secara acak beserta abjad yang tertera dan siswa diminta untuk mencocokan dan menuliskannya dalam Bahasa inggris.

11. Guru membantu siswa yang kesulitan mengerjakan soal.

12. Guru menilai dan mengoreksi hasil kerja siswa.

13. Guru mengulas kembali materi dengan memberikan soal tambahan yang berkaitan dengan berhitung. Bentuk soal berupa pertanyaan yang berkaitan dengan benda yang dimiliki masing-masing siswa, jadi diharapkan jawaban yang diberikan akan berbeda

14. Guru menutup dan mengakhiri pelajaran.

Hari/Tanggal   : **Rabu, 28 September 2022**
Lokasi   : **Kelas 8 SLB C Yakut Purwokerto**
Narasumber   : **Zulfa Kartika Purbiningtyas, S.Pd**
Observasi   : **2**

1. Guru membuka pembelajaran dengan salam dan berdoa.

2. Guru memeriksa kehadiran siswa.

3. Guru mengulas kembali materi sebelumnya mengenai counting angka 1-20 dan penggunaan how many.

4. Guru memberitahu tema pelajaran hari itu dan menyiapkan kosa kata yang akan dibahas di papan tulis serta menyampaikan garis besar tujuan pembelajaran.

5. Guru menyampaikan dan menjelaskan materi dengan tema *"Counting things in the classroom"*

6. Guru memberikan gambar berupa ilustrasi suasana kelas dan meminta siswa untuk menjawab pertanyaan mengenai gambar yang diajukan oleh guru dengan menunjukan satu persatu dari objek yang ditanyakan. Contoh: *"Coba robi tunjukan ada berapa jumlah anak laki-laki di dalam gambar?"*

7. Respon yang diberikan siswa saat ditanya oleh guru cukup baik walaupun harus di dorong oleh guru.

8. Guru melanjutkan materi mengenai penggunaan how many di papan tulis dan melanjutkan dengan bertanya kepada salah satu siswa mengenai jumlah meja yang ada di dalam gambar yang ditunjukkan oleh guru

sebelumnya. Contoh: *"Coba aldan sebutkan ada berapa meja di dalam gambar?"*

9. Beberapa siswa yang diberikan pertanyaan enggan menjawab dengan lantang, sehingga guru memberikan sedikit motivasi agar tidak malu-malu dalam menjawab.

10. Guru membantu siswa kembali untuk berhitung dalam Bahasa inggris menggunakan gerakan jari.

11. Guru memberikan contoh soal penggunaan how many.

12. Guru menggunakan peraga media berupa potongan gambar buah-buhan yang ditempelkan di papan tulis dan meminta siswa untuk maju kedepan dan menghitung jumlah dari buah yang disebutkan.

13. Guru melanjutkan pembelajaran dengan menilai kemajuan dan pehaman siswa dengan soal yang dibagikan. Selain itu guru juga memberikan instruksi ringan mengenai proses pengerjaan soal tersebut.

14. Guru membantu dan membimbing siswa yang kesulitan.

15. Guru mengecek pekerjaan siswa selama proses pengerjaan soal.

16. Guru memberikan nilai dan mengoreksi hasil kerja siswa.

17. Guru mengulas kembali materi yang sudah dikerjakan.

18. Guru menutup dan mengakhiri pembelajaran.

Hari/Tanggal   **: Kamis, 29 September 2022**
Lokasi   **: Kelas 8 SLB C Yakut Purwokerto**
Narasumber   **: Zulfa Kartika Purbiningtyas, S.Pd**
Observasi   **: 3**

1. Guru membuka pembelajaran dengan salam dan berdoa.

2. Guru memeriksa kehadiran siswa.

3. Guru mengulas kembali materi sebelumnya mengenai counting angka 1-20 dan penggunaan how many.

4. Guru memberitahu tema pelajaran hari itu dan menyiapkan kosa kata yang akan dibahas di papan tulis serta menyampaikan garis besar tujuan pembelajaran.

5. Guru menjelaskan materi mengenai arti dan penggunaan how many, how much, countable dan uncountable. Guru juga mengaitkan pembelajaran hari itu dengan materi sebelumnya dan pengalaman siswa.

6. Guru memberikan contoh benda/kosa kata yang bisa dihitung (countable) dan tidak bisa dihitung (uncountable) dengan media papan tulis.

7. Guru memeragakan, menunjuk dan memberikan contoh beberapa kata yang sulit dipahami dari materi countable dan uncountable agar siswa memahami arti dari kata yang sedang dibahas dalam Bahasa indonesia. Contoh: Guru memeragakan fish/ikan dengan meliukan tangannya, guru menunjuk bag/tas, guru mencontohkan salt dengan memberikan contoh penggunaan dalam kehidupan sehari-hari, seperti benda yang rasanya asin.

8. Guru menegaskan kembali penggunaan how many dan how much. Contoh: Jika terdapat benda yang masuk ke golongan countable maka menggunakan how much dan untuk uncountable menggunakan how many.

9. Guru memberikan instruksi kepada 2 siswa untuk membagikan soal kepada teman-temannya. Contoh: Putri membagikan soal kepada bintang, wahyu dan khansa. Kemudian aldan membagikan soal kepada adit, rojak, robi dan afika.

10. Guru memberikan instruksi ringan untuk mengerjakan soal.

11. Sebelum mengerjakan, guru meminta seluruh siswa memegang lembar soal dan mengamati gambar yang ada di dalam lembar soal.

12. Guru membantu dan membimbing siswa yang kesulitan selama proses pengerjaan soal.

13. Guru mengoreksi dan memberikan nilai dari hasil kerja siswa.

14. Guru mengulas kembali materi yang sudah diajarkan.

15. Guru menutup dan mengakhiri pembelajaran.

4. **Interview Results**

1) Sudah berapa lama ibu mengajar siswa tunagrahita?

   Jawab: *Saya mengajar di SLB sudah 5 tahun semenjak lulus perguruan tinggi. Kebetulan saya lulusan UNY dari jurusan PLB (Pendidikan Luar Biasa, pengkhususannya juga tunagrahita)*

2) Apakah ibu pernah mendapatkan pelatihan untuk mengajar siswa tunagrahita?

Jawab: *Kalau zaman sekarang kan ada yang namanya PPG, ada 2 jalur masuk melalui mandiri dan dipanggil. Kalau saya kebetulan belum dapat gilirannya, jadi untuk pelatihannya sendiri sejauh ini hanya diperoleh selama proses belajar di universitas.*

3) Sebagai guru, apa tantangan terbesar ibu dalam mengajar anak anak penyandang tunagrahita?

Jawab: *Anak-anak yang lambat dalam belajar mengharuskan kita para guru harus sabar dan telaten dalam menyampaikan materi*

4) Kualifikasi anak-anak yang bisa masuk SLB itu seperti apa?

Jawab: *Jadi pembagian anak tunagrahita sendiri, secara garis besar itu ada 3 ada mampu didik, mampu latih dan mampu rawat. Idealnya anak-anak tunagrahita yang bisa masuk sekolah adalah yang mampu didik tetapi ada beberapa anak-anak tunagrahita golongan mampu latih yang masuk ke sekolah ini juga. Jadi selama mereka bisa diajar dan mengikuti pembelajaran walaupun kurang maksimal ya tetap diterima.*

5) Sebelum masuk ke slb, ada assessment yang harus dilakukan, Bagaimana bentuk dan pelaksanaannya? Apakah perbedaan hasil tes anak dengan ketunaan C dan C1?

Jawab: *Jadi sekolah menyelenggarakan assessmemt sendiri yang dilaksanakan oleh tim khusus assessment yang dibentuk dan dipilih oleh sekolah, dan kebanyakan orang-orang yang dipilih adalah lulusan PLB. Assessmentnya dalam bentuk tes yang mana gurunya akan menulis dan mengamati melalui aspek akademik, motoric kasar dan halus. Dari hasil assessment yang sudah dilakukan akan ditentukan anak tersebut masuk golongan C/C1. Penentuan golongan tersebut juga berpengaruh terhadap penempatan siswa di dalam kelas, contohnya ada siswa berumur belasan tahun yang seharusnya sudah masuk SMP tetapi belum pernah sekolah sama sekali jadi dilihat dari kemampuan yang ia miliki. Kalau sekiranya kemampuannya bisa mengikuti pelajaran yang diajarkan di SMP maka akan ditempatkan di*

SMP. Kemudian untuk karakteristik perbedaan C-C1 berdasarkan kemampuan dan tingkat IQ.

6) Apakah ada pembagian disabilitas untuk anak C dan C1?

   Jawab: *Pembagian disabilitas berdasarkan ketunaan berupa tunagrahita itu ada C dan C1. Perbedaannya anak dengan golongan C itu dianggap ringan dan C1 itu sedang, maksudnya adalah mudahnya anak-anak C intlegensinya lebih tinggi dan lebih cepat memahami suatu materi pelajaran ketimbang anak C1.*

7) Kelas 8 sendiri terbagi menjadi berapa kelas dan setiap kelasnya berisi berapa siswa?

   Jawab: *Untuk saat ini hanya ada satu kelas, dikarenakan jumlah siswa yang terbatas jadi dijadikan satu kelas. Total dari siswanya ada 12 anak.*

8) Apakah satu kelas yang diajar masih campuran antara C&C1? Kalau kelas yang diajar ibu sendiri bagaimana?

   Jawab: *Sejauh ini semua kelas masih berisi campuran antara anak-anak golongan C dan C1. Hal ini dilakukan berdasarkan jumlah anak yang mendaftar, karena setiap tahun pasti berbeda beda bahkan terkadang semakin kesini jumlah siswanya makin berkurang. Contohnya dikelas 8 sendiri di data yang saya terima ada 24 anak tetapi yang terlihat aktif hanya ada 12 anak. Hal ini terjadi atas berbagai factor contohnya orang tua yang tidak sempat mengantar menjadikan siswa malas berangkat sekolah.*

9) Bagaimana interaksi siswa di dalam kelas selama pembelajaran?

   Jawab: *Interaksi yang terjadi di kelas 8 saat ini, anak-anaknya sedikit pasif dan kurang fokus.*

10) Untuk Jadwal mengajar Bahasa inggris sendiri itu dilaksanakan berapa kali dalam seminggu?

   Jawab: *Untuk jadwal Bahasa inggris sendiri hanya satu kali selama seminggu karena masuk kemuatan local. Satu JP untuk SMP adalah 35 menit.*

11) Bagaimana reaksi yang diberikan anak-anak ketika diajarkan Bahasa inggris?

   Jawab: *Ya kalo yang namanya anak nerima-nerima saja apalagi dengan kondisi yang cukup special, jadi bagi mereka apa yang diajarkan semua sama*

saja dengan mata pelajaran lain. Karena dikelas 8 ini rata-rata masuk golongan yang sedang/C1 jadi saat diajar tidak terlalu memahami dan untuk senang atau tidaknya yang mereka tunjukkan ya biasa aja.

12) Dalam pembelajaran Bahasa inggris, bagaimana level kemampuan siswa dalam memahami materi yang diberikan?

Jawab: *Level kemampuan mereka masih dalam tahap rendah/ beginner*

13) Mengingat anak-anak tunagrahita itu memiliki kebutuhan khusus, bagaimana strategi yang diterapkan oleh ibu dalam proses pembelajaran?

Jawab: *Strategi khusus sebenarnya tidak ada, tetapi kembali lagi bagaimana guru mengaplikasikan strategi tersebut sesuai dengan kebutuhan anak-anak*

14) Langkah-langkah dari penerapan strategi itu sendiri bagaimana?

Jawab: *Saya sering melakukan diskusi dan meminta siswa untuk berpartisipasi agar terjadi feedback 2 arah, walaupun kadang kebanyakan satu arah dari guru ke siswa. Contohnya saya meminta siswa untuk maju ke depan kelas dan mengerjakan soal yang saya berikan agar terjadi interaksi dan partisipasi siswa. Setidaknya selama pembelajaran siswa itu ada geraknya dan aktiv.*

15) Dari strategi yang digunakan, menurut ibu kelebihan dan kekurangannya apa saja?

Jawab: *Kelebihan dan kekurangan dari strategi yang saya terapkan menurut saya berdasarkan kemampuan anak-anak. Jadi ketika anak-anak paham akan suatu materi berdasarkan strategi yang saya terapkan itu sudah saya anggap kelebihan sedangkan ketika anak-anak kurang paham saya anggap itu kekurangannya.*

16) Berapa lama waktu yang dibutuhkan oleh siswa tunagrahita untuk memahami suatu materi Bahasa inggris?

Jawab: *Jujur sekali dua kali bahkan berkali kali itupun kurang karena anak-anak kelas 8 tahun ini intelegensinya termasuk lambat. Tapi karena mengikuti jadwal dan tujuan pembelajaran yang harus diselesaikan minimal itu 2 atau 3 kali pertemuan.*

17) Apa saja materi Bahasa inggris yang diberikan dan darimana sumber materi berasal?

Jawab: *Materi yang diberikan sejauh ini itu expression, counting yang berhubungan dengan angka karena kemarin kan habis pts. Kalau sumber materinya sendiri saya merangkum dari KI KD, karena kalau langsung disampaikan dari sumber yang saya temukan itu terlalu bertele-tele dan anak-anak juga kesulitan memahami*

18) Apa saja media yang digunakan dalam pembelajaran Bahasa inggris?

Jawab: *Kalau media yang saya pakai kebanyakan hanya papan tulis dan beberapa contoh gambar serta benda-benda yang ada di dalam ruang kelas*

19) Bagaimana cara ibu mengevaluasi perkembangan siswa dalam pembelajaran Bahasa inggris?

Jawab: *Kalau evaluasi sebenarnya bisa dilihat secara langsung karena respon dari pemahaman siswa selama pembelajaran itu bisa terlihat jelas tetapi terkadang saya memberikan beberapa contoh soal kepada siswa untuk dikerjakan, jadi saya dapat melihat sejauh mana mereka memahami materi yang sudah diberikan dari pengaplikasiannya di dalam soal.*

20) Bagaimana kemampuan Bahasa inggris siswa selama pembelajaran berlangsung, apakah ada peningkatan atau stagnan?

Jawab: *Kalau tahun ini, kebanyakan stagnan. Karena pengaruh intelegensi mereka dan pandemic juga. Jadi minat mereka dalam belajar tidak terlalu tinggi*

21) Apakah ada standar kelulusan tertentu dalam mata pelajaran Bahasa inggris untuk siswa tunagrahita?

Jawab: *Kalau standar kelulusan tidak ada, karena dengan kondisi yang mereka miliki bisa dikatakan tidak memenuhi syarat. Tetapi sebagai guru agar siswa bisa naik kelas minimal diberikan nilai rata rata/KKM.*

22) Apa kurikulum yang diterapkan di dalam pembelajaran?

Jawab: *Kurikulum yang dipakai itu kurikulum 2013, tetapi sedikit demi sedikit mengaplikasikan kurikulum merdeka belajar walaupun belum semua kelas*

diterapkan. Kalau sekarang yang baru diterapkan itu kelas 4 dan beberapa kelas di jenjang SD

5. Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SLB C C1 YAKUT Purwokerto
Satuan Pendidikan : SMPLB
Jenis Ketunaan : Tunagrahita C & C1
Kelas / Semester : VIII/ Ganjil
Tema/Topik : Teks Interpersonal dan Transaksional
Subtema : Menyatakan angka sesuai dengan konteks
Waktu : 10 menit

A. Tujuan Pembelajaran

1. Melalui pengamatan dan contoh guru, siswa dapat menyebutkan angka 1 – 10 dalam bahasa inggris dengan benar.

B. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru melakukan pembukaan dengan salam dan berdoa memulai pelajaran. 2. Guru memeriksa kehadiran peserta didik. 3. Guru menyiapkan fisik dan psikis peserta didik untuk mengawali pelajaran. 4. Guru mengawali materi dengan mengaikan materi yang akan dibahas dengan materi sebelumnya dan pengalaman siswa. 5. Guru mengajukan pertanyaan yang ada kaitannya dengan materi yang akan diberikan. 6. Guru memberikan gambaran tentang tujuan pembelajaran yang akan dipelajari. 7. Guru menyampaikan garis besar cakupan materi	2 menit
Kegiatan Inti	1. Guru menuliskan contoh penulisan dan gambar angka 1 – 10 serta cara mengucapkannya dalam bahasa Inggris. 2. Peserta didik mengamati gambar dan tulisan yang diberikan. 3. Peserta didik menirukan pengucapan angka 1 – 10. 4. Peserta didik berlatih mengamati tulisan dan gambar angka dan mengucapkan angka 1 – 10.	6 menit
Penutup	1. Guru membimbing peserta didik membuat resume mengenai poin penting dari pelajaran yang telah dipelajari. 2. Guru mengajak peserta didik melakukan refleksi hasil pembelajaran. 3. Guru memberi informasi mengenai rencana pembelajaran untuk pertemuan selanjutnya. 4. Guru mengakhiri pelajaran	2 menit

C. Penilaian Pembelajaran

1. Teknik Penilaian

a. Sikap : Observasi
b. Pengetahuan : Tes tulis
c. Keterampilan : Unjuk Kerja

2. Instrumen Penilaian

a. Penilaian Sikap

1) Lembar Observasi

Kelas/ Semester : ....
Tahun Ajaran : ....

No.	Nama Siswa	Skor		Nilai
		Percaya Diri	Teliti	
1.				
2.				
3.				
4.				

2) Rubrik Penilaian

a) Percaya Diri

5 : Sangat percaya diri dalam menyampaikan hasil diskusinya.
4 : Percaya diri dalam menyampaikan hasil diskusinya.
3 : Kurang percaya diri dalam menyampaikan hasil diskusinya.
2 : Kadang-kadang percaya diri dalam menyampaikan hasil diskusinya
1 : Belum percaya diri dalam menyampaikan hasil diskusinya.

b) Teliti

5 : Melaporkan data sangat sesuai dengan kenyataan yang diamati.
4 : Melaporkan data sesuai dengan kenyataan yang diamati.
3 : Melaporkan data kurang sesuai dengan kenyataan yang diamati.
2 : Melaporkan data terkadang sesuai dengan kenyataan yang diamati.
1 : Melaporkan data tidak sesuai sama sekali dengan kenyataan yang diamati.

3) Pedoman Penilaian

$$Nilai = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100 =$$

$$Nilai = \frac{...}{10} \times 100 =$$

b. **Penilaian Pengetahuan**

1) **Isian Singkat**

Colour, cut the numbers, put them in order and write the names next to the figures.

NUMBERS 1-10

| FIVE | ONE | EIGHT | THREE | SEVEN |
| TWO | SIX | FOUR | TEN | NINE |

Colour, cut the numbers, put them in order and write the names next to the figures.

NUMBERS11-20

| FOURTEEN | SEVENTEEN | TWELVE | TWENTY | THIRTEEN |
| ELEVEN | NINETEEN | FIFTEEN | EIGHTEEN | SIXTEEN |

2) **Rubrik Penilaian**

Soal 1 – 20, setiap soal memiliki skor maksimal 1

| Skor 1 | Jika peserta didik mampu menjawab dengan tepat |
| Skor 0 | Jika peserta didik salah menjawab atau tidak menjawab |

3) **Pedoman Penilaian**

$$Nilai = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100 =$$

$$Nilai = \frac{...}{20} \times 100 =$$

c. **Penilaian Keterampilan**

1) **Rubrik Penilaian Unjuk Kerja**

Kemampuan mengidentifikasi dan menyocokkan angka 1 – 10 sesuai dengan tulisannya.

No.	Kriteria	Sangat Baik (4)	Baik (3)	Cukup (2)	Kurang (1)
1.	Menunjukkan angka/ gambar sesuai angka perintah	Mampu menunjukkan 10 angka dengan tepat dan lancar.	Mampu menunjukkan 10 angka dengan tepat melalui pengulangan.	Mampu menunjukkan $\geq 5 - \leq 9$ angka dengan tepat.	Belum mampu menunjukkan angka.
2.	Moncocokkan angka dengan tulisan yang sesuai.	Mampu mencocokkan 10 angka dengan benar.	Mampu mencocokkan 10 angka dengan tepat melalui pengulangan.	Mampu mencocokkan $\geq 5 - \leq 9$ angka dengan tepat.	Belum mampu mencocokkan angka.

Let's count Numbers!

Look at the whiteboard and listen to the teacher then repeat it!

1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen
10 ten	20 twenty

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SLB C C1 YAKUT Purwokerto

Satuan Pendidikan : SMPLB

Jenis Ketunaan : Tunagrahita C & C1

Kelas / Semester : VIII/ Ganjil

Tema/Topik : Teks Interpersonal dan Transaksional

Subtema : Menyatakan dan Menanyakan Jumlah Benda- Benda Di Sekolah

Alokasi Waktu : 2 x pertemuan

A. Tujuan Pembelajaran

1. Siswa melalui pengamatan, dapat menjawab dan menghitung jumlah benda dengan benar.
2. Siswa melalui contoh dan bimbingan guru, dapat menanyakan jumlah benda menggunakan *how many* dengan percaya diri.

B. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru melakukan pembukaan dengan salam dan berdoa memulai pelajaran. 2. Guru memeriksa kehadiran peserta didik. 3. Guru menyiapkan fisik dan psikis peserta didik untuk mengawali pelajaran. 4. Guru mengawali materi dengan mengaitkan materi yang akan dibahas dengan materi sebelumnya dan pengalaman siswa. 5. Guru mengajukan pertanyaan yang ada kaitannya dengan materi yang akan diberikan. 6. Guru memberikan gambaran tentang tujuan pembelajaran yang akan dipelajari. 7. Guru menyampaikan garis besar cakupan materi	2 menit
Kegiatan Inti	1. Guru menunjukkan sejumlah gambar benda dan menanyakan jumlah gambar benda kepada peserta didik. 2. Peserta didik mengamati gambar benda dan mencoba menghitung gambar benda yang diberikan. 3. Guru menjelaskan secara singkat penggunaan *how many*. 4. Peserta didik menghitung jumlah benda berdasarkan gambar. 5. Peserta didik berlatih menanyakan jumlah benda dengan menggunakan kalimat tanya *how many...?*	6 menit
Penutup	1. Guru membimbing peserta didik membuat resume mengenai poin penting dari pelajaran yang telah dipelajari. 2. Guru mengajak peserta didik melakukan refleksi hasil pembelajaran.	2 menit

3. Guru memberi informasi mengenai rencana pembelajaran untuk pertemuan selanjutnya.

4. Guru mengakhiri pelajaran

C. Penilaian Pembelajaran

1. Teknik Penilaian

a. Sikap : Observasi

b. Pengetahuan : Tes tulis

c. Keterampilan : Unjuk Kerja

2. Instrumen Penilaian

a. Penilaian Sikap

1) Lembar Observasi

Kelas/ Semester : ....

Tahun Ajaran : ....

No.	Nama Siswa	Skor		Nilai
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1.				
2.				
3.				
4.				

2) Rubrik Penilaian

a) Percaya Diri

5 : Sangat percaya diri dalam menyampaikan hasil diskusinya.

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3 : Kurang percaya diri dalam menyampaikan hasil diskusinya.

2 : Kadang-kadang percaya diri dalam menyampaikan hasil diskusinya

1 : Belum percaya diri dalam menyampaikan hasil diskusinya.

b) Teliti

5 : Melaporkan data sangat sesuai dengan kenyataan yang diamati.

4 : Melaporkan data sesuai dengan kenyataan yang diamati.

3 : Melaporkan data kurang sesuai dengan kenyataan yang diamati.

2 : Melaporkan data terkadang sesuai dengan kenyataan yang diamati.

1 : Melaporkan data tidak sama sekali dengan kenyataan yang diamati.

3) Pedoman Penilaian

Nilai = $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}}$ x 100 =

Nilai = $\frac{...}{10}$ x 100 =

b. Penilaian Pengetahuan

1) Isian Singkat

Let's count these things below and write the number!

1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

2) **Rubrik Penilaian**

Soal 1 – 10, setiap soal memiliki skor maksimal 2

Skor 2	Jika peserta didik mampu menjawab dengan tepat
Skor 1	Jika peserta didik menjawab kurang tepat atau salah
Skor 0	Jika peserta didik tidak menjawab

3) **Pedoman Penilaian**

$Nilai = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100 =$

$Nilai = \frac{...}{20} \times 100 =$

c. **Penilaian Keterampilan**

1) **Tes Tertulis Isian Singkat**
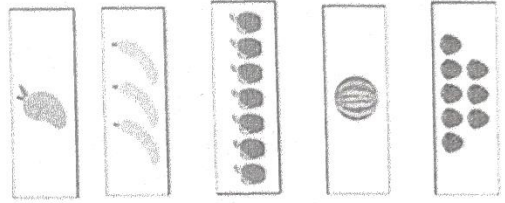
Kemampuan menghitung dan menyebutkan jumlah benda.

Find and Count

2) **Rubrik Penilaian**

Soal 1 – 6, setiap soal memiliki skor maksimal 2

Skor 2	Jika peserta didik mampu menjawab dengan tepat
Skor 1	Jika peserta didik menjawab kurang tepat atau salah
Skor 0	Jika peserta didik tidak menjawab

3) **Pedoman Penilaian**

$Nilai = \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100 =$

$Nilai = \frac{...}{12} \times 100 =$

Purwokerto, 13 September 2022

Guru Kelas

Zulfa Kartika Purbiningtyas, S.Pd

Kepala Sekolah

Drs. Rubinanto, M.Pd - C1
NIP. 19640816 198403 1 002

Activity 1

Look at these picture!
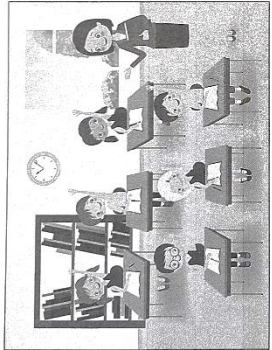
1. What picture is it?
2. What do you see?
3. Where does the picture take place?

Activity 2
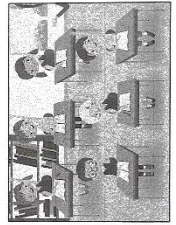
Listen and repeat after your teacher!

1. A : How many clocks are there?
   B : There is one clock.

2. A : How many tables are there?
   B : There are six tables.

Activity 3

How many + plural noun (kata benda jamak) + are there?

How many artinya berapa banyak
How many digunakan untuk menanyakan banyak/ jumlah benda

Activity 4

Look at the picture then write how many fruits there are.

1. How many mangoes are there?
   There is ... mango.

2. How many bananas are there?
   There are ... bananas.

3. How many apples are there?
   There are ... apples.

4. How many watermelons are there?
   There is ... watermelon.

5. How many strawberries are there?
   There are ... strawberries.

XXVI

6. 8th-grade students' data

DATA SISWA KELAS VIII SLB C C1 YAKUT PURWOKERTO

TAHUN AJARAN 2022 – 2023

No.	Nama Siswa	JK	TTL	Jenis Ketunaan	Agama	Nama Orang Tua (L/P)	Pekerjaan	Alamat
1.	Abdurrozak Rohim	L	Banyumas, 16-01-2008	C1	Islam	Abdurrohim/ Siti Chodijah	PNS	Sokaraja Wetan, RT 02 RW 02
2.	Arvyca Cahya Maylansarie	P	Banyumas, 20-05-2007	C1	Islam	Juwadi / Nur Irawati	Swasta	Bojongsari RT 1 RW 4 Kembaran Bms (53182)
3.	Juniawan Aditya Setiadi	L	Banyumas, 01-06-2007	C, B	Islam	Arifin/ Murtingah	Kary PLN	Babakan RT 01/09 Babakan Karanglewas
4.	Fatih Yusuf	L	Banyumas, 11-03-2006	C	Islam	Surya Setiawan/ Ana Mardiana	Wiraswasta	Pasir Kidul RT 04/02 Purwokerto Barat
5.	Khansa Sakhi Nur Shaumi	P	Banyumas, 18-10-2006	C1, CP	Islam	Triyana Romadon/ Ani Supriyatni	Wiraswasta	Tambaksogra RT 01'02 Sumbang
6.	Faizal Wafi Ali Romadhan	L	Banyumas, 15-09-2008	C	Islam	Kaliman Ihsan/ Nurniati	Buruh	Gondang RT 2/4 Grendeng Pwt Utara,
7.	Robi Mahfuzi Subagyo	L	Banyumas, 25-06-2008	C1, CP	Islam	Gono Subagyo/ Siti Badriyah	PNS	Jl. Yudistira No. 12 RT 04/02 Pandak BaturradenBMS (53151)
8.	Bintang Satria Pamungkas	L	Purwokerto, 29-05-2009	C1	Islam	Teguh / Sri Widyawati	Swasta	Jl. Kober Gg. Manggis RT 2 RW 4 Pwt Barat
9.	Azizah Putriningsih	P	Jakarta, 06 -12-2006	C	Islam	Tarkum/ Tuti Suryaningsih	Swasta	Keniten,GunungSumbul RT 02/05 Kedungbanteng
10.	Damar Anur Rofiq	L	Banyumas, 03-4-2006	C1, DS	Islam	Edy Sukono/ Sumintarsih	Tani	Tinggar Jaya RT 2 RW 12 Jatilawang Banyumas
11.	Reza Apriliyanto	L	Banyumas,04-04-2007	C1, DS	Islam	Sudarno/Jumiyati	Buruh	Jl.Rinjani RT 02/03 Bobosan ,Purwokerto Utara

7. Teaching Schedule
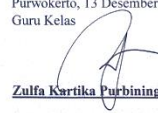
JADWAL PELAJARAN KELAS VIII
TAHUN AJARAN 2022 - 2023

Tingkat/Kelas : SMPLB/ 8 (C dan C1)
Tahun Pelajaran : 2022/2023
JP/Minggu : 38 JP
Menit/JP : 35 Menit

No.	Waktu	Hari/Mata Pelajaran				
		Senin	Selasa	Rabu	Kamis	Jum'at
1.	07.30 – 08.00	UPACARA	LITERASI, TADARUS & PEMBIASAAN LAINNYA			JUMSIH
2.	08.00 – 08.35	TEMATIK	PJOK	BAHASA INGGRIS	TEMATIK	PJOK
3.	08.35 – 09.10	TEMATIK	PJOK	BAHASA INGGRIS	TEMATIK	PJOK
4.	09.10 – 09.40	Istirahat	Istirahat	Istirahat	Istirahat	Istirahat
5.	09.40 – 10.15	TEMATIK	SENI BUDAYA	TEMATIK	TEMATIK	PRAKARYA
6.	10.15 – 10.50	TEMATIK	SENI BUDAYA	TEMATIK	TEMATIK	PRAKARYA
7.	10.50 – 11.25	TEMATIK	TEMATIK	PAI	BAHASA JAWA	PRAMUKA
8.	11.25 – 12.00	TEMATIK	TEMATIK	PAI	BAHASA JAWA	PRAMUKA
9.	12.00 – 13.00	Istirahat Bimbingan Ibadah / Makan Bersama	Istirahat Bimbingan Ibadah / Makan Bersama	Istirahat Bimbingan Ibadah / Makan Bersama	Istirahat Bimbingan Ibadah / Makan Bersama	SHOLAT JUMAT BERJAMAAH
10.	13.00 – 13.35	BTA	SENI BUDAYA	PRAKARYA	PROGRAM KHUSUS	
11.	13.35 – 14.10	BTA	SENI BUDAYA	PRAKARYA	PROGRAM KHUSUS	PULANG
12.	14.10 – 14.45	BTA	SENI BUDAYA	PRAKARYA	PROGRAM KHUSUS	
13.	14.45	PULANG				

Kepala Sekolah

Drs. Rubimanto, M.Pd
NIP. 196408161984031002

Purwokerto, 13 Desember 2022
Guru Kelas

Zulfa Kartika Purbiningtyas, S.Pd

8. School Profile

Nama Sekolah	: SLB C dan C1 YAKUT Purwokerto
Alamat sekolah	: Jalan Pahlawan, Gang VIII, Tanjung, Kecamatan Purwokerto Selatan, Kabupaten Banyumas, Provinsi Jawa Tengah
Nama Penyelenggara	: Yayasan Kesejahteraan Usaha Tama
Alamat Penyelenggara	: Jalan Kolonel Sugiri, No. 10 Telp. 0281635972
Kepala Sekolah	: Drs. Rubimanto, M.Pd.
NSS/NPSN	: 282030226002/20302163
Nomor Ijin Oprasional	: 425.1/00041.30 (C) 425.1/0004109 (C1)
Jenjang Akreditasi	: C
Tahun Pendirian	: 1967 diperbaharui tahun 1987
Tahun Oprasional	: 17 Juni 1967
Status Tanah	: Milik Dra. Estiningrum
Surat Kepemilikan	: Sertifikat Nomor 758
Luas Tanah	: 2.192 m2
Luas Bangunan	: 745 m2
Status Bangunan	: Milik Yayasan

Secara geografis SLB C dan C1 YAKUT Purwokerto terletak di jalan Jalan Pahlawan, Gang VIII, Tanjung, Kecamatan Purwokerto Selatan, Kabupaten Banyumas, Provinsi Jawa Tengah. Yang berdiri di bawah Yayasan Kesejahteraan Usaha Tama (YAKUT). Purwokerto. Adapun batas-batas sekolah ini dengan lingkungan sekitar adalah sebagai berikut:

Sebelah Utara	: SMK Bina Teknologi Purwokerto
Sebelah Selatan	: Jalan Gang VIII
Sebelah Barat	: Pekarangan penduduk
Sebelah Timur	: Perumahan penduduk

SLB C dan C1 YAKUT Purwokerto merupakan salah satu sekolah luar biasa yang berada di Kerasidenan Banyumas, sekolah ini berada di bawah naungan Yayasan Kesejahteraan Usaha Tama (YAKUT) yang mempunyai azaz dan tujuan sebagai berikut :

Azaz   : Pancasila dan Undang-undang Dasar 1945

Tujuan   : Meningkatkan derajat hidup para penderita cacat dan mengusahakan kesejahteraan hidup yang layak

Demi tercapainya tujuan diatas maka yayasan melakukan langkah-langkah berikut :

1. Menyelenggarakan pendidikan dan pelatihan bagi penderita cacat.

2. Menyelenggarakan penti asuhan bagi penderita cacat.

3. Bekerja sama dengan badan-badan pemerintah, badan-badan yang swasta, Lembaga-lembaga sosial, badan-badan lain yang bergerak di lapangan sosial dan pendidikan.

4. Usaha-usaha lain yang tidak bertentangan dengan azaz, tujuan, tata tertib, dan kesulitan.

Sebagai lembaga pendidikan yang mengemban tugas pendidikan nasional dalam rangka menuju tercapainya tujuan pendidikan nasional, SLB C dan C1 YAKUT Purwokerto memiliki visi misi sebagai berikut :

Visi Berkembang optimal, berakhlak mulia, trampil, mandiri, dan beriman

Misi

- Memberikan layanan pendidikan sesuai bakat dan potensi siswa.

- Melaksanakan pembelajaran yang berorientasi kepada kemandirian siswa.

- Meningkatkan budaya beribadah sebagai upaya mewujudkan keimanan siswa.

- Meningkatkan profesional sumber daya manusia agar komitmen terhadap tugasnya.

9. Documentation of Research Activities

10. Curriculum Vitae

DAFTAR RIWAYAT HIDUP

A. Identitas Diri

    1. Nama Lengkap   : Nurotun Aliah

    2. NIM   : 1817404077

    3. Tempat/Tgl. Lahir : Banyumas, 18 Agustus 2000

    4. Alamat Rumah   : Cihonje RT 01/06, Gumelar, Banyumas

    5. Nama Ayah   : M. Hadi Saifudin

    6. Nama Ibu   : Siti Amaroh

B. Riwayat Pendidikan

    1. Pendidikan Formal

        a. SD/MI, tahun lulus   : SD N 1 Cihonje, 2012

        b. SMP/MTs, tahun lulus : SMP N 1 Gumelar, 2015

        c. SMA/MA, tahun lulus : SMK N 1 Purwokerto, 2018

        d. S1, tahun masuk   : UIN Prof. Kiai Haji Saifuddin Zuhri Purwokerto, 2018

    2. Pendidikan Non-Formal

        a. Pondok Pesantren Al-Hidayah Karangsuci

C. Karya Ilmiah

    1. An article entitled "A Systematic Review: Telegram as Learning Media in Teaching English"

    2. An Undergraduate Thesis entitled "Strategies in Teaching English For Students With Mental Retardation at SLB C Yakut Purwokerto".

D. Pengalaman Organisasi

    1. LPM OBSESI as a corporate division secretary

    2. Javelin as Reblicom Coordinator

    3. OSMADINSA as a member of the facilities and infrastructure division

    4. Pramuka SMK N 1 Purwokerto

    5. Paskibra SMK N 1 Purwokerto

11. Plagiarism check

STRATEGIES IN TEACHING ENGLISH FOR STUDENTS WITH
MENTAL RETARDATION AT SLB C YAKUT PURWOKERTO

ORIGINALITY REPORT

19%	19%	5%	5%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	repository.uinsaizu.ac.id Internet Source	6%
2	repository.iainpurwokerto.ac.id Internet Source	5%
3	eprints.walisongo.ac.id Internet Source	2%
4	media.neliti.com Internet Source	2%
5	Submitted to IAIN Purwokerto Student Paper	1%
6	eprints.ums.ac.id Internet Source	1%
7	Liah Siti Syarifah. "Career Guidance in Preparing Students with Disabilities for Get in to the Worke in Preparing Students with Disabilities for Get in to the Work", JURNAL PENDIDIKAN DASAR, 2021 Publication	1%

12. The Official Letter of Finished Preliminary Research Statement

SEKOLAH LUAR BIASA BAGIAN ANAK TUNAGRAHITA
SLB C DAN C1 YAKUT PURWOKERTO
Alamat: Jl. Pahlawan Gang VIII Telp (0281) 625800 Purwokerto 53143
Fax. : 0281 639529 Email : slbcyakut_purwokerto@yahoo.com

Nomor   : 35/Pend/SLBC-C1 YAKUT VI/2022
Perihal   : Izin Observasi

Kepada Yth
Wakil Dekan I
Fakultas Tarbiyah dan Ilmu Keguruan
UIN Prof.Kiai Haji Saifudin Zuhri Purwokerto
Di Tempat

Yang bertanda tangan dibawah ini Kepala SLB C C 1 YAKUT Purwokerto, menerangkan bahwa:

No.	NAMA	NIM	FAKULTAS/ PRODI SEMESTER
1	Nurotun Aliah	1817404077	Tadris Bahasa Inggris /VIII

bahwa nama mahasiswa diatas adalah benar - benar telah melakukan observasi pendahuluan dengan judul " Teaching English Vocabulary For Student With Mental Retardation at SLB C YAKUT Purwokerto ", yang dilaksanakan tanggal 6 Oktober 2021.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Purwokerto, 10 Juni 2022
Kepala Sekolah

Drs. Rubiyanto, M.Pd
NIP. 19630816 198403 1 002

XXXIII

13. The Official Letter of Finished Research Statement

SEKOLAH LUAR BIASA BAGIAN ANAK TUNAGRAHITA
SLB C DAN C1 YAKUT PURWOKERTO
Alamat: Jl. Pahlawan Gang 8 Tanjung Telp. 625800
Fax. : 0281 639529 Imel : slbcyakut_purwokerto@yahoo.com
Purwokerto 53116

Nomor : 66/Pend/SLBC-c1 YAKUT/XI/2022
Perihal : surat balasan

Kepada Yth
Wakil Dekan I
Fakultas Tarbiyah dan Ilmu Keguruan
UIN Profesor Kiai HajiSaifudin Zuhri Purwokerto
Di Tempat

Yang bertanda tangan di bawah ini Krpala SLB C-c1 TAKUT nenerangkan bahwa :

No	NAMA	NIM	FAKULTAS/PROGRAM SEMESTER
1.	Nurotun Aliah	187404077	Tadris Bahasa Inggris /IX

Bahwa nama mahasiswa di atas bahwa benar-benar telah melakukan penelitian dengan judul "Strategies in Teaching English For Students With Mental Retardation at SLB C Yakut Purwokerto" yang dilaksanakan pada tanggal 22, 28 dan 29 September 2022.

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Purwokerto, 2 November 2022
Kepala Sekolah

Drs. Rubimanto, M.Pd.
NIP. 19640816 198403 1 002

14. Research license from Cabdin Region X

PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH X
Jalan Jend. Gatot Soebroto No. 67 Telp. 0281 6510228 Purwokerto 53115
Surat Elektronik : cd.10@pdkjateng.go.id

Purwokerto, 31 Agustus 2022

Nomor   : 423.4/0180φ/2022
Sifat   : -
Lampiran : -
Perihal : Ijin Riset Individu

Kepada :
Yth 1. Dekan Ketua Jurusan Tadris
Universita Islam Negeri
Prof. K.H Saifudin Zuhri Purwokerto
2. Kepala SLB C Yakut
di
P U R W O K E R T O

Menindaklanjuti surat dari Dekan Ketua Jurusan Tadris Universitas Islam Negeri Profesor Kiai Haji Saifudin Zuhri Purwokerto, tanggal 16 Agustus 2022 Nomor : B.m.1541/Un.19/D.FTIK/PP.05.3/08/2022 Perihal Permohonan Ijin Riset Individu, dengan ini Kepala Cabang Dinas Pendidikan Wilayah X Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah memberikan Ijin Penelitian dalam rangka menyelesaikan tugas akhir kuliah dengan identitas sebagai berikut :

Nama   : Nurotun Aliah
NIM   : 1817404077
Semester   : 9 (Sembilan)
Jurusan / Prodi : Tadris Bahasa Inggris
Alamat   : Cihonje Rt 01/ Rw 06, Gumelar, Banyumas
Judul   : Strategis in Teaching English For Students With Mental Retardation at SLB C Yakut Purwokerto
Waktu   : 17 Agustus 2022 s.d 17 Oktober 2022
Tempat / Lokasi : SLB C Yakut Purwokerto, Tanjung, Purwokerto Selatan
Metode Penelitian : Kualitatif

Sehubungan dengan hal tersebut, dimohon perhatian hal-hal sebagai berikut :
1. Kegiatan yang dilaksanakan tidak bertentangan dengan aturan dan ketentuan yang berlaku;
2. Tidak mengganggu proses belajar mengajar di sekolah;
3. Tidak mengganggu keamanan dilingkungan sekitar;
4. Melaporkan hasil pelaksanaan penelitian kepada Kepala Cabang Dinas Pendidikan Wilayah X Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah.

Demikian atas perhatiannya dan kerjasamannya kami sampaikan terima kasih.

A.n. KEPALA CABANG DINAS PENDIDIKAN WILAYAH X
DINAS PENDIDIKAN DAN KEBUDAYAAN
PROVINSI JAWA TENGAH
Kepala Sub Bagian Tata Usaha
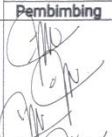
IRA MADUMA, S.Sos.
Penata Tingkat I
NIP. 19690505 199003 2 018

15. The Official Letter of Undergraduate Thesis Guidance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Nurotun Aliah
No. Induk : 1817404077
Fakultas/Jurusan : FTIK/TBI
Pembimbing : Irra Wahidiyati M.Pd
Nama Judul : Strategies In Teaching English For Students With Mental Retardation At SLB C Yakut Purwokerto

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan Pembimbing	Tanda Tangan Mahasiswa
1	1 Juli 2022	Bimbingan terkait hasil semprop		
		Pergantian variabel dari teaching vocabulary menjadi TEFL		
2	15 Juli 2022	Perbaikan Background of Problem		
		Penambahan teori yang sesuai		
3	25 Juli 2022	Perbaikan Background of Problem		
		Edit penulisan menggunakan Grammarly		
		Penambahan teori terkait Bahasa inggris untuk mental retardation		
4	10 Agustus 2022	Perbaikan sumber teori		
		Persiapan penelitian		
5	12 September 2022	Perbaikan bab 2		
		Rancangan isi bab 4		
		Persiapan intrumen penelitian		
6	27 September 2022	Perbaikan teori bab 2		
		Penambahan teori dari singkatan di dalam skripsi		
		Perbaikan bab 3 dan Fieldnote		

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

No	Hari / Tanggal	Materi Bimbingan		
7	20 Oktober 2022	Perbaikan bab 3 dan 4		
8	27 Oktober 2022	Perbaikan bab 4, 5 dan abstrak		
9	28 Oktober 2022	Acc Skripsi		

Dibuat di : Purwokerto
Pada tanggal : 28/10/2022
Dosen Pembimbing

Irra Wahidiyati M.Pd
NIP. 19881130 201908 2 001

16. The Official Letter of Thesis Proposal Guidance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

BLANGKO BIMBINGAN PROPOSAL

Nama : Nurotun Aliah
No. Induk : 1817404077
Fakultas/Jurusan : FTIK/TBI
Pembimbing : Irra Wahidiyati, M.Pd
Nama Judul : Teaching English Vocabulary For Students With Mental Retardation At SLB C Yakut Purwokerto

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan Pembimbing	Tanda Tangan Mahasiswa
1	Rabu, 6 April 2022	Bimbingan promin Perbaikan untuk isi proposal		
2	Jum'at, 13 Mei 2022	Background of the problem di spesifikkan Penambahan untuk penguatan teori Review relevant studies lebih di ringkas Penyesuaian isi proposal dengan judul		
3	Rabu, 8 Juni 2022	Perbaikan penulisan dan tata letak Konsistensi penulisan judul literature review dan referensi Penambahan keterangan di bagian documentation		
4	Jum'at, 10 Juni 2022	Acc Proposal Skripsi		

Dibuat di : Purwokerto
Pada tanggal : 10 Juni 2022
Dosen Pembimbing

Irra Wahidiyati, M.Pd
NIP. 19881130 201908 2 001

17. The Official Letter of Thesis Proposal Seminar

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. No. B.1828.Un.17/FTIK.JTBI/PP.00.9/6/2022

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"Teaching English Vocabulary For Students With Mental Retardation At SLB C Yakut Purwokerto"

Sebagaimana disusun oleh :

Nama : Nurotun Aliah
NIM : 1817404077
Semester : 8
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 20 Juni 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Mengetahui,
Kordinator Prodi Tadris Bahasa Inggris

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

Purwokerto, 24 Juni 2022
Penguji

Desi Wijayanti Ma'rufah, M.Pd

18. The Letter of Comprehensive Examination

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN
No. B-3525/Un.19/WD1.FTIK/PP.05.3/7/2022

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a	: Nurotun Aliah
NIM	: 1817404077
Prodi	: TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan *LULUS* pada :

Hari/Tanggal	: Senin, 28 Juli 2022
Nilai	: A

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.

Purwokerto, 29 Juli 2022
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

19. The Letter of Library Donation

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN
Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: http://lib.uinsaizu.ac.id, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU
Nomor : B-3932/Un.19/K.Pus/PP.08.1/10/2022

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama	:	NUROTUN ALIAH
NIM	:	1817404077
Program	:	SARJANA / S1
Fakultas/Prodi	:	FTIK / TBI

Telah menyumbangkan buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan judul dan penerbit ditentukan oleh perpustakaan. Sumbangan buku tersebut dilakukan secara kolektif atau gabungan dengan menitipkan uang sebesar :

Rp 40.000,00 (Empat Puluh Ribu Rupiah)

Uang terkumpul dibelanjakan buku yang kemudian buku hasil pembeliannya diserahkan secara sukarela sebagai koleksi perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Demikian surat keterangan ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.

Purwokerto, 27 Oktober 2022
Kepala,

Aris Nurohman

20. Certificate of Arabic Language Development

21. Certificate of English Language Development

IAIN PURWOKERTO
MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT
Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

EPTIP CERTIFICATE

(English Proficiency Test of IAIN Purwokerto)
Number: In.17/UPT.Bhs/PP.009/9785/2018

This is to certify that

Name : NUROTUN ALIAH
Date of Birth : BANYUMAS, August 18th, 2000

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test, organized by Language Development Unit IAIN Purwokerto on May 23rd, 2018, with obtained result as follows:

1. Listening Comprehension : 16
2. Structure and Written Expression : 30
3. Reading Comprehension : 18

Obtained Score : 450

The English Proficiency Test was held in IAIN Purwokerto

Purwokerto, October 14th, 2018
Head of Language Development Unit.

Dr. Subur, M.Ag.
NIP. 19670307 199303 1 005

ValidationCode

SIUB v.1.0 UPT BAHASA IAIN PURWOKERTO - page1 1

22. Certificate of BTA and PPI

IAIN PURWOKERTO

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH
Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53125, Telp:0281-635624, 628250 | www.iainpurwokerto.ac.id

SERTIFIKAT
Nomor: In.17/UPT.MAJ/9038/04/2019

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA	:	**NUROTUN ALIAH**
NIM	:	**1720498800**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	**71**
# Tartil	:	**70**
# Imla`	:	**70**
# Praktek	:	**75**
# Nilai Tahfidz	:	**80**

Purwokerto, 04 Jul 2019

ValidationCode

SIMA v.1.0 UPT MA`HAD AL-JAMI`AH IAIN PURWOKERTO - page1/1

23. Certificate of Computer

SERTIFIKAT
APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Telp. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126

IAIN PURWOKERTO

No. IN.17/UPT-TIPD/4815/II/2021

Diberikan Kepada:

NUROTUN ALIAH
NIM: 1817404077

Tempat / Tgl. Lahir: Banyumas, 18 Agustus 2000

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer
pada Institut Agama Islam Negeri Purwokerto **Program** *Microsoft Office*® yang telah diselenggarakan
oleh UPT TIPD IAIN Purwokerto.

Purwokerto, 18 Februari 2021
Kepala UPT TIPD

Dr. H. Fajar Hardoyono, S.Si, M.Sc
NIP. 19801215 200501 1 003

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	80 / B+
Microsoft Excel	80 / B+
Microsoft Power Point	82 / A-

24. Certificate of Macro Teaching

25. Certificate of KKN