

**ENGLISH TEACHING MEDIA USED BY THE TEACHER IN TEACHING
ENGLISH FOR STUDENTS WITH INTELLECTUAL DISABILITY
(TUNA GRAHITA) AT SMP LUAR BIASA NEGERI KEPAHANG**

THESIS

This Thesis submitted to fulfill the requirement for 'Sarjana' degree in
English Tadris Study Program



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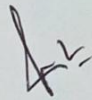
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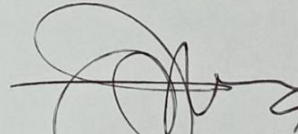
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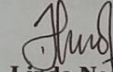
PREFACE

This thesis is submitted as a part of completion for the “Sarjana Degree” in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus she really appreciates any suggestions and criticism for the betterment of the tehesis.

Finally, yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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The researcher finished this thesis entitled **“English Teaching Media used by the Teacherin Teaching English forStudents with Intellectual Disability (Tuna Grahita) at SMP Luar Biasa Negeri Kepahiang”**. This thesis is presented in partial fulfillment of the requirement for the degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, support, suggestion and motivation from others. in this chance the researcher would like to express his deepest gratitude for :

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Finally, the researcher realizes that the thesis is not yet ideal, whether in the language, structure of the writing, discussion, or anything else that is not appropriate with hoped. If there is a criticism or suggestion, please convey it to the writer so that this thesis may be improved and perfected. And last, as horrible as this thesis might be, the writer still hopes that the outcome will benefit the reader, and may Allah Subhaanahu Wa Ta'ala bless us and give us the easiest way for facing our future. Aamiin Ya Robbal'alamin.

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Curup, 2022
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Motto

No matter, sometime we need to fall

To feel the beauty of rising

Tak masalah, Terkadang kita butuh terjatuh

Untuk merasakan indahnya bangkit

Dedication

This thesis can not finish without Allah permission. immeasurable syukur for letting me finish this thesis as soon as my hope. There is no miracle except by you. Allah, in the name of Allah and His messenger Prophet Muhammad Shalallahu Alaihi Wassallam. I would like to dedicate this thesis for:

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ABSTRACT

Linda Norani, 2021 : “English Teaching Media used by the Teacherin Teaching English forStudents with Intellectual Disability (Tuna Grahita) at SMP Luar Biasa Negeri Kepahiang”

Advisor : Jumatul Hidayah, M. Pd

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The thesis is focused on describe the using media for students with intellectual disability. The subject of the research is the English teacher of SMP Luar Biasa Negeri Kepahiang. This research is made because lack facilities to support teaching English in SMP Luar Biasa Negeri Kepahiang. The way to collect the data is observation and interview. To describe the result of this research the writer uses analysis interactive model by Miles and Hulxman. Base on observation and interview the writer can conclude that the english teacher need media display and visual media to assist teaching English.

Keyword : Teaching Media, Student with Intellectual Disability

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CHAPTER I

INTRODUCTION

A. Background of the Study

Teaching is the educational process which both the teacher and students participate in it and its main goal is to promote and support learning. Teaching English is one of the studies that considered to be taught for students in Indonesian. English is totally different compare with Indonesian language. It is like the word form, sounds system, the word's meaning and the word structures. Teaching English is one process that is not easy because there are transfer knowledge process between teacher and students. In normal condition, teaching English may be able run normally but in certain condition (teaching English for students with special needs) teaching English needs more attention and effort.

There are two kind of teaching English; teaching English in normal class and teaching English in class with special needs. Normal class is a class which is in the class the students is in normal condition physically and mentally. On the other hand, class with special needs is a class that consist of students with special needs (physically and spiritually disabled). One of class with special needs is a class that consist disability students. In Indonesian, teaching English is a students' right for every citizen.

In teaching English students with special needs, a teacher needs more effort especially in media which is used by the teachers. It is different with normal class; the teacher must deliver material with different way with different media, technique and strategies in class with students with special

needs. According to Oemar Hamalik, there are seven critical parts of the teaching process. The first consideration is the educational purpose. The second component is the instructional content. The third factor is the learning-teaching technique or approach. The fourth type of media is instructional media or aspect media. The fifth step is evaluation. One critical component is the method. Sixth, facilities supporting time, location, and equipment. The final consideration is the worker. The teacher or lecturer and the student are two elements that affect whether or not the procedure is completed.¹ All components above are needed to apply properly in order to get a successful learning process. Teaching process will be succeeded as long as the teachers fulfill all components above especially in term of teaching media aspect. Teaching media is play important role in delivering the material to students with special needs. Students with special need have problem in grasping the material. Teaching media is a way to make them grasping the material well. Teaching media also trigger students with special needs motivation in learning process.

Students with intellectual disability (*Tuna Grahita*) are one of type in class with special needs. According to Indraswari and Eva yunita in their Journal, Intellectual disability is as mentally handicapped or mentally retarded. They include unusual children, who are children with flaws and limits that typical children do not have. Because of physical, intellectual, social, emotional, or a combination of these factors, they require special

¹ Oemar Hamalik in Melya's Thesis, "*Lecturers Strategy in Teaching English for Specific Purpose*" Thesis. (Tarbiyah Faculty IAIN Curup, 2017)

education assistance to maximize their potential.²Students with this disease require additional attention in the teaching learning process, particularly in English, because they have weaknesses and restrictions that typical children do not. Because of physical, intellectual, social, emotional, or a combination of these factors, they require special education assistance to maximize their potential. Furthermore, According to Marc Shown in his book stated that students with intellectual disability need special treatment in teaching learning process. Media plays important role in teaching students with intellectual disability³. It is clear that in teaching learning process for students with intellectual disability must have proper media because students with this condition tend to lose their concentration and movement. Media can trigger students to stay in their track when they learn in the class.

Teaching media for students with intellectual disabilities is a technique used by teachers to convey content throughout the teaching and learning process. Students with intellectual disabilities can readily grasp the content presented by the teacher while using instructional media since the media causes them to concentrate more on the subject. According to Suyanto, the usage of effective and attractive media in teaching can help pupils learn the information more quickly.⁴ From this statement, it could be concluded that teaching media is a tool used by the teacher to make students understand the material easily. In teaching-learning English; the teacher needs media to

²Indraswari ,Eva Yunita.*Improving Tuna Grahita Students' Vocabulary Mastery By Using English Songs In teaching and learning English.*Jurnal Edulingua | Vol 5. No. 2.2018.

³Shown marc, *teaching through students with special needs*, (Cambridge university press, 2008), P.103

⁴Suharsih,Siti.,Hamidiyah, Aisyah. *Realia: the Effective Media for Teaching English for EYL.*Banten.2020

deliver the materials. Learning media can be interpreted as physical means including traditional means such as chalk, blackboards, and text books. In the modern facilities the tools can be; such as videos, tapes, recorders, computers, overhead projectors, and others that present learning activities delivered to students etc.

However, teaching English as a foreign language to kids with intellectual disabilities (Tuna Grahita) is a difficult endeavor that requires the instructor to use effective learning material. According to Harmer, there are a variety of objects, pictures, and other things that may be utilized as learning media to convey and modify language and engage students in activities.⁵. Students who have intellectual disability are suffering from several mental disorders. one of them is lack of language. Intellectual disability students have difficulties in learning English as a foreign language, because they cannot really control their attitude, they have low motivation, high anxiety, or even disorder of brain function. Those aspects can be considered as the most important reasons to use media as a means in teaching English.

The important of using media in class with intellectual disability students are to make the teachers are easy to teach English and also able to interact with students in the class with intellectual disability. Students with intellectual disability feel easy to understand what the teacher teaches through the media. It indicates that teaching students with intellectual disabilities is totally different with normal students because they need a special treatment in grasp the idea from teaching learning process.

⁵ Jeremy Harmer, *The Practice of Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

Tuna Grahita is selected because the students' need more media in Teaching process in the classroom activity. The others students with different need, they cannot rapidly used technology because of their limitation. As the Bentley said that Students with Intellectual disabilities need more Media in circumstances of teaching.⁶

Based on pre-observation conducted by the researcher with the English teacher in one of SMPLB in Kepahiang, the researcher found that the teacher rarely use variation media in teaching English. The class seemed running as usual without any improvement. It can be seen that the students still have problem in mastering the material. The students get some difficulties in mastering the material. Teacher only use traditional means in teaching students with intellectual disability. As we know, in this modern era many technology tools can support teachers in teaching students with intellectual disability. Furthermore, SLBN Kepahiang only provides in junior high school level and the classes for Intellectual disabilities has the highest amounts of students in this Category.

The researcher also saw that the teachers faced problems during the teaching and learning process. The main problem was that the teacher had to have a lot of appropriate learning media for students because each student in the class had different levels of intellectual disability. This requires a teacher to be creative in choosing teaching media for students. However the teacher added that there is not electricity and tools to support the teaching media used by the teachers. Besides that, teachers must be required to Create a learning

⁶ Bentley Rudson, *The Intuition Teaching of Students with Special Needs*, (Cambridge: Ashford Colour Press, 2014), 177.

varied so that students in the class have interaction. From this phenomena, it can be conclude that teacher actually use the media in teaching English students with intellectual disability but needs more support by technology which is existed now.

From the explanation above, therefore researcher conducted research with a title “**English Teaching Media Used by The Teacherin Teaching English forStudents with IintellectualDisability (tuna grahita)at SMP Luar Biasa Negeri Kepahiang**”

B. Problem of the Research

Based on the background of the research above, the researcher can conclude the problems of the research, the problems formulated as follow:

1. What is Teaching mediaused by the teachers in teaching English for students with intellectual disability (*Tuna Grahita*) at SMPLB Negeri Kepahiang?
2. How did the teacher use the Teaching Media in teaching English for the students with intellectual disability (*Tuna Grahita*)at SMPLB Negeri Kepahiang?
3. Whatkind of Teaching Mediais needed by the teacher in teaching English students with intellectual disability (tuna grahita) at SMPLB Negeri kepahiang?

C. Objective of The Research

Considering the background and the statements of the problem above, the aims of this research are:

1. To identify the media used by teachers in teaching English for students with intellectual disability (*Tuna Grahita*)
2. To know how the teacher use the teaching media in teaching English for the students with intellectual disability (*Tuna Grahita*)
3. To know kind of media is needed by the teacher in teaching English students with intellectual disability (tuna grahita) at SMPLB Negeri Kepahiang.

D. Significance of the Research

1. For Students: This document can be used as a reference resource or as input on English teaching medium in the classroom while teaching students with intellectual disabilities. For aspiring teachers, media analysis came in helpful.
2. For Teachers: It was also intended that the results of this study would give theoretical and practical competences for teachers to enhance the teaching and learning process, particularly in terms of teaching media needs in order to make better in class utilizing effective learning media.

E. Limitation of Problem

The studied was limited on the english teaching media for intellectual disability (tuna grahita) student's at SMP luar biasa Negeri Kepahiang, eight grade students which consists fivestudents with intellectual disability.

F. Definition of Key Terms

To avoid misunderstanding, some of important terms are clarified as follows:

1. Teaching media is designate instructional media as one of the instructional planning that should be prepared by teachers before coming in classroom. Learning media can be interpreted as physical means including traditional means such as chalk, blackboards, text books and modern facilities such as videos, tapes, recorders, computers, overhead projectors, and others that present learning activities delivered to students. That is using in Learning Process at SMPLB Kepahiang.
2. Teaching English is a process transferring knowledge from one to others (from teacher to students). Teaching process here means that process English teaching through media for students with intellectual disability at SMPLB Kepahing.
3. Intellectual Disability is a condition where children have a special condition in term of mentally and physically. In this research, Intellectual disability is a students' condition In SMPLB Kepahiang where the students have difficulty learning a foreign language because they have a negative attitude, low motivation, high anxiety, or even brain function can be considered as the most important reasons.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher attempts to review the literature relevant to the study's topic. This chapter elaborates on any connected literature to this research on teaching English to students with intellectual disabilities. This chapter is divided into numerous sections, including a discussion of relevant theories about teaching, Teaching Media, students with intellectual impairments, and past research.

A. The Concept of Teaching and Learning

Brown states that “teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand”⁷. Teaching cannot be defined in isolation from learning. According to Arends, teaching is a process of seeking to encourage student progress. Giving information, instructing, or training is what teaching entails. Language teaching is defined broadly as establishing an environment that encourages the use and acquisition of a second or foreign language.⁸. It also contains an appealing process between the instructor and the student or group of students to acquire information, skill, or attitude about what they are studying.

Because professors engage with other pupils, teaching may be considered an interpersonal activity. The relationship can be beneficial in that professors can influence students and students can influence teachers.

⁷ Brown, H. Douglas. 1994. Principle of English Language Learning and Teaching. New Jersey: Prentice Hall Regents. P.7

⁸ Arends, R.I.. (2001). Exploring Teaching: An Introduction to Education. New. York: McGraw-Hill Companies. P.56

Daryanto defines teaching as an action that aims to assist, guide, or modify someone's ability, attitude, or knowledge⁹. Furthermore, Hammer claims that teaching entails education: the transmission of information, but also of good and improper ways of doing things¹⁰. According to the statement, teaching is also known as reciprocal engagement, and teaching is any activity that instructs or assists pupils in learning anything between knowledge or skill.

Teaching pupils with intellectual disabilities differs from teaching other students. Teachers should pay extra attention to pupils with intellectual disabilities when instructing them. Many strategies emerge and can be applied to kids with intellectual disabilities.

B. Teaching Media

1. Definition of Teaching Media

Language teaching requires engaging media. The employment of media in the teaching learning activity will maintain the learner's attention on the instructor, and so the classroom will be under the teacher's control. The media utilized should be effective and interesting; according to Suyanto, using effective and fascinating media in teaching will help students absorb the information more quickly.¹¹ In sum, teaching media give a big impact to the success of learning process because media can trigger students to be active and motivated in learning material.

Furthermore, Reiser and Dick identify instructional media as one of

⁹ Arends, R.I.. (2001). *Exploring Teaching: An Introduction to Education*. New. York: Mc Graw-Hill Companies. P.159

¹⁰ Harmer, Jeremy. 2005. *How to Teaching English*. London: Addison Wesley Longman.

¹¹ Suharsih, Siti., Hamidiyah, Aisyah. *Realia: the Effective Media for Teaching English for EYL*. Banten. 2020

the instructional plans that instructors should create before entering the classroom¹². Learning media may be defined as physical tools such as chalk, blackboards, and text books, as well as contemporary facilities such as movies, cassettes, recorders, computers, overhead projectors, and others that provide learning activities to students.

According to Harmer, numerous objects, pictures, and other items may be utilized as learning media to convey and alter language as well as engage students in activities¹³. More specifically, Sands stated that the learning process made the media the teacher's language or the teacher's tool in conveying messages to students¹⁴. Thus it can be concluded that learning media is a means of teachers in conveying messages to students with the aim that the teaching and learning process presents an effective learning environment.

2. The Function of Teaching Media

Reiser and Dick also discuss the benefits and significance of the media. One advantage of employing media is that it helps stimulate pupils to participate in learning activities. By providing varied pictures and sounds, multiple media may be used to draw students' attention and spark their interest. Media may be utilized to offer information to pupils in order to transmit messages.¹⁵. In the order word it can facilitate students in taking the information through media as a tool of learning

¹² Robert A. Reiser and Walter Dick, *Instructional Planning 2nd Ed.*, (USA: Allyn and Bacon, 1996), 67

¹³ 4 Jeremy Harmer , *The Practice of English Language Teaching*, (Cambridge: Ashford Colour Press, 2007), 177.

¹⁴ 7 Lester B. Sands, *Audio- Visual Procedures in Teaching*, (New York: University of California, 1965), 5

¹⁵ Robert A. Reiser and Walter Dick, *Instructional Planning*..... 70.

process. Media is useful in the language-making process. Heinich and friends stated that learning media is the media used in organizations to deliver material to students. These media include films, television, radio, audio recordings, and photos.¹⁶ In addition, the theory states that the media is a tool used by the teacher to deliver the material that involved electronic media in its process.

3. Kinds of Teaching Media

Teaching media encompasses all tools and assistance that teachers and students might utilize to achieve specific educational goals. The teaching medium can then be classified in some way.

According to Mahajan “media are classified into seven categories such as”¹⁷. The categories are;

1. **Graphic Media:** any kinds of printed media. Such as, books, pictures, photographs, maps, charts, posters, graphs, diagrams.
2. **Display Media:** a board used to show information in small group, e.g., chalkboard, bulletin board, flannel board, and peg boards.
3. **Three Dimensional Media:** A the medium that has 3D shape. Forexample, models, objects, specimens, puppets.
4. **Projected Media:** a kind of media that need projector to show theessages. For example, slides, filmstrips, transparencies, films, videotapes, gramophones, records.
5. **Audio Media:** media that just can be heard. Such as, radio,

¹⁶ Heinich, Mollenda, and Russell, *Instructional Media and the New Technologies of Instruction 2nd Ed.*, (Canada: John Wiley & Sons, Inc., 1982), 7.

¹⁷Dewi Nora Ronita., HasibuanJuli Rachmadani. (2020)Moodle Cloud as the Developing Listening E-Learning Media in SMP Negeri 7 Medan. P .273

audiocassettes, gramophones, records.

6. **Video Media:** this media is combination between audio and visual, e.g., TV, videocassettes, CD, computers.
7. **Activity Media:** media that can act some activity. For example, field trips, dramatization, demonstration, and role-playing.

In addition, Sahid stated that teaching media can be grouped as follows :

- 1 **Visual Media:** the media which can show information that just can be seen and read. For example: picture, photo, graphic, diagram, poster, cartoon, comic, book, etc.
- 2 **Audio Media:** the media which can show information that just can be heard. For example: radio, tape recorder, language laboratory, MP3 player, etc.
- 3 **Projected Still Media:** the media that need projector to show the information which inform of no-motion picture/writing. For example: Power Point slide, micro film, etc.
- 4 **Projected Motion Media:** the media that need projector to show information inform of motion picture/writing. For example: film, television, video (VCD, DV, VTR), computer, etc.¹⁸

From the theory above, the researcher can conclude that there are several media can be used in teaching learning process, as follows;

¹⁸Sahid. 2010. Pengembangan Media Pembelajaran Berbasis ICT (Article).

Table 2.1
Teaching Media

No	Type of Media	Tools	Description
1	Audio	1. Audio Recording	Audio recording may cover instruction, narration and dialogue
		2. Drama	Drama consists of narration and dialogue
		3. News Report	News report consists of worldwide information
		4. Song	Song is combining language and music
2.	Visual	1. Pictures	Picture is representing the huge amount of meaningful words (vocabulary)
		2. Word cards/flashcards	Set of cards with colorful pictures which are flashed to the class by the teachers
		3. Charts	A visual display which represents certain matter in a simple way.
3	Audio visual	1. Video	Video is also proved can facilitate most of the students' learning styles as well as encourage them to be more motivated and enthusiastic.
		2. Films	Video is also proved can facilitate most of the students' learning styles as well as encourage them to be more motivated and enthusiastic.
4	Display Media	1. Chalkboard, bulletin board,	A board used to show information in small group
5	Activity Media	1. Field trips, dramatization, role play, demonstration	Media that can act some activity
6	Projected Still Media	2. PowerPoint, slides	the media that need projector to show the information which inform of no-motion picture/writing

C. Students with *Tuna Grahita* (Intellectual Disabilities)

1. The Nature of *Tuna Grahita* (Intellectual Disabilities) Students

Before discussing kids with intellectual impairments, it is important to understand the meaning of disability, which is a well-known term among the general public. Impairment is an Indonesian term derived from the word for uptake, which means disability or inability.

Meanwhile, Kartono defined handicapped pupils as "students assessed and diagnosed as having mental retardation (intellectual disabilities), hearing impairment, and speech impairment, blind, ill-health, disability caused by conditions that necessitate special education and accompanying treatment services."¹⁹ In other hand, definition of Special Need students also stated in government policy; Kemendiknas (2011) cited in Sidik (2014), defines Special Need students that students with special needs experience delays more than two have deviations consisting of blind, deaf, mute, unsociable, difabled, intellectual disabilities, autism and learning disability. Therefore, they have difficulties to achieve success in any aspect, like social aspect, personal aspect, and activity.

So, special need students is child who is experience delay of developmental or disorder of physical, mental or emotional, cognitive or intellectual. it is include too they who are deaf, blind, unsociable, disable,

¹⁹Kartono in Sherly Agnes Samanta. *Teacher's motivation on disability student at special need primary school (sdlb) muhammadiyah jombang*. Jombang, 2019. P.62

autism, mental retardation and learning disability. Thus the students with special need are they who need some guidance and encouragements from normal people such as their parents, society or teacher to motivate their interest in learning.

2. The Definition of Tuna Grahita (Intellectual Disabilities)

Tuna Grahita is also known as mentally handicapped or mentally retarded in English. Extraordinary pupils are students who have the flaws and limits that all youngsters have. Because of physical, intellectual, social, emotional, or a combination of these factors, they require special education assistance to maximize their potential.²⁰ In line with Somantri as cited in Elfi Maulani stated that “the word “Tuna Grahita” come from the word “Tuna” and “Grahita”. Tuna means "lost," while Grahita means "thinking." Tuna Grahita is sometimes referred to by various labels such as mental retardation, mental weakness, intellectual disabilities, or faulty.²¹

Furthermore, the National Information Center for Children and Youth with Disabilities (NICHCY) discovered that mental retardation is a term used when a person has limits in mental functioning and capabilities such as communication, self-care, and social skills. Based on the expert opinion above, the writer concludes that Tuna Grahita is a condition where a person experiences intellectual barriers development, intelligence, emotional, mental and development intelligence adaptive

²⁰Indraswari ,Eva Yunita.*Improving Tuna Grahita Students' Vocabulary Mastery By Using English Songs In teaching and learning English.*Jurnal Edulingua | Vol 5. No. 2.2018.

²¹Maulani,Elfi.*An Analysis Of Teaching English To Tuna GrahitaStudents: Difficulties And Challenges.* Banda Aceh.2014

behavior.

3. Classification and Characteristics of Tuna Grahita

The classification of *Tuna Grahita* or mental retarded according to Lynch in her book the under title „Children with Mental retardation; A Guid for Teachers, Parents, and Others Who Work with Mentally Retarded Preschool is There are three levels or classification of Mental retardation.

1. Mild Retardation

Mildly retarded children are referred to as "educable mentally retarded." They may excel in physical skills, but they struggle with speaking, remembering things, following directions, and coordinating the use of their eyes and hands.

2. Moderate Retardation

Moderately retarded children are sometimes called “trainable mentallyretarded”. They are very late in talking, have trouble remembering things, andtend to behave like children about half the age.

3. Severe and Profound Retardation

Severely and profoundly retarded, like a baby, require help with all of theirdaily needs. Because they need so much care and support, therefore, many ofspecial problems with movement and feeding that requiring help from anoccupational therapist.

Based on pre-observation conducted by the researcher, it is clear that students in SMPLB Kepahiang includes in Mild

Retardation. The conclusion is based interview with the teacher and also based on researcher field observation.

In addition, Classification of children with *Tuna Grahita* based on necessities in learning according to Apriyanto, is as following:

1. Educable, children in this group have equivalent academic skills with a child in grade 5 of Primary School.
2. Trainable, people with a *Tuna grahita* in this group are still able intaking care of himself and defending himself. In getting education and adjustment in a social environment can even though very limited.
3. Custodial, learning can be given continuously and specifically. *Tunagrahita* in this group can be taught how to help himself and develop more capabilities communicative.

Based necessities in learning categories above, it can be concluded that students with mentally retarded in SMPLB Kepahiang is including in Trainable the students seem able intaking care of himself and defending himself. In getting education and adjustment in a social environment can even though very limited. The data is based on pre-observation and communication with teacher in charge.

4. Teaching *Tuna Grahita* Students

Teaching impaired kids is quite different from teaching regular students because disabled individuals require specific care from teachers. Teachers of impaired children must be able to choose suitable learning

techniques based on the students' needs and learning objectives. Furthermore, handicapped students Tuna Grahita in the target institution lack sufficient English skills since they were not taught English in primary school. Although young learners in primary schools are required to learn English as early as the first grade, the state of impaired pupils in the target institution makes teaching English at the primary school level unfeasible. As a result, they believe that English is a new topic for them, and they require appealing, engaging, and pleasurable learning strategies that engage students in the learning process from the most basic things to the most complex and demanding materials. Teachers choose learning techniques based on the efficacy of the learning process that may be employed as the learning.²²

In teaching students with mental retardation is different than normal students. According to Lucas that the common characteristics of mental retardation including of their social relationships and their life skill. He explained that their social relationships can show behavioral problems, immature, compulsive behavior, lack the understanding of verbal/ non-verbal clues and often have difficulty following rules and routines. The other characteristics are; these children use simple language with short sentences, have minimal organizational skills and need reminders about hygiene-hand washing, (life skill), etc. He added that these students need the opportunity to increase their self-esteem and also reduce the frustrations that often arise. Kemmis and Rosnawati cited in Yuni

²²Samanta Sherly Agnes, *Teacher's Motivation on Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang In Academic Year 2018/2019*. Jombang, 2019.

Widiastuti that there are some characteristics of disabled students type Tuna Grahita such as:

1. Learn a thing very slowly (Slow Learners)
2. Having bad speaking ability for profound mental retardate children
3. Difficult in generalizing and learning new things
4. Being bad at self-management and behavior
5. Having physical and movement disorder
6. Having unusually attitude and interaction²³

Lynch noted that children with intellectual disabilities perform best when they are rewarded, and that staffing may help them learn better. Teachers' expressions of affection are undoubtedly impacted by their histories, beliefs, and sentiments. Some individuals consider affection in terms of holding, embracing, or touching. While touch is a powerful tool for conveying positive emotions to children, warmth and compassion can also be communicated through facial expressions, laughter, voice tone, words of endearment, encouragement, and various physical contacts such as a brief tickle, leaning against, and a special handshake.²⁴

5. Teaching English in SMPLB Negeri Kepahiang

SMPLB Negeri Kepahiang teaching disabled students must be patient and adaptable. They are still transitioning from teenagers to adults. If they are engaged, people with disabilities have a remarkable capacity to learn, a great potential for creativity, and a strong devotion to

²³ Widiastuti, Y. The implementasi of active learning strategy type index card match to teach english vocabulary for disabled students type tuna grahita. (Skrispi). (Universitas Muhammadiyah. Purwokerto.2014) p. 15

²⁴ Lynch, E. W *Children with mental retardation, a guide for teachers, parents, and others who work with mentally retarded preschoolers*. (Washington DC: DHEW Publishing. 1978) p

things that interest them. As a result, throughout the teaching and learning process, the instructor should provide information in a relevant and fascinating manner.

Teaching is critical for changing someone's attitude, value, knowledge, and competence. Brown defines teaching English as "showing or assisting someone to learn how to do something, offering instruction, directing in the study of anything, supplying information, causing to know or comprehend about English." English is a common course that all students Disabilities SMPLB Kepahiang must study in junior high school. For a week, an English lesson is offered in one day. They learn English for an hour at a time.

6. Related Previous Study

One of them is Dzakiah Kinanti Eka in her research on Teaching Vocabulary For The Seventh Grade Students Of Slb Dharma Anak Bangsa In Academic Year 2018/2019. This study discusses the teaching of foreign language to children of intellectual disability. The results showed that children of intellectual disability can learn a foreign language using various learning media and appropriate teaching strategies.²⁵

Sherly Agnes Samanta conducted study on Teacher Motivation on Disability Students at Special Need Primary School (SDLB) Muhammadiyah Jombang during the 2018/2019 academic year. This

²⁵Eka Dzakiah Kinanti, Teaching Vocabulary For The Seventh Grade Students Of Slb Dharma Anak Bangsa In Academic Year 2018/2019S. Surakarta. 2019.

study looks at how to motivate disabled students. The findings revealed that teachers' motivation for disabled students at SDLB Muhammadiyah Jombang was rather strong. This is demonstrated by instructors' attitudes, which include Resilient in the face of adversity, positive thinking, creating a diversified learning environment, and motivating kids to study hard²⁶.

Bolla Malikkharjuna Roa in use of media as an instructional tool in english language teaching ELT at udergraduate level in international journal of englisg and literari in academic years 2014. This research discusses about the use of media as a learning tool in teaching English. The results showed that the use of media as a tool of introduction to learning English was very successful and had a significant effect. use of appropriate learning media with the needs of students greatly impact the process of learning English as a foreign language.²⁷

²⁶Samanta Sherly Agnes, Teacher's Motivation on Disability Student At Special Need Primary School (SDLB) Muhammadiyah Jombang In Academic Year 2018/2019. Jombang, 2019.

²⁷Roa Bolla Malikkharjunal. *use of media as an intruotional tool in english language teaching ELT udergraduate level*. International journal of englisg and literari. 2014

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The purpose of this study was to define and identify the learning media utilized by instructors in the classrooms of students with intellectual impairments when teaching English as a foreign language. Students in the eighth grade at SMPLB Negeri Kepahiang. Because it attempted to explain or get information regarding the media used by instructors in teaching English in classrooms with intellectual impairments, this research was included as a qualitative design utilizing a descriptive technique. This study's design is a descriptive qualitative study.

The writer employs a descriptive qualitative study in this research in order to gain a knowledge of how media instructors utilize in teaching English to children with intellectual disabilities. The purpose of qualitative descriptive research is to provide a complete summary of particular events experienced by individuals or groups of persons in daily words. Historically, the purpose of a qualitative research has been to "investigate, explain, or characterize the phenomena of interest."²⁸

B. Subject of The Research

This study was done on intellectually disabled students in the eighth grade at SMPLB Negeri Kepahiang. Purposive sampling was used to identify respondents for this study. That is, purposeful sampling was chosen based on

²⁸ Patton, M. *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage. (1990).

the specific aims and features of the population. According to Ted Palys, "one will engage in purposive sampling means that one regards sampling as a set of strategic decisions with whom, where, and how one performs one's study."²⁹

The subjects of the study were the Teacher who teach students with intellectual disability at eight grade SMPLB Negeri Kepahiang in Academic Year 2020/2021 which is located at SMA Negeri 1 street Pasar Ujung Kepahiang. Based on the requested criteria namely the teacher who has been teaching more than 5 years at SMPLB Negeri Kepahiang. So, he has adequate teaching experiences in particularly on the idea of using learning media on intellectual disability students in learning English. The Teacher is choose in this case is a his class on English subject in teaching students with intellectual disability. The subject was 1 teachers who teach in eight grade of SMPLB Negeri kepahiang.

C. Technique of Collecting Data

There are two Technique of collecting data used in this research is observation and interview;

1. Observation

Observation in this research is non-participant observation where the researcher is not including in teaching activity. The researcher is only as observer. The aim of the observation was observing the situation and condition in the research location. The researcher also uses code to the phenomenon happen in the field in order to make the researcher easily to

²⁹Palys, Ted. "Purposive Sampling." *The Sage Encyclopedia of Qualitative Research Methods*. 2008. SAGE Publications. 7 Mar. 2009. Retrieved from <http://www.sage-ereference.com/research/Article_n349.html>.

indicate the activities during the class process. The researcher only participates fully in subjects' activities to see how the teacher teaches the students in term of teaching media used.

One class received extensive classroom observation four times. During the observation, the observer sat among the students, monitoring instructor and student activities, taking notes and creating a checklist of the actions done by the researcher, and evaluating students' answers in the teaching learning process. The goal of this observation was to look at the teacher's tactics for teaching listening and the students' reactions to those strategies. The class was closely monitored until the observer identified a pattern of the teacher's turn-taking methods in the classroom, as well as the students' reactions to the teacher's strategies. This study made use of a classroom observation checklist based on theories. The checklist is available in the appendix.

2. Interview

Interview was used in this research. The type of interview is semi-structured interview. Semi-structured interview means in this research is combining unstructured and structured interview. The researcher still has a guideline in taking the data but if need more information connected to data gaining so the researcher can add more questions. The function of the interview was to crosscheck the observation result and also to get information connected to what teaching media that teacher needs in teaching students with intellectual disabilities.

D. Research Instruments

The Research instrument are as follows:

1. Observation Checklist

In this research, the data through observation process was collected from the learning process between teacher and students with Intellectual Disability class in SMPLB Negeri Kepahiang. The researcher used observation to know the instructional media used by the teacher in teaching students in the classroom. The researcher uses some data collection instruments to obtain data observation: from the observation outcome. This approach is used to monitor how people use language in everyday situations. The researcher employs some data collection instruments to get data observations.

The observation session assists the writer in identifying the media used by the teacher when teaching English. The observation checklist was used to gather information regarding the efficacy of the media used by instructors in the classroom to teach pupils. It was also utilized to collect data on student activities throughout the teaching and learning process, as well as student ability following the classes. Then observation is given based on reality in the classroom. The indicator can be found in appendices.

Table 3.1
Teaching Media Observation Checklist Outline

No	Object Observed		Checklist	Note
	Teaching	Tools		

	Media			
1	Audio	1. Audio Recording		
		2. Drama		
		3. News Report		
		4. Song		
2.	Visual	1. Pictures		
		2. Word cards/flashcards		
		3. Charts		
		4. Book		
		5. Posters		
		6. diagram		
		7. maps		
3	Audio -visual	1. Video		
		2. Films		
		3. TV		
		4. CD		
		5. Computers		
4	Display Media	1. Chalkboard		
		2. Bulletin board		
		3. Flannel board		
		4. Peg Board		
5	Activity Media	1. Fieldtrips		
		2. Dramatization		
		3. Role play		
		4. Demonstration		
6	Projected Still Media	1. PowerPoint		
		2. Slides		
7	Others Teaching Media type	1.		
		2.		
		3.		
		4.		
		5.		

2. Field note

The purpose of field notes is to document events that may not be effectively recorded by audio recording while the researcher conducts observations. Field notes do not need to be formal, but they should be kept and guarded in the same way as audio tapes and transcripts are,

because they include sensitive information and are significant to the study. Students' responses to teaching learning activities, students' engagement in classroom interactions, and students' attitudes about teaching learning activities are the indicators.

Table below constructed by using Mahajan Theory³⁰. Table below is combination between observation checklist and field note. The observation outline below answered research question one and two; what is teaching media used by the teacher in teaching students with intellectual disabilities? and how did the teacher used the teaching media in teaching English for students with intellectual abilities?

The observation checklist and field note were used four times in observation period based on scheduled list.

Table 3.2
Teaching Media Field note Outline

No	Object Observed		Classroom Activities (The use of Teaching Media)	Note
	Teaching Media	Tools		
1	Audio	1. Audio Recording		
		2. Drama		
		3. News Report		
		4. Song		
2.	Visual	1. Pictures		
		2. Word cards/flashcards		
		3. Charts		
		4. Book		
		5. Posters		

³⁰ Mahajan, Gouvray.2012. *Journal Education and Practice*, ISSN 222-1735 (Paper) 2222-228X (online) Volume 3, Number 1, 2012. *Multimedia in Teacher Education: Perceptions and Uses*.

		6. diagram		
		7. maps		
3	Audio -visual	1. Video		
		2. Films		
		3. TV		
		4. CD		
		5. Computers		
4	Display Media	1. Chalkboard		
		2. Bulletin board		
		3. Flannel board		
		4. Peg Board		
5	Activity Media	1. Fieldtrips		
		2. Dramatization		
		3. Role play		
		4. Demonstration		
6	Projected Still Media	1. PowerPoint		
		2. Slides		
	Three Dimensional Objects	1. Models		
		2. Objects		
		3. Specimen		
		4. puppets		
7	Others Teaching Media type			

3. Documentation

The writer used the material to back up the data in this study. The information comprises the names of the teachers as topic research, data on the value of repeating subjects drawn from a list of values, and photographs of activities. The research instrument documentation is available.

1) Video recording.

Video recording is one of the technologies used to get reliable data by filming people's natural behavior. The researcher might learn about the methods that participants in interaction use to develop their social activities, as well as how their language, facial expression, gaze, gesture, and body complement one another. It

might assist the researcher in determining the efficiency of the teacher's media in teaching English in the classroom. The data collection procedure may be summarized as follows: The researcher must prepare for the collection of data that will be utilized for verification:

1. The equipment used to collect data
2. The classroom in order to obtain a decent recording;
3. The atmosphere outside of the classroom, which causes excessive distortion
4. The teachers' and students' positions in order to obtain a satisfactory recording. I keep track of all teaching and learning activities from start to finish. From the beginning to the finish of the episode, I paid close attention during the recording process.

4. Interview Guidelines

The researcher needs guidelines to indicate what questions asked to the interviewee. The interview consists of several questions about teaching media, the usage of teaching media, and the need of teaching media for students with intellectual disabilities. Respondents is given questions based on the list and there was additional questions based on the situation connected to the data needed.

In designing interview guideline, the researcher constructed the questions based some steps namely;

1. Researcher determined the variable of the research based on research questions.
2. The variables were related to the theories as the indicators in the instrument construction.
3. Researcher design the outline and written the interview. Interview was validated by professional judgment.
4. The researcher gave the interview to the respondents.

Table 3.3
Interview guideline of teaching media needs in teaching English
for students with intellectual disabilities outline

No	Interview	Interviewee	Topic	Outlines
1	Interview	The English Teacher of grade eight of SMPLB Kepahiang	English Teaching Media for Students with intellectual disabilities	<ol style="list-style-type: none"> 1. The teacher perception of the using teaching media for students with intellectual disabilities 2. The teacher perception of the media used in teaching English for students with intellectual disabilities. 3. The teacher perception of the difficulties faced by the teacher in using media in teaching English for students with intellectual disabilities. 4. The teacher perception of what media is needed in teaching students with intellectual disabilities

E. Data Analysis Technique

The data analysis technique used in this research is descriptive analysis qualitative, namely by describing and interpreting qualitative data. Before being analyzed, the data quantification process was carried out from the questionnaire then the data qualitative. For data from interviews and documentation analysis with qualitative analysis.

Data analysis refers to the efforts taken to organize data, sort it into manageable pieces, synthesize, search for and uncover patterns, determine what is essential and what is learnt, and decide what may be presented to others. After gathering data from the observation checklist, recording, and field notes, the next step is to analyze the data. The data analysis in this study

is done qualitatively.

According to Sugiyono, qualitative data analysis is the process of searching and compiling systematically the data obtained from interviews, field notes, and documentation by organizing data into categories, translating into units, synthesizing, arranging into patterns, deciding which ones are important and will be learned, and drawing conclusions that are easily understood by self and others.³¹

The most essential aspect of the research is how the researcher examined the data once it was collected. The data analysis in the study employed the interactive model of data analysis provided by Miles and Huberman in Sugiono to get the outcome. The data analysis technique is depicted in the image below. Miles and Huberman are the components of the Data Analysis Interactive Model.³², they are Components of Data Analysis Interactive Model Miles and Huberman.

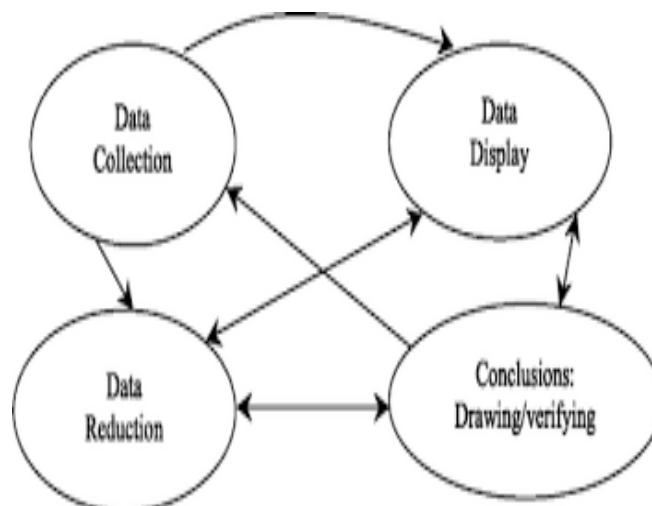


Figure 3.1 Interactive Models Miles and Huberman

³¹Sugiyono. *Metode Penelitian Pendidikan (pendekatan kualitatif, kuantitatif dan R&D)*. Bandung: Alfabeta (2013). p 335

³² Ibid. p 337

The figure above can be explained that :

a) Data Reduction

Reducing data implies summarizing, selecting the basics, focusing on what is relevant, looking for patterns and dominating patterns, and deleting the extraneous so that the data has a clearer meaning and facilitates the future data collection. Reduce means summarizing, choosing fundamentals, focusing on what is vital, and looking for trends. As a result, the decreased data will present a clearer picture, making it easier for researchers to do more data collecting and search for it when needed. Throughout the analysis, data is constantly reduced. After monitoring the teaching and learning process in the classroom numerous times and transcribing conversations between the instructor and students in the class, the researcher gathered data and analyzed the learning media utilized by teachers.

b) Data Display

Data presentation in qualitative research might take the shape of brief descriptions, infographics, correlations between categories, flow charts, and so on. The researcher outlines the table of learning media demands that students require in class when studying English as a foreign language in this study. when the researcher has secured the teaching and learning process in the classroom multiple times.

c) Conclusion (verification)

The goal of reducing and showing data is to aid in reaching conclusions. While drawing conclusions, data reduction and presentation proceed logically. Then, a plausible conclusion can be noted and verified. In qualitative research, a conclusion is a previously unknown discovery. The following phase is to reach a conclusion; however, the original conclusion is just temporary and will be revised if there is insufficient information to support the next round of data collecting. However, if the findings reached in the early phases are backed by reliable and consistent evidence when the researcher returns to the field to gather data, the conclusion reached is trustworthy. Thus, the conclusion may or may not be able to address the problem formulation since, in qualitative research, the problem formulation is still transitory and will evolve after the study is conducted in the field.

F. Research Procedures

The process to get the data in this research as follow:

1. Data collection procedure.
 - a) Choosing the collage as the study's environment.
 - b) Conducting research in preparation for class observations.
 - c) Share the results of your research with the teacher who taught English to eighth-grade students with intellectual disabilities.
 - d) I requested permission to video record during the teaching and learning process. I did the observation by videotaping the interaction between the teacher and the students during the lecture. During the recording process, I watched and took notes on what the instructor

and students did in class during the teaching and learning process. The notes will detail how the instructor prepared the classroom environment, descriptions of the actions or activities that the teacher and students perform throughout the lesson, and the usage of learning media during the teaching and learning process.

- e) The recorded data played several times and transcribed the transcription is also accompanied with the notes made. For this particular study, the transcriptions focused on the use of instructional media used by teachers and the needs of instructional media for students with intellectual disabilities when learning English.

2. Data Analysis procedure

For qualitative data the researcher used three steps in the data analysis; data condensation, data display, and drawing and verifying conclusions.

3. Data reduction: Data reduction occurs continually through out the analysis. In this research, the research used three techniques to find the appropriate learning media according to student needs. They are observation checklist, recording and field note.
4. Data display: organize data display, compress and assemble information. The list of data which will use by researcher for classifying them according to the pattern of using appropriate media according to student needs. it will be further by the presenting code of pattern.
5. Drawing and verifying conclusion: reducing and displaying the data aim to help drawing conclusions. After doing all activities above, the

researcher concluded of this research.

G. Trustworthiness of the Data

The validity of data in qualitative research is one of the most significant parts to know the level of trust in the findings of research that has been done by employing triangulation techniques in data collecting, then the data gathered will be more consistent and can be justified.

According to Moleong, in order for the study results to be responsible, it is necessary to evaluate the data to see if the data supplied is accurate or not.³³

Researchers employed the triangulation approach to validate the data in this investigation. Sugiyono defines triangulation as data collecting approaches that incorporate data from existing data collection techniques and data sources.³⁴ In this study, researcher using three kinds of triangulation namely:

1. Triangulation of sources

Used to assess the trustworthiness of data collected from SLB Negeri Kepahiang during research or completion from various sources. Data acquired from numerous sources is classified, characterized from diverse viewpoints, and specially examined data in order to provide conclusions based on member checks from several data sources.

2. Triangulation techniques

Conducted to assess the trustworthiness of data gathered during

³³Moleong , Lexy J.. Metodologi penelitian kualitatif. Bandung. Remadja Karya. (2008) p. 326-332

³⁴Sugiyono*Metode Penelitian Pendidikan(pendekatan kualitatif, kuantitatif dan R&D)*. Bandung: Alfabeta(2013). p 330

research at SLB Negeri Kepahiang by cross-referencing data from the same source but using various approaches. When conducting data credibility using different techniques, the results of different data are obtained, and then a more in-depth discussion is carried out with the data source in question or the other to ensure which data is more valid, or perhaps all data obtained is correct because it was obtained from a different perspective.

3. Triangulation of time

So, to assess the credibility of data, examine observations or other procedures at multiple times or situations, and repeat until the data is proven to be actually true and persuasive.

We may learn from numerous methods of data collection, such as triangulation of sources, procedures, and time, that a range of strategies are required in gathering sources that are relevant to the research, which are frequently impacted by time or circumstance collecting data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is shown about the finding and discussion from observation and interview done by the researcher. In collecting the data, observation checklist and interview are applied. The data shows the researcher to the conclusion of the research.

A. Findings

Since the researcher used observation checklist and interview, the findings are connected to the both instruments. The aim of this research was to investigate what Teaching Media used by the teacher in teaching English for students with intellectual disability at SMPLB Negeri Kepahiang. The researcher used descriptive method, which described in qualitative way.

1. Teaching Media used by the teacher in teaching English for students with intellectual disability at SMPLB Negeri Kepahiang

The researcher did the observation in SMPLB Negeri Kepahiang in four meetings. It is in classroom activities in teaching English subject taught by the teacher in learning process. The observation was done to answer the first question of the study. In observation process, the researcher took the data from teaching media used by the teacher in teaching English process to the students with intellectual disability. The researcher did the observation from 15th November to 15th Desember 2021. The researcher got some data related to Teaching

Media used by English Teachers who taught in classroom activity.

The teacher is the only one teacher who teaches English language in SMPLB Negeri Kepahiang. The researcher observed teachers when they teach in the class. The researcher observed teaching Media used by the teacher in teaching English for intellectual disability students.

The findings from the can be seen in the explanation below;

a) Teacher

The data is taken from observation in teaching process in the class. Teacher taught the 2nd Grade of Junior high school for students with special needs. The result of observation can be shown in the table below;

Table 4.1
Teaching Media Used by Teacher in Teaching English for
Students with Intellectual Disability

No	Teaching Media	Tools	Note
1	Visual	Pictures	The teacher often used the picture to teach students in learning process. The picture used in giving main topic of the day
2	Visual	Posters	The teacher used the posters to activate students Schemata (background Knowledge). The teacher usually used poster in the beginning of the lesson.
3	Display Media	Chalkboard	The teacher used this tool to give students exercise in the class.

4	Other Teaching Media	Book	The teacher used book to give students supporting material in teaching English
5	Audio	Drama	The teacher used drama in explanation the topic as the main process.
6	Activity Media	Dramatization	The teacher used dramatization to teach some vocabulary or when explaining the material.
7	Activity Media	Role Play	The teacher asked students to play role in front of class to practice
8	Visual	News report Script	The teacher used News report to teach Vocabulary mastery
9	Visual	Flashcards	The teacher used the tools to teach students vocabulary mastery

From the table above it can be seen that the teacher applied Five Media and Nine Tools in teaching English for Intellectual disability students. First, the teacher used Visual media to teach English in the classroom activity. The tools are Pictures, Posters, News Report Script and flashcard. The teacher used visual media in giving students drilling in term of vocabulary mastery. The teacher also used this media in explaining the material to the students. The second media display media the tool is; Chalkboard. The teacher use chalkboard to explain the material in

the teaching activities in the class. The chalkboard assist teacher in delivering the material. Chalkboard actually is used by the teacher in giving clue or explain about the topic on that day. The chalkboard also helps students in mastering vocabulary through what teacher write on the whiteboard.

The third media used by the teacher in Teaching English for students with intellectual disability is Audio. The tool is Drama. The teacher used drama to explain the material about vocabulary mastery. Since vocabulary is the main material in teaching English at Junior High school so the focus will be in this area. The teacher used the audio to introduce new vocabulary or explaining the material.

The fourth media supported the teacher in teaching English for students with intellectual disability is activity media. Activity media allowed the teacher and students having a movement to practice the material given. The tools are; Dramatization and Role play. The teacher used dramatization in explaining the material. By giving the body movement, the teacher helps students understand the topic easily. Role play is the second tools used by the teacher in teaching English in SMPLB Negeri Kepahiang. Teacher asked students to play a role after giving the material talking about the simple conversation in the class. For example, learning about the expressing thanks. Teacher asked students to practice it in front of the class.

The last media is book. The teacher used book in delivering material in teaching process. The book used to give students exercise and also path for students to learn the material in teaching activity. The teacher used book with many pictures in it. The book help students to see the material again in case they need moretime to repeat the material by themselves.

2. The Use of Media by the Teacher in Teaching English for the Students with Intellectual Disability.

In this part, the researcher used the first observation to answer second questions about the used media by the teacher in teaching English for students with intellectual disability. The questions answered based on the observation in teaching English activity in the class. The researcher conducted the observation to the teacher on 15thNovember to 15thDesember 2021. From the observation conducted by the researcher, the result proceeds in the table below:

Table 4.2
The use of Teaching Media in Teaching English for Students with Intellectual Disability

No	Teaching Media	Tools	The Use of Media
1	Visual	Pictures	<p>The teacher often used the picture to teach students in learning process.</p> <p>The teacher prepared some pictures to teach certain topic. The pictures consisted about animal, house, public transportation.</p> <p>The teacher gave the picture by sticking the picture on the wall/whiteboard.</p>

			<p>The teacher asked students to see the picture and ask students about the picture.</p> <p>After that teacher drill how to pronounce the word carefully.</p>
2	Visual	Posters	<p>The teacher used the posters to activate students Schemata (background Knowledge).</p> <p>The teacher usually used poster in the beginning of the lesson.</p> <p>The teacher stucked the posters on the whiteboard/ wall</p> <p>The teacher asked students about what activities that the pictures shown.</p> <p>The students answered the teacher question by seeing the pictures.</p> <p>The posters usually about the activities that the learning proses to be done in that day.</p>
3	Display Media	Chalkboard	<p>The teacher used this tool to give students exercise in the class.</p> <p>The teacher draw picture and letter to trigger students' attention in teaching process</p>
4	Other Teaching Media	Book	<p>The teacher used book to give students supporting material or exercise.</p>
5	Audio	Drama	<p>The teacher played drama audio to explain the material.</p> <p>The audio played in the main process of learning</p>
6	Activity Media	Dramatization	<p>The teacher give movement in front of the class to explain something in teaching English.</p> <p>The teacher also gave gesture to represent the vocabulary in teaching process.</p> <p>The teacher used the dramatization in teaching vocabulary mastery.</p> <p>Dramatization also used by the</p>

			teacher in giving instruction to the students.
7	Activity Media	Role Play	The teacher asked students to practice short conversation in front of the class. The teacher made short conversation to be played by the students. The role play used to play in teaching expression.
8	Visual	News report Script	The teacher prepared news script in teaching vocabulary mastery and reading. The teacher distributed the script to the students and students read the script.
9	Visual	Flashcards	The teacher printed out the card before teaching. The card consisted of material about vocabulary building The teacher sometimes stucked the card on the wall and give to the students in group work activities.

From the table above, it can be seen that the use of media in teaching English for students with intellectual disability was very in various ways. The used media was to trigger students understanding and motivation in following the subject taught by the teacher. Media also helped teacher in delivering material easily because it made students more interesting. The steps in using the media were also in various way. It depends on the topic or material given in teaching learning process.

3. Kind of Teaching Media needed by the Teacher in Teaching English for Students with Intellectual Disability

To answer the third question about kind of teaching media needed by the teacher in teaching English for students with intellectual disability, the researcher used interview. The result describes about the kind of media which can assisted teacher in teaching learning process for students with intellectual disability. The researcher started from teacher opinion about the role of media in teaching English for students with intellectual disability. Based the interview, the teacher emphasized that media is very crucial in teaching students with intellectual disability because the media can help students understand the material taught by the teacher easily. the media often used by the teacher was picture.

Teacher confirmed his beliefs on the interview, she said:

*“Perannya, Sangat berperan misalnya dalam pemberian materi pembelajaran, kita dapat menggunakan bahan ajar menggambar, Misalnya kan buku, lebih efektif kalau untuk anak Tuna Grahita paling efektif menggunakan gambar. Dengan adanya media pembelajaran yaitu bisa kita terapkan dari contohnya saja kalau kita gunakan buku, na...seperti kita ajarkan Anggota Tubuh kita jelaskan gambarnya seperti ini kan..jelas untuk anak Tunagrahita. Kita sebutkan misalnya mata, ini kan mata,, Bahasa Inggrisnya baru sebutkan mata mana?
Inina..baru sebutkan Eye..”³⁵*

From the interview above it clear that the role of media in teaching English for students with intellectual disability was very important because it can trigger students' concentration in learning process.

³⁵ Ms. Ririn Driani, S.Pd.I, Interview result to English teacher at SMPLB Negeri Kepahiang on 15/11/2022

The second part of this section was the most teaching media used by the teacher in teaching English for students with intellectual disability. The teacher often used picture and book in teaching English in the class. The teacher claimed that book was more easily to be applied in the class. Picture was also one of the favorite one used by the teacher in teaching process. Both of the media are easy to be applied in the class. It also helped students to focus and concentrate to the lesson. Teacher stated that:

“Kalo Ibu hanya menggunakan media picture dan buku saja, Soalnya kan terbatas kalau mau menggunakan Vidio, paling hanya buku dan picture saja media yang paling Efektif”.

“Contoh penggunaan medianya, ulang lagi seperti yang tadi ya..nah yang itu tadi, menggunakan buku, Anak Tunagrahita kita jelaskan mengenai anggota tubuh, mulai dari mata, tangan, leher, kaki, semuanya dijelaskan”.

*“Suruh sebutkan dulu misalnya contohnya mata, mana mataaaa?”
 “Ini buk..Eem... Bahasa Inggris mata eye, kita ejakan E Y E Anak Tuna Grahita kan harus diulang-ulang terus ya.. Hidung..Bahasa Inggrisnya Nose.. Mana buk tulisannya? Ini N O S E? Kita jelaskan hurufnya satu-satu ya, karena ada anak tunagrahita yang tidak bisa menulis”.*³⁶

The third was the problem faced by the teacher in teaching English for students with intellectual disability. The problem in teaching process without media was students' focus and concentration. Without media students got difficulties to understand the material taught by the teacher. The students have less motivation and focus in following the learning process. Students with intellectual disability needs something to make them understand the material

³⁶ Ms. Ririn Driani, S.Pd.I, Interview result to English teacher at SMPLB Negeri Kepahiang on 15/11/2022

easily. they also needed rehearsal and drilling many times. So, the use of media was very essential. Teacher stated in her statement:

“Kendalanya kalau kita langsung saja menjelaskan, anak itu tidak akan mengerti. Kita sebutkan nose, artinya adalah hidung. Yang mana nose katanya. Kalau pakai gambar kan mudah, nose itu ini gambarnya.”

“Iya, ee. mana di anggota tubuh kamu? Ini buuk. Sama kan dengan gambar ini? Jadi lebih mudah, kalau yang mata tadi kan kalau kita tidak menggunakan buku, kita langsung saja anak-anak tidak akan mengerti.”

“Iya, susah untuk memahami Yang mana maksud ibu ini...? tangan yang manaa...? Anak Tuna Grahita kan...Maaf ngomong, kadang kaki tidak tahu,dimana kaki. Kalau ditunjukin gini (sambil gerak-gerakin kaki) baru mereka tahu. itulah keterhambatannya, jangan kita mengajarnya secara langsung, kalau mengajar anak Tunagrahita itu tidak boleh langsung, harus menggunakan media seperti buku, menulis di papan tulis, dan harus benar-benar dijelaska.”³⁷

Next, the media needed by the teacher in teaching English for students with intellectual disability were Display and visual media. It is based on the interview session to the teacher. Media display and visual can give big impact to the students understanding. They can help students to learn more effective. The teacher was also assisted by those media in delivering new vocabulary in teaching process.

“Iya sangat dibutuhkan, Karena untuk mempermudah guru menyampaikan materi pembelajaran dan juga untuk mempermudah anak Tunagrahita dalam menerima dan memahami pelajaran tersebut”.

“Media yang paling dibutuhkan itu Alat Peraga nya. Dalam Media Pembelajaran itu. Alat peraganya harus ada, supaya mereka lebih mengerti. Rasa nya cuma itu saja.”³⁸

From the result above, it seemed that visual media and media display assisted teacher deeply in the process of learning. Those media

³⁷ Ms. Ririn Driani, S.Pd.I, Interview result to English teacher at SMPLB Negeri Kepahiang on 15/11/2022

³⁸ Ms. Ririn Driani, S.Pd.I, Interview result to English teacher at SMPLB Negeri Kepahiang on 15/11/2022

can be the media used in delivering the material. In sum, media display and visual media are the media that the teacher need in teaching students with intellectual disability.

B. Discussion

1. Teaching Media used by the teacher in teaching English for students with intellectual disability at SMPLB Negeri Kepahiang

Based on the classroom observation done by the researcher, the teachers used several types of media in teaching students with intellectual disability. The teaching media depend on the objectives of the lesson. In others case, there are some type of teaching media was not used by the teacher in teaching English for students with intellectual disability. The teacher applied Five Media and Nine Tools in teaching English for Intellectual disability students. First, the teacher used Visual media to teach English in the classroom activity. The tools are Pictures, Posters, News Report Script and flashcard. The teacher used visual media in giving students drilling in term of vocabulary mastery. The teacher also used this media in explaining the material to the students. The second media display media the tool is; Chalkboard. The teacher use chalkboard to explain the material in the teaching activities in the class. The chalkboard assist teacher in delivering the material. Chalkboard actually is used by the teacher in giving clue or explain about the topic on that day. The chalkboard also helps students in mastering vocabulary through what teacher write on the whiteboard.

The third media used by the teacher in Teaching English for

students with intellectual disability is Audio. The tool is Drama. The teacher used drama to explain the material about vocabulary mastery. The teacher used the audio to introduce new vocabulary or explaining the material. The fourth media supported the teacher in teaching English for students with intellectual disability is activity media. Activity media allowed the teacher and students having a movement to practice the material given. The tools are; Dramatization and Role play. The teacher used dramatization in explaining the material. By giving the body movement, the teacher helps students understand the topic easily. Role play is the second tools used by the teacher in teaching English in SMPLB Negeri Kepahiang. The last media is book. The teacher used book in delivering material in teaching process. The book used to give students exercise and also path for students to learn the material in teaching activity. The teacher used book with many pictures in it. The same result also proved by Brock in 2014. He stated that there are several media that can be used to support teaching and learning process for students with intellectual ability; the media are; visual, media display, Activity media and audio. Those media will assist teacher in delivering the material in learning process.

Meanwhile, the teacher did not use projected media and Audio-Visual media because there was not supporting tools to help her to use the tools. In SMPLB Negeri Kepahiang, there was no language laboratory so that the teacher could not use it to teach

students. The teacher also did not apply projected media as the tools in learning process because of the limitation of the projector itself. Those two items were not applicable in teaching process in SMPLB Negeri Kepahiang. According to Nanan Sudjana in His reaseacrh stated that to use Media such as projector and audio-visual media need supporting equipment (language laboratory).³⁹ From the theory above, it was clear that supporting equipment is needed in teaching learning process.

2. The Use of Media by the Teacher in Teaching English for the Students with Intellectual Disability

Based on the result of the data of the use of media by the teacher in Teaching students with intellectual disability, the researcher found that they are several points can be shown. The first, the teacher used visual media in teaching process, the use of this media was to trigger students' concentration and focus. The teacher applied the visual media to make students easier to understand the material in teaching process. The use of this media is by sticking the tools (picture) on the wall or the teacher showed the students directly. the second media was Audio. This media help teacher in teaching vocabulary and explaining the material. The use of this media by play the audio slowly and the students listen carefully the word by word in the audio. According to the Bjork in His book, the audio can help students with intellectual disability to understand the material easily, and also give students

³⁹ Sujana N dan Ahmad Rivai. *Media Pengajaran* Bandung: Citra Aditya Bakti. 1990

opportunity to drill the words.⁴⁰

The use of media activity in teaching process for students with intellectual disability was by giving movement and gesture to the students during teaching process. The teacher gave a movement and gesture to practice a word. This kind media also assisted teacher to trigger focus and concentration students with intellectual disability. In line with Schamer who stated that the important part of teaching students with intellectual disability is way to make them concentrate during the learning process.

3. Kind of Teaching Media needed by the Teacher in Teaching English for Students with Intellectual Disability

From the interview done by the teacher, it was clear that the role of media in teaching English for students with intellectual disability was very important because it can trigger students' concentration and focus in learning process. It was in line with schmaer theory who say that the important part of teaching students with intellectual disability is way to make them concentrate during the learning process. The problem in teaching process without media was students' focus and concentration. Without media students got difficulties to understand the material taught by the teacher. The students have less motivation and focus in following the learning process. Students with intellectual disability needs something to make them understand the material easily. The teacher often used picture and book in teaching English in

⁴⁰ Michael Johanesh Louk, Pamuji Sukoco. *Pengembangan Audio Visual Dalam Pembelajaran Keterampilan Motorik Kasar Pada anak Tunagrahita*. Nusa Tenggara Timur. 2016

the class. The teacher claimed that book was more easily to be applied in the class. Picture was also one of the favorite one used by the teacher in teaching process. Both of the media are easy to be applied in the class. It also helped students to focus and concentrate to the lesson. Both of the media were prepared by the teacher in explaining something during the learning process. the two tools were used by the teacher oftenly in teaching English for the students with intellectual disability.

From the interview result, it can be seen that the media needed by the teacher in teaching English for students with intellectual disability were Display and visual media. It is based on the interview session to the teacher. Media display and visual can give big impact to the students understanding. They can help students to learn more effective. The teacher was also assisted by those media in delivering new vocabulary in teaching process. it is same with the research finding by Sujatmiko who conducted the research in SMPLB Negeri Sukabumi.⁴¹ This research found that the most media used by the teacher were media display and visual media. Those media were needed because the teacher need to explain the material briefly and clearly to the students. The teacher also easily to repeat the material by using these media. In sum, media display and visual media are the media that the most teacher needed in teaching students with intellectual disability.

⁴¹ Insantria aulia. *Using Flashcards for teaching English Vocabulary in ELT Classroom* Yogyakarta. 2012

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the conclusion and suggestion. The conclusion answered research questions of research. While suggestion intended to deliver the information to the researcher who are interested in applying further research in this area.

A. Conclusion

Based on the findings and discussion, the researcher concluded three points:

1. The teacher in SMPLB Negeri Kepahiang used four media in teaching English for students with intellectual disability. The media are Visual, Media Display, Audio, Activity Media.
2. The use of media in teaching English for students with intellectual disability is to assist teacher in triggering students focus and concentration. The use of media also based on the objective of the lesson. The media also can be used in the beginning of the lesson, main activity. Every media has its own steps in learning process.
3. The media needed by the teacher in teaching English were media display and visual media. Because by using those media, the teacher can triggered students' concentration and focus.

B. Suggestion

Based on the conclusion above, the writer recommends some suggestions;

1. For the Teacher

Teachers are suggested to the teacher to use media in teaching students with intellectual disability because the media can trigger students' concentration and focus during the learning process. the media are Visual tools, In Focus, and Computer to make learning process easy to be done.

2. For the Government

The government need to support the education for students with special needs. They need more attention in getting knowledge in school. facilities in the school for students with special need must be completed because they need media to learn the material easily.

3. For Further Researchers

It is one of the challenging to explore more deeply toward this study in Indonesia. It provides a useful resource for further researchers to conducted a study about teachers' perception toward facilities existed in supporting teaching for students with special needs.

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INTERVIEW

Name of The Research Project : English Teaching Media Used by The Teacherin Teaching English forStudents with Iintellectual Disability (tuna grahita) at SMP Luar Biasa Negeri Kepahiang

Purpose : To answer the Third questions; what media is needed in teaching English for the students with intellectual disability (*Tuna Grahita*) at SMPLB Negeri Kepahiang?

Teacher's Name (interviewee) :

Interviewer :

Date of Interview :

Time of Interview :

No	Questions
1	What is the role of teaching media in teaching English for students with intellectual disabilities? <i>Apakah peran media pembelajaran dalam mengajar bahasa inggris untuk siswa tuna grahita?</i>
2	Does the teaching Media help you in delivering the material for the students with intellectual disabilities? What is the most teaching media used by the teacher in teaching English for students with intellectual disabilities in your school? Why? <i>Apakah media pembelajaran membantu anda dalam menyampaikan materi dengan keadaan siswa tuna grahita tersebut</i> <i>Apa media yang paling sering guru gunakan untuk mengajar bahasa inggris?</i> <i>Mengapa menggunakan media tersebut?</i>
3.	How do the teaching media help you in teaching English for the students with intellectual disabilities? Could you give an example? What is the dominant teaching media that assisted teacher the most in teaching English for students with intellectual disabilities in your school? Why?

	<p><i>Bagaimana media pembelajaran membantu anda dalam mengajar siswa tuna grahita?</i></p> <p><i>Bagaimana contoh penggunaan media tersebut?</i></p> <p><i>Apakah media yang paling dominan digunakan oleh guru di sekolah anda?</i></p> <p><i>Apa alasannya menggunakan media tersebut?</i></p>
4	<p>Do you have a problem when teaching students with intellectual disabilities without using teaching media?</p> <p>Why?</p> <p>Could you give the example of the case?</p> <p><i>Apakah kendalanya jika mengajar siswa tuna grahita tanpa menggunakan media?</i></p> <p><i>Mengapa hal itu bisa terjadi?</i></p> <p><i>Apakah anda bisa memberikan contoh kendalanya?</i></p>
5.	<p>In your opinion, what is the teaching media needed in teaching English for students with intellectual disabilities?</p> <p>Why?</p> <p><i>Menurut anda, apakah media pembelajaran dibutuhkan di dalam mengajar bahasa inggris untuk siswa tuna grahita?</i></p> <p><i>Mengapa anda bisa berkata demikian?</i></p>

Interview Transcription;

OBSERVATION CHECKLIST

Name of The Research Project : English Teaching Media Used by The Teacher in Teaching English for Students with Intellectual Disability (tuna grahita) at SMP Luar Biasa Negeri Kepahiang

Course :

Teacher's Name :

Observer :

Date of Observation :

Time of Observation :

No	Object Observed (Objek Observasi)		Checklist		Note
	Teaching Media (Media pembelajaran)	Tools (Alat yang digunakan)	YES	NO	
1	Audio	1. The teacher uses Audio Recording to deliver the material (Guru menggunakan rekaman suara untuk menyampaikan materi)			
		2. The Drama uses Drama in learning process (Guru menggunakan drama saat proses pembelajaran)			
		3. The teacher uses News Report in teaching process (Guru menggunakan teks			

		berita saat proses pembelajaran)			
		4. The teacher uses Song to motivate students in learning process (Guru menggunakan lagu untuk memotivasi siswa saat proses pembelajaran)			
2.	Visual	1. The teacher shows Pictures in teaching process (Guru menunjukkan gambar saat proses pembelajaran)			
		2. The teacher uses Word cards/flashcards in delivering the material (Guru menggunakan Word cards/flashcards di dalam menyampaikan materi)			
		3. The teacher shows Charts to make students understand about the material (Guru menunjukkan grafik supaya siswa bisa memahami materi yang disampaikan)			
		4. Teacher asks students to read a book during learning process (Guru meminta siswa membaca selama proses pembelajaran)			
		5. The teacher shows Posters in learning process (Guru menunjukkan poster saat pembelajaran berlangsung)			
		6. Teacher shows diagram			

		to explain the material (Guru menunjukkan diagram untuk menjelaskan materi)			
		7. The teacher shows maps in learning process (Guru menunjukkan peta saat proses pembelajaran)			
3	Audio - visual	1. The teacher plays Video in learning process (Guru menampilkan video saat proses pembelajaran)			
		2. The teacher plays Films in learning process (Guru memutar film saat proses pembelajaran)			
		3. The teacher uses TV as media to deliver the material (Guru menggunakan media TV untuk menyampaikan materi)			
		4. The teacher uses CD to show students about the material given in learning process (Guru menggunakan CD untuk menunjukkan materi yang diberikan saat proses pembelajaran)			
		5. The teacher is assisted by computers in delivering the material in learning process (Komputer bisa memfasilitasi guru di dalam menyampaikan materi kepada siswa)			
4	Display Media	1. The teacher uses Chalkboard to demonstrate/ to write			

		<p>material in learning process (Guru menggunakan papantulis untuk menyampaikan materi saat proses pembelajaran)</p>			
		<p>2. The teacher uses Bulletin board in learning process (Guru menggunakan papan buletin saat proses pembelajaran)</p>			
		<p>3. The teacher uses Flannel board in delivering the material (Guru menggunakan papan flanel untuk menyampaikan materi)</p>			
		<p>4. The teacher uses Peg Board to explain the material (Guru menggunakan peg board untuk menjelaskan materi)</p>			
5	Activity Media	<p>1. The teacher invite students to do Fieldtrips in learning process (Guru mengajak siswa keliling lapangan saat proses pembelajaran)</p>			
		<p>2. The teacher uses Dramatization as part of media in learning process (Guru menggunakan dramatisasi/lakon sebagai bagian dari media pembelajaran)</p>			
		<p>3. The teacher ask students to do Role play during the lesson (Guru meminta siswa</p>			

		untuk bermain peran selama proses pembelajaran)			
		4. The teacher does Demonstration to facilitate students in learning (Guru melakukan demonstrasi siswa dalam belajar)			
6	Projected Still Media	1. The teacher uses PowerPoint in learning process (Guru menggunakan power point saat proses pembelajaran)			
		2. The teacher shows Slides during the lesson (Guru menunjukkan slide selama belajar)			
7	Others Teaching Media type	1. The teacher use others media in teaching process (Guru menggunakan media lain saat proses pembelajaran)			

FIELD NOTE

Name of The Research Project : English Teaching Media Used by The Teacherin Teaching English forStudents with Iintellectual Disability (tuna grahita) at SMP Luar Biasa Negeri Kepahiang

Course :

Teacher's Name :

Observer :

Date of Observation :

Time of Observation :

No	Object Observed (Objek Observasi)		Note
	Teaching Media (Media pembelaj aran)	Tools (Alat yang digunakan)	
1	Audio	1. The teacher uses Audio Recording to deliver the material (Guru menggunakan rekaman suara untuk menyampaikan materi)	
		2. The Drama uses Drama in learning process (Guru menggunakan drama saat proses pembelajaran)	
		3. The teacher uses News Report in teaching process (Guru menggunakan teks berita saat proses pembelajaran)	

		<p>4. The teacher uses Song to motivate students in learning process</p> <p>(Guru menggunakan lagu untuk memotivasi siswa saat proses pembelajaran)</p>	
2.	Visual	<p>1. The teacher shows Pictures in teaching process (Guru menunjukkan gambar saat proses pembelajaran)</p>	
		<p>2. The teacher uses Word cards/flashcards in delivering the material</p> <p>(Guru menggunakan Word cards/flashcards di dalam menyampaikan materi)</p>	
		<p>3. The teacher shows Charts to make students understand about the material</p> <p>(Guru menunjukkan grafik supaya siswa bisa memahami materi yang disampaikan)</p>	
		<p>4. Teacher asks students to read a book during learning process</p> <p>(Guru meminta siswa membaca selama proses pembelajaran)</p>	
		<p>5. The teacher shows Posters in learning process</p> <p>(Guru menunjukkan poster saat pembelajaran berlangsung)</p>	
		<p>6. Teacher shows diagram to explain the material</p> <p>(Guru menunjukkan diagram untuk menjelaskan materi)</p>	

		<p>7. The teacher shows maps in learning process</p> <p>(Guru menunjukkan peta saat proses pembelajaran)</p>	
3	Audio - visual	<p>1. The teacher plays Video in learning process</p> <p>(Guru menampilkan video saat proses pembelajaran)</p>	
		<p>2. The teacher plays Films in learning process</p> <p>(Guru memutar film saat proses pembelajaran)</p>	
		<p>3. The teacher uses TV as media to deliver the material</p> <p>(Guru menggunakan media TV untuk menyampaikan materi)</p>	
		<p>4. The teacher uses CD to show students about the material given in learning process</p> <p>(Guru menggunakan CD untuk menunjukkan materi yang diberikan saat proses pembelajaran)</p>	
		<p>5. The teacher is assisted by computers in delivering the material in learning process</p> <p>(Komputer bisa memfasilitasi guru di dalam menyampaikan materi kepada siswa)</p>	
4	Display Media	<p>5. The teacher uses Chalkboard to demonstrate/ to write material in learning process</p> <p>(Guru menggunakan papantulis untuk menyampaikan materi saat proses pembelajaran)</p>	

		<p>6. The teacher uses Bulletin board in learning process</p> <p>(Guru menggunakan papan buletin saat proses pembelajaran)</p>	
		<p>7. The teacher uses Flannel board in delivering the material</p> <p>(Guru menggunakan papan flanel untuk menyampaikan materi)</p>	
		<p>8. The teacher uses Peg Board to explain the material</p> <p>(Guru menggunakan peg board untuk menjelaskan materi)</p>	
5	Activity Media	<p>1. The teacher invite students to do Fieldtrips in learning process</p> <p>(Guru mengajak siswa keliling lapangan saat proses pembelajaran)</p>	
		<p>2. The teacher uses Dramatization as part of media in learning process</p> <p>(Guru menggunakan dramatisasi/lakon sebagai bagian dari media pembelajaran)</p>	
		<p>3. The teacher ask students to do Role play during the lesson</p> <p>(Guru meminta siswa untuk bermain peran selama proses pembelajaran)</p>	
		<p>4. The teacher does Demonstration to facilitate students in learning</p> <p>(Guru melakukan demonstrasi siswa dalam belajar)</p>	

6	Projected Still Media	1. The teacher uses PowerPoint in learning process (Guru menggunakan power point saat proses pembelajaran)	
		2. The teacher shows Slides during the lesson (Guru menunjukkan slide selama belajar)	
7	Others Teaching Media type	1. The teacher use others media in teaching process (Guru menggunakan media lain saat proses pembelajaran)	

INTERVIEW

Name of The Research Project : English Teaching Media Used by The Teacherin Teaching English forStudents with lintellectual Disability (tuna grahita) at SMP Luar Biasa Negeri Kepahiang

Purpose : To answer the Third questions; what media is needed in teaching English for the students with intellectual disability (*Tuna Grahita*) at SMPLB Negeri Kepahiang?

Teacher's Name (interviewee) : Ririn Drianie, S.Pd.I

Interviewer : Linda Norani

Date of Interview : 15 November 2021

Time of Interview : 08:43 WIB

No	Questions
1	What is the role of teaching media in teaching English for students with intellectual; disabilities?
2	Does the teaching Media help you in delivering the material for the students with intellectual disabilities? What is the most teaching media used by the teacher in teaching English for students with intellectual disabilities in your school? Why?
3.	How do the teaching media help you in teaching English for the students with intellectual disabilities? Could you give an example? What is the dominant teaching media that assisted teacher the most in teaching English for students with intellectual disabilities in your school? Why?
4	Do you have a problem when teaching students with intellectual disabilities without using teaching media? Why? Could you give the example of the case?
5.	In your opinion, what is the teaching media needed in teaching English for students with intellectual disabilities? Why?

Interview Transcription;

- A : "Assalamualaikum Warahmatullahi Wabarokatu..."
- B : "Wa'alaikumsalam Warahmatullahi Wabarokatu..."
- A : "Perkenalkan Buk, nama saya Linda Norani Mahasiswa dari IAIN Curup ingin Melakukan Penelitian di Sekolah ini, khususnya di kelas yang Ibu ajar di tingkat SMP Kelas VIII. Mohon izin minta waktunya buk mau wawancara,,"
- B : "Ya silahkan.."
9. A : "Langsung saja Buk yang pertama, apakah peran media pembelajaran dalam mengajar bahasa inggris untuk siswa tuna grahita?"
- B : "Perannya, Sangat berperan misalnya dalam pemberian materi pembelajaran, kita dapat menggunakan bahan ajar menggambar, Misalnya kan buku, lebih efektif kalau untuk anak Tuna Grahita paling efektif menggunakan gambar.
Dengan adanya media pembelajaran yaitu bisa kita terapkan dari contohnya saja kalau kita gunakan buku,na...seperti kita ajarkan Anggota Tubuh kita jelaskan gambarnya seperti ini kan..jelas untuk anak Tunagrahita. Kita sebutkan misalnya mata, ini kan mata,, Bahasa Inggrisnya baru sebutkan mata mana?
Ini....na..baru sebutkan Eye.."
10. : "Lanjut Buk, yang Kedua,"
- A : "Apakah media pembelajaran membantu Ibu dalam menyampaikan materi dengan keadaan siswa tuna grahita tersebut?"
- B : "Tentu, sangat membantu."
- A : "Apa media yang paling sering guru gunakan untuk mengajar bahasa inggris?Mengapa menggunakan media tersebut?"

- A : “Apa media yang paling sering guru gunakan untuk mengajar bahasa Inggris? Mengapa menggunakan media tersebut?”
- B : “Kalo Ibu hanya menggunakan media buku saja, Soalnya kan terbatas kalau mau menggunakan Vidio, paling hanya buku media yang paling Efektif.”
- A : “Kalau HP ?”
- B : “Jarang, kalau HP kan Kecil layarnya, kadang anak-anak itu kurang memahami, kalau buku lebih jelas, jadi hanya buku saja media yang digunakan.”
11. : “Bagaimana media pembelajaran membantu anda dalam mengajar siswa tuna grahita?
Bagaimana contoh penggunaan media tersebut?”
- B : “Contoh penggunaan medianya, ulang lagi seperti yang tadi ya..nah yang itu tadi, menggunakan buku, Anak Tunagrahita kita jelaskan mengenai anggota tubuh, mulai dari mata, tangan, leher, kaki, semuanya dijelaskan.
Suruh sebutkan dulu misalnya contohnya mata, mana mataaaa?
Ini buk..
Eem... Bahasa Inggris mata eye, kita ejakan E Y E
Anak Tuna Grahita kan harus diulang-ulang terus ya..
Hidung..Bahasa Inggrisnya Nose..
Mana buk tulisannya? Ini N O S E? Kita jelaskan hurufnya satu-satu ya, karena ada anak tunagrahita yang tidak bisa menulis.”
- A : “Apakah media yang paling dominan digunakan oleh guru di sekolah anda?”
- B : “Media nyaaa..yang yang paling sering kami pakai, dominan buku. Buku yang paling dominan.”
- A : “Apa alasannya menggunakan media tersebut?”
- B : “Karena buku tersedia paling banyak.”
- A : “oo...tersedia paling banyak?”
- B : “Iya,,buku
Kalau seandainya punya Lab Listening enak..tapi kita terbatas, tidak ada.”
- A : “Listrik masih belum masuk?”
- B : “Listrik sudah ada, tapi Lab Listening khusus nya tidak ada.”
- A : “ooo..terus mau pakai laptop”
- B : “Mau pakai Headset, kalau listeningkan banyak peralatan sementara alat-alat terbatas.”
12. : “Apakah kendalanya jika mengajar siswa tuna grahita tanpa menggunakan media?
Mengapa hal itu bisa terjadi?
Apakah Ibu bisa memberikan contoh kendalanya?”
- B : “Kendalanya kalau kita langsung saja menjelaskan, anak itu tidak akan mengerti.
Kita sebutkan nose, artinya adalah hidung. Yang mana nose katanya..
Kalau pakai gambar kan mudah, nose itu ini gambarnya..”
- A : “ee..ditunjukkan gambarnya.”

- B : “Iya,ee..mana di anggota tubuh kamu ?
Inii buuk..
Sama kan dengan gambar ini ?
Jadi lebih mudah, kalau yang mata tadi kan kalau kita tidak menggunakan buku, kita langsung saja anak-anak tidak akan mengerti.”
- A : “Susah untuk memahami”
- B : “Iya, susah untuk memahami
Yang mana maksud ibu ini..? tangan yang manaa...?
Anak Tuna Grahita kan...Maaf ngomong, kadang kaki tidak tahu,dimana kaki.
Kalau ditunjuhin gini (sambil gerak-gerakin kaki) baru mereka tahu.”
- A : “Sambil dipraktekkan ya buk?”
- B : “Iya, Karena IQ mereka kan rendah, gitu...”
- B : “Itulah keterhambatannya, jangan kita mengajarnya secara langsung, kalau mengajar anak Tunagrahita itu tidak boleh langsung, harus menggunakan media seperti buku, menulis di papan tulis, dan harus benar-benar dijelaskan.”
13. : “Menurut Ibu, apakah media pembelajaran dibutuhkan di dalam
- A : mengajar bahasa inggris untuk siswa tuna grahita?
Mengapa anda bisa berkata demikian?”
- B : “Medianya ya? Maksudnya itu kan?”
- A : “Iya buk,”
- B : “Iya sangat dibutuhkan, Karena untuk mempermudah guru menyampaikan materi pembelajaran dan juga untuk mempermudah anak Tunagrahita dalam menerima dan memahami pelajaran tersebut.”
- A : “Kira-kira Media pembelajaran yang paling dibutuhkan untuk anak Tunagrahita, Media apa buk?”
- B : “Media yang paling dibutuhkan itu Alat Peraga nya. Dalam Media Pembelajaran itu Alat peraganya harus ada, supaya mereka lebih mengerti. Rasa nya Cuma itu saja.”
- A : “Saya kira cukup sampai disini untuk pertanyaan-pertanyaan nya buk,”
- B : “Ee...e...(Mengangguk)”
- A : “Terimakasih atas waktu yang telah diberikan, mohon maaf sudah mengganggu,
Linda ucapkan yang terakhir Assalamualaikum warohmatullahi Wabarokatu.”

OBSERVATION CHECKLIST

Name of The Research Project : English Teaching Media Used by The Teacherin Teaching English forStudents with Iintellectual Disability (tuna grahita) at SMP Luar Biasa Negeri Kepahiang

Course : Bahasa Inggris

Teacher's Name :Ririn Drianie, S.Pd.I

Observer : Linda Norani

Date of Observation : 15 November 2021

Time of Observation : 09:10 WIB

No	Object Observed (Objek Observasi)		Checklist		Note
	Teaching Media (Media pembelajar aran)	Tools (Alat yang digunakan)	YES	NO	
1	Audio	1. The teacher uses Audio Recording to deliver the material (Guru menggunakan rekaman suara untuk menyampaikan materi)		√	Jika menggunakan rekaman suara anak Tunagrahita tidak akan mengerti
		2. The Drama uses Drama in learning process (Guru menggunakan drama saat proses pembelajaran)		√	Guru Tidak Menggunakan drama saat proses pembelajran
		3. The teacher uses News Report in teaching process (Guru menggunakan teks		√	Hanya digunakan saat belajar berita saja

		berita saat proses pembelajaran)			
		4. The teacher uses Song to motivate students in learning process (Guru menggunakan lagu untuk memotivasi siswa saat proses pembelajaran)		√	Ada anak yang tuna rungu komplikasi tuna grahita tidak dapat mendengar lagu
2.	Visual	1. The teacher shows Pictures in teaching process (Guru menunjukkan gambar saat proses pembelajaran)	√		Paling sering digunakan saat proses belajar mengajar, terutama pada saat menjelaskan materi pembelajaran
		2. The teacher uses Word cards/flashcards in delivering the material (Guru menggunakan Word cards/flashcards di dalam menyampaikan materi)		√	Guru tidak menggunakan Word cards/flashcards di dalam menyampaikan materi
		3. The teacher shows Charts to make students understand about the material (Guru menunjukkan grafik supaya siswa bisa memahami materi yang disampaikan)		√	Anak tunagrahita susah memahami grafik
		4. Teacher asks students to read a book during learning process (Guru meminta siswa membaca selama proses pembelajaran)		√	Tidak semua anak Tungrahita bisa membaca

		<p>5. The teacher shows Posters in learning process</p> <p>(Guru menunjukkan poster saat pembelajaran berlangsung)</p>	√		Digunakan pada saat awal pembelajaran
		<p>6. Teacher shows diagram to explain the material</p> <p>(Guru menunjukkan diagram untuk menjelaskan materi)</p>		√	Tidak pernah
		<p>7. The teacher shows maps in learning process</p> <p>(Guru menunjukkan peta saat proses pembelajaran)</p>		√	Anak tunagrahita susah memahami Peta
3	Audio - visual	<p>1. The teacher plays Video in learning process</p> <p>(Guru menampilkan video saat proses pembelajaran)</p>		√	Kurang jelas jika ditampilkan video
		<p>2. The teacher plays Films in learning process</p> <p>(Guru memutar film saat proses pembelajaran)</p>		√	Tidak tersedianya alat untuk memutar film saat proses pembelajaran
		<p>3. The teacher uses TV as media to deliver the material</p> <p>(Guru menggunakan media TV untuk menyampaikan materi)</p>		√	Tidak tersedianya media TV untuk menyampaikan materi
		<p>4. The teacher uses CD to show students about the material given in learning process</p>		√	Tidak tersedianya media CD

		(Guru menggunakan CD untuk menunjukkan materi yang diberikan saat proses pembelajaran)			
		5. The teacher is assisted by computers in delivering the material in learning process (Komputer bisa memfasilitasi guru di dalam menyampaikan materi kepada siswa)		√	Tidak mempunyai Lab
4	Display Media	1. The teacher uses Chalkboard to demonstrate/ to write material in learning process (Guru menggunakan papantulis untuk menyampaikan materi saat proses pembelajaran)	√		Guru menggunakan papan tulis saat memberikan tugas
		2. The teacher uses Bulletin board in learning process (Guru menggunakan papan buletin saat proses pembelajaran)		√	Guru tidak menggunakan papan bulletin
		3. The teacher uses Flannel board in delivering the material (Guru menggunakan papan flanel untuk menyampaikan materi)		√	Guru tidak menggunakan papan flanel
		4. The teacher uses Peg Board to explain the material		√	Guru tidak menggunakan peg board

		(Guru menggunakan peg board untuk menjelaskan materi)			
5	Activity Media	1. The teacher invite students to do Fieldtrips in learning process (Guru mengajak siswa keliling lapangan saat proses pembelajaran)		√	Anak yang sindrom susah diajak belajar diluar kelas
		2. The teacher uses Dramatization as part of media in learning process (Guru menggunakan dramatisasi/lakon sebagai bagian dari media pembelajaran)		√	Guru tidak menggunakan dramatisasi/lakon
		3. The teacher ask students to do Role play during the lesson (Guru meminta siswa untuk bermain peran selama proses pembelajaran)		√	Guru tidak meminta siswa untuk bermain peran selama proses pembelajaran
		4. The teacher does Demonstration to facilitate students in learning (Guru melakukan demonstrasi siswa dalam belajar)		√	Guru tidak melakukan demonstrasi siswa dalam belajar
6	Projected Still Media	1. The teacher uses PowerPoint in learning process (Guru menggunakan power point saat proses pembelajaran)		√	Tidak tersedianya Komputer dikelas

		2. The teacher shows Slides during the lesson (Guru menunjukkan slide selama belajar)		√	Tidak tersedianya Komputer dikelas
7	Others Teaching Media type	1. The teacher use others media in teaching process (Guru menggunakan media lain saat proses pembelajaran)	√		Guru menggunakan media buku

OBSERVATION CHECKLIST

Name of The Research Project : English Teaching Media Used by The Teacherin Teaching English forStudents with Iintellectual Disability (tuna grahita) at SMP Luar Biasa Negeri Kepahiang

Course : Bahasa Inggris

Teacher's Name :Ririn Drianie, S.Pd.I

Observer : Linda Norani

Date of Observation : 24 November 2021

Time of Observation : 08:00 WIB

No	Object Observed (Objek Observasi)		Checklist		Note
	Teaching Media (Media pembelajar aran)	Tools (Alat yang digunakan)	YES	NO	
1	Audio	1. The teacher uses Audio Recording to deliver the material (Guru menggunakan rekaman suara untuk menyampaikan materi)		√	Jika menggunakan rekaman suara anak Tunagrahita tidak akan mengerti
		2. The Drama uses Drama in learning process (Guru menggunakan drama saat proses pembelajaran)	√		Digunakan pada saat menjelaskan materi, dan pemberian tugas
		3. The teacher uses News Report in teaching process (Guru menggunakan teks berita saat proses		√	Hanya digunakan saat belajar berita saja

		pembelajaran)			
		4. The teacher uses Song to motivate students in learning process (Guru menggunakan lagu untuk memotivasi siswa saat proses pembelajaran)		√	Ada anak yang tuna rungu komplikasi tuna grahita tidak dapat mendengar lagu
2.	Visual	1. The teacher shows Pictures in teaching process (Guru menunjukkan gambar saat proses pembelajaran)	√		Guru menunjukkan Gambar yang terdapat di buku
		2. The teacher uses Word cards/flashcards in delivering the material (Guru menggunakan Word cards/flashcards di dalam menyampaikan materi)		√	Guru tidak menggunakan Word cards/flashcards di dalam menyampaikan materi
		3. The teacher shows Charts to make students understand about the material (Guru menunjukkan grafik supaya siswa bisa memahami materi yang disampaikan)		√	Anak tunagrahita susah memahami grafik
		4. Teacher asks students to read a book during learning process (Guru meminta siswa membaca selama proses pembelajaran)		√	Tidak semua anak Tungrahita bisa membaca
		5. The teacher shows Posters in learning process		√	Guru tidak menggunakan poster

		(Guru menunjukkan poster saat pembelajaran berlangsung)			
		6. Teacher shows diagram to explain the material (Guru menunjukkan diagram untuk menjelaskan materi)		√	Tidak pernah
		7. The teacher shows maps in learning process (Guru menunjukkan peta saat proses pembelajaran)		√	Anak tunagrahita susah memahami Peta
3	Audio - visual	1. The teacher plays Video in learning process (Guru menampilkan video saat proses pembelajaran)		√	Kurang jelas jika ditampilkan video
		2. The teacher plays Films in learning process (Guru memutar film saat proses pembelajaran)		√	Tidak tersedianya alat untuk memutar film saat proses pembelajaran
		3. The teacher uses TV as media to deliver the material (Guru menggunakan media TV untuk menyampaikan materi)		√	Tidak tersedianya media TV untuk menyampaikan materi
		4. The teacher uses CD to show students about the material given in learning process (Guru menggunakan CD untuk menunjukkan materi yang diberikan saat proses)		√	Tidak tersedianya media CD

		pembelajaran)			
		<p>5. The teacher is assisted by computers in delivering the material in learning process</p> <p>(Komputer bisa memfasilitasi guru di dalam menyampaikan materi kepada siswa)</p>		√	Tidak mempunyai Lab
4	Display Media	<p>1. The teacher uses Chalkboard to demonstrate/ to write material in learning process</p> <p>(Guru menggunakan papan tulis untuk menyampaikan materi saat proses pembelajaran)</p>	√		Guru menggunakan papan tulis saat memulai Penjelasan materi dan memberikan tugas
		<p>2. The teacher uses Bulletin board in learning process</p> <p>(Guru menggunakan papan buletin saat proses pembelajaran)</p>		√	Guru tidak menggunakan papan bulletin
		<p>3. The teacher uses Flannel board in delivering the material</p> <p>(Guru menggunakan papan flanel untuk menyampaikan materi)</p>		√	Guru tidak menggunakan papan flanel
		<p>4. The teacher uses Peg Board to explain the material</p> <p>(Guru menggunakan peg board untuk menjelaskan materi)</p>		√	Guru tidak menggunakan peg board

5	Activity Media	1. The teacher invite students to do Fieldtrips in learning process (Guru mengajak siswa keliling lapangan saat proses pembelajaran)		√	Anak yang sindrom susah diajak belajar diluar kelas
		2. The teacher uses Dramatization as part of media in learning process (Guru menggunakan dramatisasi/lakon sebagai bagian dari media pembelajaran)	√		Guru menggunakan dramatisasi/lakon pada saat proses belajar
		3. The teacher ask students to do Role play during the lesson (Guru meminta siswa untuk bermain peran selama proses pembelajaran)	√		Gurumeminta siswa untuk bermain peran (praktek berdialog di kelas)
		4. The teacher does Demonstration to facilitate students in learning (Guru melakukan demonstrasi siswa dalam belajar)		√	Guru tidak melakukan demonstrasi siswa dalam belajar
6	Projected Still Media	1. The teacher uses PowerPoint in learning process (Guru menggunakan power point saat proses pembelajaran)		√	Tidak tersedianya Komputer dikelas
		2. The teacher shows Slides during the lesson		√	Tidak tersedianya Komputer dikelas

		(Guru menunjukkan slide selama belajar)			
7	Others Teaching Media type	1. The teacher use others media in teaching process (Guru menggunakan media lain saat proses pembelajaran)	√		Guru menggunakan media buku

OBSERVATION CHECKLIST

Name of The Research Project : English Teaching Media Used by The Teacherin Teaching English forStudents with Iintellectual Disability (tuna grahita) at SMP Luar Biasa Negeri Kepahiang

Course : Bahasa Inggris

Teacher's Name :Ririn Drianie, S.Pd.I

Observer : Linda Norani

Date of Observation : 06 Desember 2021

Time of Observation : 09:00 WIB

No	Object Observed (Objek Observasi)		Checklist		Note
	Teaching Media (Media pembelajar aran)	Tools (Alat yang digunakan)	YES	NO	
1	Audio	1. The teacher uses Audio Recording to deliver the material (Guru menggunakan rekaman suara untuk menyampaikan materi)		√	Jika menggunakan rekaman suara anak Tunagrahita tidak akan mengerti
		2. The Drama uses Drama in learning process (Guru menggunakan drama saat proses pembelajaran)		√	Guru Tidak Menggunakan drama saat proses pembelajran
		3. The teacher uses News Report in teaching process	√		Sering kali menggunakan teks berita yang terdapat di buku

		(Guru menggunakan teks berita saat proses pembelajaran)			
		4. The teacher uses Song to motivate students in learning process (Guru menggunakan lagu untuk memotivasi siswa saat proses pembelajaran)		√	Ada anak yang tuna rungu komplikasi tuna grahita tidak dapat mendengar lagu
2.	Visual	1. The teacher shows Pictures in teaching process (Guru menunjukkan gambar saat proses pembelajaran)	√		Guru menunjukkan Gambar yang terdapat di buku
		2. The teacher uses Word cards/flashcards in delivering the material (Guru menggunakan Word cards/flashcards di dalam menyampaikan materi)	√		Guru menggunakan Word cards/flashcards pada saat menyampaikan materi
		3. The teacher shows Charts to make students understand about the material (Guru menunjukkan grafik supaya siswa bisa memahami materi yang disampaikan)		√	Anak tunagrahita susah memahami grafik
		4. Teacher asks students to read a book during learning process (Guru meminta siswa membaca selama proses pembelajaran)		√	Tidak semua anak Tungrahita bisa membaca

		<p>5. The teacher shows Posters in learning process</p> <p>(Guru menunjukkan poster saat pembelajaran berlangsung)</p>		√	Guru tidak menggunakan poster
		<p>6. Teacher shows diagram to explain the material</p> <p>(Guru menunjukkan diagram untuk menjelaskan materi)</p>		√	Tidak pernah
		<p>7. The teacher shows maps in learning process</p> <p>(Guru menunjukkan peta saat proses pembelajaran)</p>		√	Anak tunagrahita susah memahami Peta
3	Audio - visual	<p>1. The teacher plays Video in learning process</p> <p>(Guru menampilkan video saat proses pembelajaran)</p>		√	Kurang jelas jika ditampilkan video
		<p>2. The teacher plays Films in learning process</p> <p>(Guru memutar film saat proses pembelajaran)</p>		√	Tidak tersedianya alat untuk memutar film saat proses pembelajaran
		<p>3. The teacher uses TV as media to deliver the material</p> <p>(Guru menggunakan media TV untuk menyampaikan materi)</p>		√	Tidak tersedianya media TV untuk menyampaikan materi
		<p>4. The teacher uses CD to show students about the material given in</p>		√	Tidak tersedianya media CD

		<p>learning process</p> <p>(Guru menggunakan CD untuk menunjukkan materi yang diberikan saat proses pembelajaran)</p>			
		<p>5. The teacher is assisted by computers in delivering the material in learning process</p> <p>(Komputer bisa memfasilitasi guru di dalam menyampaikan materi kepada siswa)</p>		√	Tidak mempunyai Lab
4	Display Media	<p>1. The teacher uses Chalkboard to demonstrate/ to write material in learning process</p> <p>(Guru menggunakan papantulis untuk menyampaikan materi saat proses pembelajaran)</p>	√		Guru menggunakan papan tulis saat memulai Pembelajaran
		<p>2. The teacher uses Bulletin board in learning process</p> <p>(Guru menggunakan papan buletin saat proses pembelajaran)</p>		√	Guru tidak menggunakan papan bulletin
		<p>3. The teacher uses Flannel board in delivering the material</p> <p>(Guru menggunakan papan flanel untuk menyampaikan materi)</p>		√	Guru tidak menggunakan papan flanel
		<p>4. The teacher uses Peg Board to explain the</p>		√	Guru tidak menggunakan peg

		material (Guru menggunakan peg board untuk menjelaskan materi)			board
5	Activity Media	1. The teacher invite students to do Fieldtrips in learning process (Guru mengajak siswa keliling lapangan saat proses pembelajaran)		√	Anak yang sindrom susah diajak belajar diluar kelas
		2. The teacher uses Dramatization as part of media in learning process (Guru menggunakan dramatisasi/lakon sebagai bagian dari media pembelajaran)		√	Guru tidak menggunakan dramatisasi/lakon pada saat proses belajar
		3. The teacher ask students to do Role play during the lesson (Guru meminta siswa untuk bermain peran selama proses pembelajaran)		√	Guru tidak meminta siswa untuk bermain peran
		4. The teacher does Demonstration to facilitate students in learning (Guru melakukan demonstrasi siswa dalam belajar)		√	Guru tidak melakukan demonstrasi siswa dalam belajar
6	Projected Still Media	1. The teacher uses PowerPoint in learning process (Guru menggunakan		√	Tidak tersedianya Komputer dikelas

		power point saat proses pembelajaran)			
		2. The teacher shows Slides during the lesson (Guru menunjukkan slide selama belajar)		√	Tidak tersedianya Komputer dikelas
7	Others Teaching Media type	1. The teacher use others media in teaching process (Guru menggunakan media lain saat proses pembelajaran)	√		Guru menggunakan media buku

OBSERVATION CHECKLIST

Name of The Research Project : English Teaching Media Used by The Teacherin Teaching English forStudents with Iintellectual Disability (tuna grahita) at SMP Luar Biasa Negeri Kepahiang

Course : Bahasa Inggris

Teacher's Name :Ririn Drianie, S.Pd.I

Observer : Linda Norani

Date of Observation : 13 Desember 2021

Time of Observation : 08:35 WIB

No	Object Observed (Objek Observasi)		Checklist		Note
	Teaching Media (Media pembelajar aran)	Tools (Alat yang digunakan)	YES	NO	
1	Audio	1. The teacher uses Audio Recording to deliver the material (Guru menggunakan rekaman suara untuk menyampaikan materi)		√	Jika menggunakan rekaman suara anak Tunagrahita tidak akan mengerti
		2. The Drama uses Drama in learning process (Guru menggunakan drama saat proses pembelajaran)		√	Guru Tidak Menggunakan drama saat proses pembelajran
		3. The teacher uses News Report in teaching process		√	Hanya digunakan saat belajar berita

		(Guru menggunakan teks berita saat proses pembelajaran)			
		4. The teacher uses Song to motivate students in learning process (Guru menggunakan lagu untuk memotivasi siswa saat proses pembelajaran)		√	Ada anak yang tuna rungu komplikasi tuna grahita tidak dapat mendengar lagu
2.	Visual	1. The teacher shows Pictures in teaching process (Guru menunjukkan gambar saat proses pembelajaran)	√		Guru menunjukkan Gambar yang terdapat di buku
		2. The teacher uses Word cards/flashcards in delivering the material (Guru menggunakan Word cards/flashcards di dalam menyampaikan materi)		√	Guru tidak menggunakan Word cards/flashcards
		3. The teacher shows Charts to make students understand about the material (Guru menunjukkan grafik supaya siswa bisa memahami materi yang disampaikan)		√	Anak tunagrahita susah memahami grafik
		4. Teacher asks students to read a book during learning process (Guru meminta siswa membaca selama proses pembelajaran)		√	Tidak semua anak Tunagrahita bisa membaca

		<p>5. The teacher shows Posters in learning process</p> <p>(Guru menunjukkan poster saat pembelajaran berlangsung)</p>		√	Guru tidak menggunakan poster
		<p>6. Teacher shows diagram to explain the material</p> <p>(Guru menunjukkan diagram untuk menjelaskan materi)</p>		√	Tidak pernah
		<p>7. The teacher shows maps in learning process</p> <p>(Guru menunjukkan peta saat proses pembelajaran)</p>		√	Anak tunagrahita susah memahami Peta
3	Audio - visual	<p>1. The teacher plays Video in learning process</p> <p>(Guru menampilkan video saat proses pembelajaran)</p>		√	Kurang jelas jika ditampilkan video
		<p>2. The teacher plays Films in learning process</p> <p>(Guru memutar film saat proses pembelajaran)</p>		√	Tidak tersedianya alat untuk memutar film saat proses pembelajaran
		<p>3. The teacher uses TV as media to deliver the material</p> <p>(Guru menggunakan media TV untuk menyampaikan materi)</p>		√	Tidak tersedianya media TV untuk menyampaikan materi

		<p>4. The teacher uses CD to show students about the material given in learning process</p> <p>(Guru menggunakan CD untuk menunjukkan materi yang diberikan saat proses pembelajaran)</p>		√	Tidak tersedianya media CD
		<p>5. The teacher is assisted by computers in delivering the material in learning process</p> <p>(Komputer bisa memfasilitasi guru di dalam menyampaikan materi kepada siswa)</p>		√	Tidak mempunyai Lab
4	Display Media	<p>1. The teacher uses Chalkboard to demonstrate/ to write material in learning process</p> <p>(Guru menggunakan papan tulis untuk menyampaikan materi saat proses pembelajaran)</p>	√		Guru menggunakan papan tulis pada saat pemberian tugas
		<p>2. The teacher uses Bulletin board in learning process</p> <p>(Guru menggunakan papan buletin saat proses pembelajaran)</p>		√	Guru tidak menggunakan papan bulletin
		<p>3. The teacher uses Flannel board in delivering the material</p> <p>(Guru menggunakan papan flanel untuk menyampaikan materi)</p>		√	Guru tidak menggunakan papan flanel

		<p>4. The teacher uses Peg Board to explain the material</p> <p>(Guru menggunakan peg board untuk menjelaskan materi)</p>		√	Guru tidak menggunakan peg board
5	Activity Media	<p>1. The teacher invite students to do Fieldtrips in learning process</p> <p>(Guru mengajak siswa keliling lapangan saat proses pembelajaran)</p>		√	Anak yang sindrom susah diajak belajar diluar kelas
		<p>2. The teacher uses Dramatization as part of media in learning process</p> <p>(Guru menggunakan dramatisasi/lakon sebagai bagian dari media pembelajaran)</p>		√	Guru tidak menggunakan dramatisasi/lakon pada saat proses belajar
		<p>3. The teacher ask students to do Role play during the lesson</p> <p>(Guru meminta siswa untuk bermain peran selama proses pembelajaran)</p>		√	Guru tidak meminta siswa untuk bermain peran
		<p>4. The teacher does Demonstration to facilitate students in learning</p> <p>(Guru melakukan demonstrasi siswa dalam belajar)</p>		√	Guru tidak melakukan demonstrasi siswa dalam belajar
6	Projected Still Media	<p>1. The teacher uses PowerPoint in learning process</p>	√		Guru hanya menggunakan laptop pribadi miliknya untuk memberikan penjelasan

		(Guru menggunakan power point saat proses pembelajaran)			Materi Kepada siswa
		2. The teacher shows Slides during the lesson (Guru menunjukkan slide selama belajar)	√		Guru Menampilkan slide pada proses belajar
7	Others Teaching Media type	1. The teacher use others media in teaching process (Guru menggunakan media lain saat proses pembelajaran)	√		Guru menggunakan media buku



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119



SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **English Teaching Media Used by The Teacher in
Teaching English for Students with Intellectual Disability**
Penulis : **Linda Norani**
NIM : **15552009**

Dengan tingkat kesamaan sebesar 22%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 03 Agustus 2022

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

45.

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 471 Tahun 2021

Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
5. Keputusan Menteri Agama RI Nomor B.II/3/15447.tanggal 18 April 2018 tentang Pengangkatan Rektor IAIN Curup Periode 2018-2022.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup Nomor : 0047 tanggal 21 Januari 2019 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup ;
- Memperhatikan : 1. Surat Rekomendasi dari Ketua Prodi TBI nomor : 104/In.34/FT.2/PP.00.9/07/2021
2. Berita Acara Seminar Proposal pada Hari Kamis, 11 Juli 2021

MEMUTUSKAN :

Menetapkan

- Pertama : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002
2. **Sarwo Edy, M.Pd** 20011038702

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Linda Norani

N I M : 15552009

JUDUL SKRIPSI : English Teaching Media by The Teacher in Teaching English for Students with Intellectual Disability (Tunagrahita) at SMP Luar Biasa Negeri Kepahiang

- Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Kemempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal 25 Agustus 2021

Dekan,

Imadli

Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kenhasiswaan dan kerja sama;



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
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Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

Nomor : 12 02/In.34/FT/PP.00.9/08/2021
Lampiran : Proposal dan Instrumen
Hal : Permohonan Izin Penelitian

26 Oktober 2021

Kepada Yth. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu (PTSP)
Kabupaten kepahiang

Assalamu'alaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Linda Norani
NIM : 15552009
Fakultas/Prodi : Tarbiyah / TBI
Judul Skripsi : English Teaching Media By The Teacher in Teaching English For Students With
Intellectual Disability (*Tunagrahita*) at SMP Luar Biasa Negeri Kepahiang
Tempat Penelitian : SMP Luar Biasa Negeri Kepahiang

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.
Demikian atas kerjasama dan izinnya diucapkan terimakasih

a.n Dekan

Wakil Dekan I,

Baryanto, MM.,M.Pd

NIP. 19690723 199903 1 004

Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK



PEMERINTAH KABUPATEN KEPAHIANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Aipda Mu'an Komplek Perkantoran Pemkab. Kepahiang Telp. (0732) 3930035
KEPAHIANG

IZIN PENELITIAN

Nomor : 503/145/I-Pen/XI/DPMPSTP/2021

DASAR :

1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
2. Peraturan Bupati Kabupaten Kepahiang Nomor 1 Tahun 2020 tentang Perubahan Ketiga Atas Peraturan Bupati Kepahiang Nomor 25 Tahun 2016 tentang Struktur Organisasi Perangkat Daerah Kabupaten Kepahiang (Berita Daerah Kabupaten Kepahiang Tahun 2020 Nomor 1);
3. Peraturan Bupati Kepahiang Nomor 7 Tahun 2021 tentang Perubahan Kedua Peraturan Bupati Kepahiang Nomor 14 Tahun 2017 tentang Pelimpahan Kewenangan Penerbitan dan Penandatanganan Perizinan dan Non Perizinan Dalam Rangka Penyelenggaraan Perizinan Terpadu Satu Pintu;
4. Surat Permohonan Izin Penelitian Nomor : 1202/In.34/FT/PP.00.9/08/2021 tanggal 26 Oktober 2021.

DENGAN INI DIBERIKAN IZIN PENELITIAN KEPADA :

Nama : LINDA NORANI
NPM : 15552009
Pekerjaan : MAHASISWA
Lokasi Penelitian : SMP LUAR BIASA NEGERI KEPAHIANG
Waktu Penelitian : 15-11-2021 s.d 15-12-2021
Tujuan : MELAKUKAN PENELITIAN
Judul Proposal : ENGLISH TEACHING MEDIA USED BY THE TEACHER IN TEACHING ENGLISH FOR STUDENTS WITH INTELLECTUAL DISABILITY (TUNAGRAHITA) AT SMP LUAR BIASA NEGERI KEPAHIANG
Penanggung Jawab : WAKIL DEKAN I FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI CURUP
Catatan : 1. Agar menyampaikan Surat Izin ini kepada Camat setempat pada saat melaksanakan penelitian.
2. Harus mentaati semua ketentuan Perundang-undangan yang berlaku.
3. Setelah selesai melaksanakan kegiatan berdasarkan Surat Izin ini agar melaporkan hasilnya secara tertulis kepada Bupati Kepahiang cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Kepahiang.
4. Izin Penelitian ini akan dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat izin ini tidak mentaati/mengindahkan ketentuan-ketentuan seperti tersebut diatas.



BIAYA GRATIS

Tembusan disampaikan Kepada yth:

1. Bupati Kepahiang (sebagai laporan)
2. Kepala Badan Kesbangpol Kabupaten Kepahiang
3. Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Kepahiang
4. Camat Wilayah Tempat Penelitian

Kepahiang, 10 November 2021

Pt. KEPALA DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
KABUPATEN KEPAHIANG,



IONO ANTONI, S.Sos., M.M.
Pembina, IV/a
NIP. 19810116 200502 1 001



PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH LUAR BIASA NEGERI 1 KEPAHANG

Alamat : Jalan SMAN 1 Pasar Ujung Kepahiang Telp.(0732) 391137
e-mail : slbnkepahiang@yahoo.com

SURAT KETERANGAN TELAH PENELITIAN

Nomor : 800/180 /SLBN1-KPH/XII/2021

Yang bertanda tangan di bawah ini :

Nama : SYAMSIAH, S.Pd
NIP : 19740606 200904 2 001
Jabatan : Kepala Sekolah SLB N 1 Kepahiang

Menerangkan dengan sebenarnya bahwa :

Nama : LINDA NORANI
NIM : 15552009
Prodi : Pendidikan Bahasa Inggris
Jurusan : Tarbiyah

Mahasiswa tersebut benar-benar telah mengadakan penelitian dalam rangka penyusunan skripsi yang berjudul : *"English Teaching Media Used by the Teacher in Teaching English for Students with Intellectual Disability (Tunagrahita) at SMP Luar Biasa Negeri Kepahiang"*. Penelitian tersebut dilakukan mulai dari tanggal 15 November 2021 s/d 15 Desember 2021.

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya dan dengan penuh tanggung jawab.

Kepahiang, 16 Desember 2021

Kepahiang, 16 Desember 2021
Kepala Sekolah
SLB NEGERI 1
KEPAHANG
SYAMSIAH, S.Pd
NIP. 19740606 200904 2 001

KETERANGAN TELAH PENELITIAN

Saya yang bertanda tangan di bawah ini :

Nama : Ririn Drianie, S.Pd.I

Jabatan : Guru Bahasa Inggris

Menerangkan dengan sebenarnya bahwa :

Nama : Linda Norani

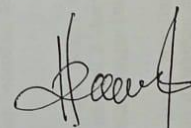
NIM : 15552009

Prodi : Pendidikan Bahasa Inggris

Jurusan : Tarbiyah

Telah mengadakan penelitian dalam rangka penyusunan skripsi yang berjudul : *"English Teaching Media Used by the Teacher in Teaching English for Students with Intellectual Disability (Tuna Grahita) at SMP Luar Biasa Negeri Kepahiang"*. Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagai mana mestinya dan dengan penuh tanggung jawab.

Kepahiang, 16 Desember 2021
Mengetahui
(Pihak yang di Wawancara)



Ririn Drianie, S.Pd.I



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : LINDA NORGANI
MAHASISWA : TAPPA YAH / TAPRIS BAHASA Negeris
NIM : 15552009
PEMBIMBING I : JUMATUL HIDAYAH, M.Pd
PEMBIMBING II : SARWO EDY, M.Pd
JUDUL SKRIPSI : "English Teaching Media Used By
The Teacher in Teaching English
For Students With Intellectual Disability
(Tunagrahita) at SMP Luar Biasa Negeri
Kepahiang"

• Kartu konsultasi ini harap di bawa pada setiap konsultasi dengan pembimbing 1 dan pembimbing 2;

• Diajukan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang disediakan;

• Agar ada waktu cukup untuk memperbaiki Skripsi sebelum di ujikan di hadapan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi.



KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : LINDA NORGANI
MAHASISWA : TAPPA YAH / TAPRIS BAHASA Negeris
NIM : 15552009
PEMBIMBING I : JUMATUL HIDAYAH, M.Pd
PEMBIMBING II : SARWO EDY, M.Pd
JUDUL SKRIPSI : "English Teaching Media Used By
The Teacher in Teaching English
For Students With Intellectual Disability
(Tunagrahita) at SMP Luar Biasa Negeri
Kepahiang"

Kami berpendapat bahwa skripsi ini sudah dapat dijadikan untuk ujian skripsi IAIN Curup.

Pembimbing I

[Signature]

JUMATUL HIDAYAH, M.Pd
NIP. 0760229 200212 2002

Pembimbing II

[Signature]

SARWO EDY, M.Pd
NIP. / NIDN : 2007068102

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	23/2019 11	Konsultasi judul (Judulnya terlalu luas)		
2.	11/2021 12	Tambahkan Teori Bab I		
3.	5/2021 7	Acc Bab I, Lanjutkan Bab II dan Bab III		
4.	8/2021 12	Diskusi penulisan & penyusunan Bab 4 & 5		
5.	12/22 1	Perbaikan bab 4 & 5		
6.	20/22 1	Acc Pembimbing I, lanjut untuk mengikuti ujian skripsi		
7.				
8.				

No	Tanggal	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	14/20 12	Judulnya terlalu umum karena meliputi semua jenis pekerjaan		
2.	20/21 4	Istilah Tunggal tidak konsisten antara Mental Retardation & Intellectual Disorder		
3.	5/21 7	Acc Bab I, Lanjutkan Bab II dan Bab III		
4.	9/21 18	Lanjutkan Buat Instrumen untuk Penelitian		
5.	15/21 11	Merakutkan Penelitian & mengambil data penelitian		
6.	16/21 12	Menyusun Bab 4 & Bab 5		
7.	5/22 1	Perbaikan Bab 4 & Bab 5		
8.	10/22 1	Acc dilanjutkan ke Pembimbing I		

DOCUMENTATION









BIOGRAPHY



Linda Norani is a Writer of this thesis. She was born in Limbur Lama, 04th of June 1992. Her parent are Mr. Alwi and Mrs. Erni Idaman (almh). When she was child, she took her education in SD N 25 Limbur Lama (graduated 2004) and continued to SMP N 03 Kepahiang (graduated 2007). She continued to SMKN 02 Kepahiang (graduated 2010) and finally continued to Institute Collage for Islamic Studies especially English Language Teaching or English Study Program.

She has passed all the process in English Language Teaching and she was highly motivated in order to finish her thesis. Hopefully this thesis will give big contribution in education.

Finally, the writer thanks for finishing the thesis entitled “English Teacing Media Used by the Teacher in Teaching English for Students with Intellectual Disability (Tuna Grahita) at SMP Luar Biasa Negeri Kepahiang.”

