

**TEACHER TECHNIQUES IN TEACHING ENGLISH
FOR SPECIAL NEED STUDENTS**

(A Study at SLB N 1 Kepahiang)

THESIS

This thesis is submitted to fulfill
the requirement for “Sarjana” degree in English Education



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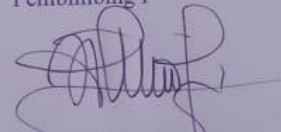
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Demikian Permohonan ini kami ajukan. Terima kasih.

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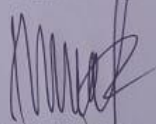
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PREFACE

All praises be to Allah SWT that the researcher had finally finished writing her thesis entitled “**TEACHER TECHNIQUES IN TEACHING ENGLISH FOR SPECIAL NEED STUDENTS (A Study at SLB N 1 Kepahiang)**”.

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of State Collage for Islamic Studies (IAIN) Curup, the writer realizes that this thesus is far from being perfect, therefore she really appreciates any suggestion and critics for being perfect in the future.

Last but not least, the researcher hopes that this thesis will be useful to those who are interested in this field of study.

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Curup, June 2024

The researcher

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MOTTO

**“Tetap Berusaha dan Berdo’a Walaupun Kita Tak Tahu Akhir
Dari Usaha Kita, dan Selalu Selipkan
Do’a Ibu Didalamnya”**

DEDICATION

This thesis dedication to:

- My parents, my father (Mr. Kurnia Joni) and my mother (Mrs. Elis Sujiati), thank you for your prayers, enthusiasm, motivation, sacrifice, advice and love that has never stopped until now.
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ABSTRACT

Rosi Afriya (20551059) : Teacher Techniques in Teaching English For Special Need Students (a Study at SLB N 1 Kepahiang)

This study aims to analyze the teacher techniques in teaching English for special need students at SLB N 1 Kepahiang as well as the problems or difficulties experienced by English language teacher when teaching students with special needs. This research uses a descriptive qualitative approach. Data obtained through observations and in-depth interview of English language teacher at SLB N 1 Kepahiang, as well as analysis of documents related to the English language teacher module of SLB N 1 Kepahiang. The respondent in this study was a teacher who taught English at SLB N 1 Kepahiang. In SLB N 1 Kepahiang there are three kind of students, the first is mentally disable students, the second is deaf students and the last is multiple disable students. The results of the research showed that English teacher at SLB N 1 Kepahiang did not apply specific techniques, but the learning techniques used by teacher were adjusted according to the needs of students and the existing situation. Teacher also face various problems in teaching. Some of them include not compiling the teaching module according to the needs of the student and not teaching according to its systematics. When learning takes place, students interact with each other without discussing the subject matter they are studying, so they are less focused on learning.

Keywords : Teacher Technique, Teaching English, Special Need Students.

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CHAPTER 1

INTRODUCTION

A. Background of The Research

Every human being is born with certain rights that follow them. Education is one of the fundamental rights that everyone is entitled to. Every human being has the right to get an education because it is the most crucial thing in life. Education crucial since it is the bridge for us to know about everything in this world, and education also nurtures students as the nation's successors. Nurotun Aliah, "Strategies in teaching english for students with mental retardation at slb c yakut purwokerto english education study program education department faculty of tarbiya and teacher training state islamic university professor," 2022. Educational institutions and infrastructure continue to expand. Everyone, including those with disabilities, should have equal access to education. Indonesian government pays close attention to each and every one of its inhabitants to ensure that they all enjoy their rights without exception, including those with special needs or other abilities. According to Indonesian Republic Regulation Number. 20 from 2003, which is about the National Education System, "Every citizen has the same rights to get a qualified education." The Government Regulation Number. 43 from 1998 about the Effort of Social Prosperity Improvement for Difficult People in Chapter 233 stated that every person with a disability must receive an education.¹ Historically, those with disabilities were blamed for their condition, whereas those with disabilities acquired later in life were less

¹ Indonesian Republic Regulation no. 20 the year 2003, *Sistem Pendidikan Nasional*, Chapter 5, Verse (1)

stigmatized. This disparity still exists today.² The Education for All Handicapped Children Act

² Dawn Apgar, "Disability," no. July (2021), P. 4

stigmatized. This disparity still exists today.³ The Education for All Handicapped Children Act 1975 ensures equitable access to public education for children with disabilities. The legislation recognized every child's right to education and required full inclusion of children with disabilities in mainstream schools, unless their disability prevented them from receiving a quality education. The Individuals with Disabilities Education Act (IDEA) was updated and renamed in 1990. The IDEA aimed to integrate children with disabilities into regular schools and ensure parental involvement. Educational decisions for their children. Under the IDEA, parents must approve Individual Education Plans (IEPs) for children with disabilities.⁴ People with disabilities enjoy equal rights in all aspects of life, including schooling. Some educational institutions provide education for those with disabilities, In Indonesia, special schools are known as SLB (*Sekolah Luar Biasa*).

Special need school or in Bahasa Indonesia is wellknown SLB is intended for children with special need. Education SLB is an educational institution that aims to help learners who suffering from physical and mental, behavioral and social disorders to be able to develop attitudes, knowledge and skills as a person or member communities in making mutual relationships with the social environment, cultural, environment and could develop skills in the world of work or following advanced education.⁵ And there were several schools great based on special need the child is a follows: Blind, deaf, mentally disable, quadriplegic, behavior disorder, speech impaired, multiple

³ Dawn Apgar, "Disability," no. July (2021), P. 4

⁴ Ibid, P. 5

⁵ *Petunjuk pelaksanaan sistem pendidikan nasional*. 1993

disabilities with visual impairment, HIV & AIDS, talented, gifted, learning disorder, slow learner, autism spectrum disorder, drug addict.⁶

English is frequently utilized as an international language, allowing for communication with individuals all over the world. Everyone values their ability to communicate in English. This is one technique to increase human resources. (Gusmuliana 2018) In previous study by Brown, Launder and Fandino Students with disabilities should learn English as it is an international or universal language. Nowadays, globalization and digitization are inextricably linked to our daily activities. The second previous study by Lotherington and Jenson globalization and digitalization alter communication patterns, including language and education. Globalization and digitalization alter communication patterns, including language and education. The third previous study by Artiyah, not every countries have English as their first tongue, and some countries, such as Indonesia, regard English as a foreign language. English is used in Indonesian education, even for child with disability. Students with disability can

Learning English can enhance one's skills in any sector as it serves as a medium for learning new information. Students with disability may struggle to comprehend English due to their perception of it as a foreign language. Educational institutions must provide appropriate teaching methodologies for exceptional students, such as delivering English materials.⁷

In teaching students with disabilities requires an acceptable technique during learning activities. A teaching technique is a path towards a goal that

⁶ Fauziah Nasution, *pengertian pendidikan, sistem pendidikan sekolah luar biasa dan jenis – jenis sekolah luar biasa*, (Unniversitas Islam Negeri Sumatera Utara).

⁷ Aliah, “*Strategies in teaching english for students with mental retardation at slb c yakut purwokerto english education study program education department faculty of tarbiya and teacher training state islamic university professor.*” P. 2

organizes practically the material lessons, how to teach them and how to manage them.⁸ Therefore, teacher must have selective to choose the appropriate technique.

Based on pre – obsevation in Kepahiang there is one SLB N and that is SLB N 1 Kepahiang. In SDLB and SMPLB there are two kind of special need students, first is deaf students and in this class for the students has experience hearing loss. The second class is a mentaly disable students, this class for the students who has mental retardation condition. And in SMALB there are two kind of special need student, namely deaf students and multiple disable students, this class students have two or more disable and the last is mentaly disable students class. So there are three kinds of students in SLB N 1 Kepahiang: deaf students, mentaly disable students, and multiple disabled students

Teaching English is very difficult for teacher because students with special needs are different from regular school students especially in learning English is very different from their mother tongue so in order to teaching English the teacher have implemented different technique for them. Moreover at SLB N 1 Kepahiang there is one English teacher and she is not graduated from the special education departement or in Indonesia *pendidikan luar biasa* (PLB) but she is graduated from English education departement. So the researcher would like to research teaching technique used by the teacher because students with different special needs of course need to receive different treatment.

⁸ Soegarda Poerwaktja, P. 386

Based on the explanation above, the researcher is going to investigate the technique used by the teacher and implementation at SLB N 1 Kepahiang. . In relation to that, the researcher also investigate the problem faced by English teacher in teaching English for special need students. Therefore, the researcher will conduct a research entitled “**TEACHER TECHNIQUES IN TEACHING ENGLISH FOR SPECIAL NEED STUDENTS (A Study at SLB N 1 Kepahiang)**”.

B. Research Questions

Based on the background above, the researcher formulate the question as follows:

1. What are technique used by English teacher in teaching English for special need students at SLB N 1 Kepahiang?
2. What are the problems faced by English teacher in teaching English process for special need students at SLB N 1 Kepahiang?

C. Research Objectives

The objectives of the research are to investigate:

1. Technique used by English teacher in teaching english for special need students at SLB N 1 Kepahiang.
2. Problems faced by English teacher in teaching English for special need students at SLB N 1 Kepahiang.

D. Definition of Key Terms

1. Teaching Technique

According to Ramayulis, technique are the technique used by teacher in educating students during the learning process.⁹ The teaching

⁹ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru. 2004) P. 76

technique is a technique used by educators in their teaching activities in order to the educational objectives.¹⁰ And to engage with students English teaching.

2. Special Need Students

According to Hallahan, while all disabilities are characterized by an inability to do a task, not all inabilities are caused by disabilities. For instance, the majority of infants under the age of six months are unable to walk or talk; yet, this is not a handicap, rather, it is an age incapacity that is inconsistent with that developmental stage.¹¹ Students with some limitation in SLB N 1 Kepahiang there are three kind of special need students. a Deaf students, the students has experience hearing loss, mentaly disable students a students with condition mental retardation and multiple disable students students who have two or more disability.

3. Special Need School

According to Suparno, special need school is an education for the students. he has a level of difficulty within. Follow the learning process because physical, emotional, mental and social disorders, It has the potential for intelligence and Special talents.¹² School which tought several kind of special need students can be called SLB, which is an educational institution that aims to help learners who suffering from physical and mental, behavioral and social disorders to be able to develop attitudes, knowledge and skills as a person or member communities in making

¹⁰ Imamatul Azizah, "Metode Pengajaran Anak Berkebutuhan Khusus di Sekolah Luar Biasa (SLB)". *Pena Kreatif. jurnal pendidikan* 11, no. 1

¹¹ Kristian Siahaan Mander, "Education For Children With Special Needs" P. 16

¹² Fauziah Nasution, *Pengertian Pendidikan, Sistem Pendidikan Sekolah Luar Biasa, dan Jenis-Jenis Sekolah Luar Biasa*, (Universitas Islam Negeri Sumatera Utara), P. 422

mutual relationships with the social environment, cultural, environment and could develop skills in the world of work or following advanced education.¹³ In this research the school is SLB N 1 Kepahiang.

E. Significances of the Study

The expected results of this research can provide benefits for readers, especially for subsequent researcher, including some of the following:

1. Theoretical benefits are expected to contribute to the expansion of insights or knowledge regarding the application of technique by the teacher in the learning English with special students.
2. Practical benefits, the results of this study are expected to be as an evaluation material again the application of technique by the teacher that has been done and also aimed at the development in the learning English with special students.

F. Organization of Thesis

CHAPTER 1: INTRODUCTION

In this chapter, discuss about Background, Research Questions, Research Objectives , Definition of Key Terms, Significances of the Study and organization of Thesis.

CHAPTER II: LITERATURE REVIEW

In this chapter, it explains the theories used as guidelines and references in research, consisting of the understanding of the technique, the type of teaching technique for special students, and the problem of teaching English to special students in the classroom. And in this chapter, it is explained about the types of special students and the understanding of these

¹³ Petunjuk pelaksanaan sistem pendidikan nasional. 1993

types of students. In this chapter, there is also a special need school. And this chapter is a review of previous studies.

CHAPTER III: RESEARCH METHOD

This chapter discusses the types and approaches of research, research subjects or informants, data collection sources and techniques, and data analysis techniques.

CHAPTER IV: FINDING AND DISCUSSION

This chapter describes and presents the results of research on the technique used by teacher in teaching English to special needs students, and in this chapter also describe and present the problems faced by English teacher in teaching English process

CHAPTER V : CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions that explicitly explain the answers to the research question put forward in the form of statements indicating acceptance or rejection of the proposed working hypothesis. Meanwhile, explain the suggestion from the author, which refers to the objectives, benefits, and results.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Teaching Technique

a) The definition of Teaching Technique

Technique is an orderly technique used to carry out a job so that it achieves what is desired. Technique are the technique used by teacher to engage with students during the course of teaching.¹⁴ According to Ramayulis, technique are the technique used by teacher in educating students during the learning process.¹⁵

A technique is a way that functions as a tool for achieving a goal. The better the technique, the more effective the achievement of the goal. Thus, the purpose is the primary factor in determining whether or not to use a technique. In the case of teaching technique, in addition to the goal factor, the student, the situation, facilities, and teacher factors also determine the effectiveness of the use of a technique. That's why the teaching technique are so many and difficult to classify. It's even harder to determine what learning technique has the highest effectiveness.¹⁶

So technique can also be understood as a way of working something to the desired goal in a learning, well badly a tehniqne depends on several factors. Those factors may be from the situation, conditions, the number of learners and also the tactics of using such technique.

¹⁴ Nana Sudjana, *Dasar-dasar Proses Belajar Mengajar*, (Bandung: Sinar Baru. 2004) P. 76

¹⁵ Ramayulis, *Ilmu Pendidikan Islam*. (Jakarta. Kalam Mulia. 2010) P. 271

¹⁶ Nila, “*Kumpulan Makna Metode*”

One of the important things about the technique is that every learning technique used is always linked and related to the learning objectives that are to be achieved.

Experts define several concepts of technique among others according Triyo Supriyatno, Sudiyono, and Moh. Padil in his book define a technique as "a way or procedure used by a facilitator in learning interaction by looking at the whole system to a goal".¹⁷ According Abu Ahmadi and Joko Tri Prasetyo in his book defined understanding of teaching technique as "a knowledge of the teaching ways used by a teacher or instructor." Another understanding is the teacher's presentation approach for teaching or presenting content to pupils in class, either individually or in groups, so that the lesson is well absorbed, understood, and applied by the students. The better the teaching technique, the more effectively the aim can be achieved.¹⁸

Drawing from the experiences of the aforementioned concerned parties, it can be deduced that teaching methodology refers to a strategy or instrument that educators employ in the classroom to help students apply the lessons they have learned in order to partially meet learning objectives. Because not all approaches are created equal, educators need to exercise caution while selecting the appropriate one. This is due to the fact that the right approach should be applied, which is the one that fits the circumstance, the environment, and the field. Therefore, in order to ensure that the learning process proceeds smoothly, teacher should have the

¹⁷ Triyo Supriyatno and friends, *Strategi Pembelajaran Partisipatori di Perguruan Tinggi*, (Malang: UIN Malang Press, 2006), P. 11

¹⁸ Abu Ahmadi dan Joko Tri Prasetyo, *Strategi Belajar Mengajar*, (Bandung: Pustaka Setia, 1997), P. 52

freedom to select the teaching technique that best suits the goal, the subject matter, the students, and other factors. Especially teacher who teach special students.

If strategies, methods and techniques are combined into one complete unit, what is called learning model is formed. The learning model is basically a form beginning to end, which is presented in a unique way by the teacher. In other words, a learning model is a wrapper or frame for implementing a learning strategy, method and technique.¹⁹

b) Type of the Technique for Special Need Students

According Kauffman and Hallahan Students who struggle to understand material are classified as having special education needs and require specialized care from individuals who are aware of their requirements and talents. It is anticipated that by providing children with specialized care and instruction that meets their needs, they will learn more effectively. Special education refers to instruction that has been carefully created to address the unique needs of a student who is extraordinary. The learning process of teaching English oriented to students need is called english for specific purpose (ESP).Andin Zuraidah, “The Teaching of English for Specific Purposes (ESP) in Three Departments at UIN Syarif Hidayatullah Jakarta,” 2019 As said by Hutchinson and Waters, ESP is an approach.Brian Paltridge and Sue Starfield, “English for Specific Purposes,” Handbook of Research in Second Language Teaching and Learning 3 (2016). With ESP, student’s with special need can learn

¹⁹ Emiliannur, “*Hubungan antara model, pendekatan straregi, metode, tehnik dan taktik pembelajaran,*” journal article, 2017

English according to the needs of students and the appropriate approach. Type of instruction may need for unique resources, teaching technique, facilities and technique of instruction.²⁰ A good teaching technique is one that can be used to address the specific issues and circumstances of each learner. It refers to the way in which each child with exceptional needs and unique traits approaches their learning challenge. Broadly speaking, there are various approaches that can be used during the teaching and learning process. Additionally, there are more specialized teaching technique that take into account the needs of students with special needs. The following are general teaching technique that teacher at the SLB can use.

1. Visual Engineering technique

Visual engineering is a technique for improving vision. This entails setting up the classroom such that everyone can see what is being taught by placing the teacher and pupils in a half-circle facing each other. Students are also arranged so they face one another during the learning process, which allows them to read the signs that each other make. Throughout the teaching and learning process, educators employ a variety of visual aids, including pictures, sketches, paintings, and more. **Totok Bintoro et al., “The Teacher Strategies in Teaching Sign Language for Deaf Students in Special Schools Jakarta,” *Cogent Education* 10, no. 2 (2023).**

2. Auditorial Techniques

To teach language, auditory strategies optimize voice and sound.

To assist some deaf children who have partial hearing, some teacher

²⁰ Susanto et al., “*The Special Education Needs Students and The Teaching of English Vocabulary*” journal article, 2019

may utilize exaggerated pronunciation, such as an ape-like voice when speaking a single word. It's crucial to remember, too, that children who have total hearing impairments might not benefit from this technique. Teacher can utilize mirrors to help students employ auditory strategies more easily. Teacher can help children with language comprehension by facing them and giving distinct lip movements while they watch their movements in the mirror. This will provide additional visual cues. **Totok Bintoro et al., "The Teacher Strategies in Teaching Sign Language for Deaf Students in Special Schools Jakarta," Cogent Education P. 10,**

3. Haptic Techniques

Using touch as a teaching tool, the haptic methodology allows teacher to help students learn languages.

In order to give feedback on appropriate utterance construction, teacher can use students' fingertips to feel the air ejected from their mouths during speaking and the vibrations that result in the surrounding environment. A common technique for teaching the correct way to pronounce the letter /b/ involves holding a small, elongated piece of paper in front of the mouth. Then, using the force of air expelled from their mouths, students make the sound /b/, and the movement of the paper allows them to assess how effective their speech was. By placing the identical little piece of paper in front of their mouths and seeing the ensuing air burst, children can learn how to pronounce the letter /p/ using a technique similar to this one. The force of air expelled from the lips distinguishes the difference

between the sounds /b/and /p/, with the paper rocking more violently for /p/ due to the louder expulsion of air. For proficient pupils, haptic learning might not always be required because they can mimic appropriate speech by just watching lip motions. However, it is advantageous to use all available technique to support language learning while teaching children.²¹

4. Questioning techniques

The coding revealed that the teacher used direct and indirect language fifty one percent of the time, which showed that the teacher spoke in class for half of the time and offered the pupils plenty of opportunities to answer. Students with developmental disabilities (DD) were always asked questions by the teacher, who also encouraged them to respond and accepted or complimented their answers. **Wangqian Fu et al., “Teacher-Student Interaction in a Special School for Students with Developmental Disabilities in Chinese Context,” International Journal of Developmental Disabilities 68, no. 2 (2022)**

Since the aforementioned technique are still general, children with special needs must receive instruction tailored to their classification. In addition, educators will be easy in delivering learning material if their teaching technique are already specified according to their category.

c) Problem in teaching English special need students

For every student, learning is challenging. Nonetheless, there is a unique group of kids with certain impairments. They may be physical or

²¹ Ibid, P.10

mental, or they could combine the two types of disability together. As a result, these kids deal with more difficulties than typical students. According to Al Hazmi and Ahmad Students with intellectual and developmental disabilities struggle with their capacity to adapt and operate intellectually. This may make it difficult for them to comprehend, reason, articulate, retain information, and solve problems. It can be challenging for them to acquire and comprehend a language because of their difficulties in those areas, particularly a foreign language that is not widely spoken.

Revita Putri Utami, Suharyadi Suharyadi, and Utari Praba Astuti, "EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability," IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) 6, no. 1 (2021): P. 177.

The problems that they often encounter are:

1) English Proficiency of Teacher

in this problem Teacher vocabulary is inadequate and the teacher Occasionally, educators mispronounce words. Eighty percent of the teacher appeared to lack even a basic understanding of the English language, as evidenced by their occasional mispronunciation of words and occasional ignorance of vocabulary. It was difficult for the instructors of the 7th and 10th grades to pronounce the sounds /f/ and /v/ while they were modeling pronunciation for the students. One

of the teacher mispronounced the /f/ in /æftər'nun/ and the /v/ in /'ivnrü/.²²

2) Methods and media used by the teacher

In this problem Teacher do not know what methods to use and teacher also do not know what media to use in teaching process. Confusion while selecting instructional technique and media was another issue. Every participant expressed a lack of confidence in the media and techniques they were currently employing.

They struggle to provide engaging media that makes the subject matter easy for the pupils to absorb.

3) Students' ability to learn Students forget the lesson easily.

In this situation, most students do not have the confidence to speak. And there are big differences between each student's abilities. where each student's competence varied greatly, and the teacher found it difficult to manage the class. In the teaching process, a teacher gives a lesson, but only a few students understand the lesson. So the student who grasped and completed the assignment first was overlooked as the instructor concentrated on the pupils who were lost.²³

2. Special Need Students

a. The definition of special need students

²² (Utami, Suharyadi, and Astuti 2021) *EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability*, "IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) 6, no. 1 (2021). P. 179

²³ (Utami, Suharyadi, and Astuti 2021) *EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability*, "IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) 6, no. 1 (2021). P. 180

Children who have barriers and issues as a result of internal and environmental circumstances that affect how problems arise in the learning process in day-to-day living are considered to have special needs. There are two types of children with special needs: those with permanent needs and those with temporary needs.²⁴ children who have special requirements that are transitory or temporary, caused by outside themselves or the surrounding situation. For instance, children are unable to adjust or learn effectively when there are riots, natural catastrophes, or other events. Youngsters with short-term special needs Due to their limits, children with special needs—permanent or temporary—must find it challenging to study. Three variables contribute to each child's learning difficulties, the first is external factors from the environment, the second is internal factors from the child, and the third is integration of external and internal factors.²⁵

According to Hallahan, while all disabilities are characterized by an inability to do a task, not all inabilities are caused by disabilities. For instance, the majority of infants under the age of six months are unable to walk or talk; yet, this is not a handicap, rather, it is an age incapacity that is inconsistent with that developmental stage.²⁶

Thus, a child with physical, mental, intellectual, social, and emotional disabilities that significantly impact their growth and development in relation to other children their age might be classified as a student with special needs.

²⁴ Maryati, Lina etc, “*Science Education for Students with Special Needs in Indonesia: From Definition, Systematic Review, Education System, to Curriculum*” Journal article, P. 2

²⁵ Kristian Siahaan Mander, “Education For Children With Special Needs” P. 16

²⁶ Ibid, P. 15

b. Type of Special Students

There are several kinds of special students and suitable for their class, including the following:

a) Group A (Blind)

Blind is an individual have weak vision or accuracy to judge intelligence, people with retardation being considered a person who is not you can master the appropriate skills the age and not the care himself to himself.

b) Group B (Deaf)

Deaf is a child hearing impairment and conversations with hearing levels some people say they are deaf when the ability is lost hearing at 70 dB ISO more so that he cannot understand or to understand and understand talk about others though less to Hear (Hard of Hearing) when hearing is lost at 35 dB ISO, it is difficulty understanding people's words, otherwise, hearing without not even with a listening device.

c) Group C (Mentally Disabled)

Mentally Disabled is a situation mental retardation, this condition also known as mental retardation and retardation. Mental retardation is before the age of 18 years signed by weak intelligence (IQ is usually below 70) difficulty adapting to daily life.²⁷

d) Group D (Quadriplegic)

²⁷ Fauziah Nasution, *Pengertian Pendidikan, Sistem Pendidikan Sekolah Luar Biasa, dan Jenis-Jenis Sekolah Luar Biasa*, (Universitas Islam Negeri Sumatera Utara), P. 424

Quadriplegic is a child who injury to the body, movement the body is incomplete, the form of the body the back is not normal. capacity is limited, there is obstacles to carrying out activities life of a day.

e) Group E (Behavior Disorder)

Behavior disorder is an individual obstacles within emotional control and social control.

f) Group F (Speech Impaired)

Speech impaired is an individual difficulty speaking because the tools don't work. bodies such as the mouth, tongue, the ceiling and sound. Speech impaired it is also often referred to as silence. Speech impaired is followed by a deaf where its hearing function is also not it can function.

g) Group G (Multiple Disabilities with Visual Impairment)

Multiple Disabilities with Visual Impairment is a child a combination of two (good) a different type or more causes of educational problems seriously, so that the child it's not just on top of something educational programs for one just a distinction.

h) Group H (HIV & AIDS)

Children with HIV and AIDS is not free it can be, but it can be because of their parents suffered from this disease.

i) Group I (Talented)

Children who have potential talent usually, they only have one talent as a Multiple language of Intelligence, logicomathematic, Visuo-spatial, Bodilykinesthetic, musical, Interpersonal, natural Spiritual.

j) Group J (Gifted)

A child with potential intelligence above the average child generally speaking, they have intelligence on top (IQ more than 125).²⁸

k) Group K (Learning Disorder)

Children who have suffered hyperactive, ADD / ADHD, Dyslexia / Read dysgraphia / Writing, Dyscalculia / Calculation Dysphasia / Speaking, Dyspraxia. So having trouble inside studying in school or in the social environment.

l) Group L (Slow Learner)

Children with an IQ of 70 up to 90 years of experience slow to understand or catching the lesson.

m) Group M (Autism spectrum disorder)

Autism is a disorder the development of the nervous system in a person from birth or at the time of birth symptoms that close themselves totally, and without any connection again the outside world.

n) Group N (Drug Addict)

Children who are depressed, personal problems or factors those that push the child drugs and children need to recover mental condition and health.

o) Group O (Indigo)

Indigo is a term it is used to describe children believed to have special abilities or qualities, unusual and even supernatural.²⁹

3. Special Need School

a. The definition of special need school

²⁸ Fauziah Nasution, *Pengertian Pendidikan, Sistem Pendidikan Sekolah Luar Biasa, dan Jenis-Jenis Sekolah Luar Biasa*, (Universitas Islam Negeri Sumatera Utara), P. 425

²⁹Ibid, P. 426

Educational institutions serving education for need students It is called an special need school.³⁰ Education is a human endeavor for build personality suitable for value of society or as help students participants for Grow and Increase Knowledge, value and attitude Poland is useful for to live. Excellent education means learning is designed specifically to meet the needs students with physical disabilities, education. Excellent is the learning program prepared to meet individual needs of the student they may need use. materials, equipment, services, and special teaching strategy. A wonderful school is a educational institutions serving education for students in need and special. The SLB Educational Institution formed by many elements directed to the goal. Education, the core of which is teaching for Teacher. by SLB a special educational institution. Who organized the program education for students in Need and special. According to Suparno, special need school is an education for the students. he has a level of difficulty within. Follow the learning process because physical, emotional, mental and social disorders, It has the potential for intelligence and Special talents.³¹

Almost all SLB in Indonesia have used an merdeka curriculum and the structure of the SLB curriculum is based on the structure of general schools (*SD, SMP* and *SMA*), by adapting to the needs of students with special need, namely functional skills and subject that support these needs. For the merdeka curriculum structure, the SDLB level is that the number of lesson hours in SDLB is the same as the number of subjects in general

³⁰ I Nyoman Bayu Pratama , *Sejarah dan Pendidikan Luar Biasa Bagian A Negeri Denpasar Bali*, (Bali, IKIP PGRI Bali), P. 68

³¹ Fauziah Nasution, *Pengertian Pendidikan, Sistem Pendidikan Sekolah Luar Biasa, dan Jenis-Jenis Sekolah Luar Biasa*, (Universitas Islam Negeri Sumatera Utara), P. 422

elementary school, one lesson hour at SDLB is thirty – five minutes, the difference is the emphasis on lesson hours for several subjects that are considered relevant to the preparation of students functional skills and the existence of special need programs. The structure of merdeka curriculum at SMPLB level is the same as general SMP, one lesson hour at SMPLB is forty minutes, the difference is the number of study hours in certain subjects, the existence of skills subject that can be chosen according to talents and interests, and the existence of special need programs. And the structure of the merdeka curriculum at SMALB level is the same as general high school, one class hour at SMALB is forty – five minutes, the differences is the number of study hours in certain subject, the existence of skill subject that can be chosen according to talent, interest and program availability.

B. Review of Previous Studies

After the researcher conducted a library study of the thesis and journal article related to the title of the researcher thesis, it turned out that there were several thesis that had similarities with the researcher thesis. Some of the library studies were:

1. Thesis by Rima Dewi Puspitasari the title is “*An Analysis Of Teacher’s Strategies In Teaching English At Inclusive Classroom Of Ma Muhammadiyah 1 Ponorogo In Academic Year 2018/2019*” in June 2019, in this research investigate the strategies employed by teacher in teaching English at inclusive classroom in this research also investigate the problem faced by teacher and solution for the problem faced by teacher. The finding from this reaearch is there are some a

strategies used by teacher in teaching English, such as: Approaching and giving more attention, Arranging the students' seat, The role of regular students, Good Explaining and Teaching models. The teacher problem in teaching English is Because the teacher has convey the material slowly to help students with visual impairments understand it, the lesson takes longer to explain.

Furthermore, the teacher lacks a unique approach to teach children with disabilities because MA Muhammadiyah 1 Ponorogo has not provided training on how to teach kids with disabilities. And the teacher solution from the problem in this research is The lesson is succinctly and effectively explained by the teacher. After the lesson, the teacher draws a brief conclusion. The instructor employs and experiments with his own method to help the students grasp the material. The instructor assigns some exercises, such reading aloud, talking, questioning, and reading passages. Friends play a crucial role in helping pupils who are visually impaired understand the lesson. Rima Dewi Puspitasari, "An Analysis Of Teacher's Strategies In Teaching English At Inclusive Classroom Of Ma Muhammadiyah 1 Ponorogo In Academic Year 2018/2019," no. June (2019).

2. Journal article by Totok Bintoro, Fahrurozi, Adistyana Pitaloka Kusumawati and Ratna Sari Dewi, the title is "*The Teacher Strategies in Teaching Sign Language for Deaf Students in Special School Jakarta*" in September 2023. This journal investigate the strategies by teacher used for deaf students. There are the technique in strategies by this research, that is the visual Engineering technique, auditorial

technique and haptic technique. Two major conclusions can be made from the study done on teaching sign language to deaf students at special schools in Jakarta. The first is about teaching sign language with the speech reading approach, which is very helpful since it makes it easy for students to comprehend and anticipate the message being given, since some deaf students have residual hearing and may understand the message through voice, teachers employ the approach of saying aloud the message and the materials they wish to deliver. Some educators find this approach to be successful. However, because their hearing is not ideal, kids who are totally deaf may not benefit much from the use of speech in sign language education.³²

3. Journal article by Alpino Susanto¹, Eka Lenggang Dianasari, Zulfiana Dessyka Putri, Edi Kurniawan, the title is *“The Special Education Needs Students And The Teaching Of English Vocabulary”* in October 2019. Based on observation, interview and documentation that student A (a male student) had trouble remembering vocabulary and phrase meanings, such as the definitions of several nouns and greeting phrases, In order to resolve these issues, the instructor needed to speak with him one-on-one and offer guidance. The male student, Student B, had the lowest grade in the class. He struggled with reading and writing. He wrote incredibly slowly. He was limited to reading sounds by sounds, The teacher had to give him the flashcards while he completed the homework in order to overcome this challenge. Additionally, the teacher had to give him spoken instructions rather

³² Totok Bintoro et al., *“The Teacher Strategies in Teaching Sign Language for Deaf Students in Special Schools Jakarta,” Cogent Education*

than written instructions and repeat the information to him numerous times.(Susanto et al. 2019)

Based on the three preliminary research designs that have been presented above, researcher will assess the similarities and differences between the preliminary research design and the research that will be conducted by researcher. thesis with the title "an analysis of teacher strategies in teaching English in the inclusive classroom of MA Muhammadiyah 1 Ponorogo in the academic year 2018/2019" The similarity with this study is that it investigates problems in the learning of English for students with special needs, and the difference is in the location of its research. In this thesis, research is conducted about the strategies of teacher, and in this study, teacher techniques are studied. the second thesis is "The Teacher Strategies in Teaching Sign Language for Deaf Students in Special School Jakarta" is similar to this study. It investigates the techniques used by English language teacher for stupid students described in the teacher's strategy in teaching, and the difference is in the location of his research. This thesis is only for deaf students and investigates teacher strategies, while this study deals with the whole student with special needs and researches teacher techniques. "The Special Education Needs Students and the Teaching of English Vocabulary" similarities with this study are the same: research about special education needs students, and the difference is that this journal explains only vocabulary learning, while in this study it is not only for vocabulary learning.

CHAPTER III

RESEARCH METHOD

A. Kind of the Research

This research used descriptive-qualitative methods to describe the subject of the study based on the real situation or the facts. The researcher used descriptive-qualitative because it described the technique used by teacher in SLB N 1 Kepahiang to teach English to special need students. In a systematic, accurate way, qualitative descriptive research depicted the facts and characteristics of populations. The researcher used checklist observation and interview guidelines as the study's instruments. Because the evidence could be arbitrary or inconsistent, the researcher conducted qualitative data collection. The responses were also regarded as legitimate because they were based on individual experiences. The research described the implementation of the teacher technique in English teaching for special students at SLB N 1 Kepahiang.

B. Subject of the Research

According to Sugiyono, the total subject was the method by which each respondent was selected.³³ One of the most important elements of doing research was choosing the subject. The subject served as the source of the data to be collected. In this study, the researcher selected an English teacher who taught mentally disabled students, multiple disabled students, and deaf students that existed in SMPLB and SMALB N 1 Kepahiang. The researcher

³³ (Sugiyono 2010)

selected this teacher because in SLB 1 Kephian, there was only one English teacher, and the students taught by the teacher were mentally disabled students, multiple disabled students, and deaf students.

C. Technique of Collecting Data

The most strategic phase of research is the data collection process. Some methods for data collection in qualitative descriptive research include:

1. Observation

Observation is observed and heard in order to understand, seek answers to, or provide evidence to a phenomenon by recording, recording, and photographing such phenomena to find analysis.³⁴ In this study, the researcher used non-participant observations, which were where researcher did not participate in the course class. And The researcher performed observations over 7th meetings. However, the researcher only observed everything that happened in the classroom during the teaching and learning process. Fraenkel and Wallen had argued accordingly that non-participant observations meant researcher did not participate in or interact in research.³⁵ In this study, the researcher watched the teacher technique in the teaching process and used the data to further assess the methodology. Additionally, researcher also observed teacher lessons planned to determine whether the technique was applicable to the process of teaching English. In this research, The purpose of this research was observation because we wanted to know the facts about the situation and condition of the implementation of the technique to teach English to special students at SLB N 1 Kepahiang.

³⁴ Imam Suprayogo Dan Tobroni, *Metode Penelitian Sosial Agama*, (Bandung: Remaja Rosda Karya, 2001), P. 167

³⁵ Ginta Gantika(Gantika 2013)

2. Additional Observer

This study used additional observers that could have been interpreted as people who observed and documented the phenomena being studied and sat behind the classroom. According to Sugiyono, observation is a method of studying observed circumstances. Thus, more observers could help researcher collect more accurate and comprehensive data. The researcher had been told to observe according to the monitoring listed, and the researcher chose an additional observer who not only had knowledge of the teacher's techniques but also had real-world field experience.

3. Interview

This research used a semi-structured interview. The reason for choosing this technique was to obtain quick and immediate answers with consideration of the existence of direct questions to the subject of the research. Interview on June 12, 2024. And in this research, the researcher interview the teacher who taught English subjects in the deaf students, the mentally disabled and the multiple disable students. This kind students was in SMPLB and SMALB at SLBN 1 of Kepahiang.

4. Documentation

According to Sugiyono, the document was a record of past events. Documentation was a way of collecting data by photographing anything that was related to what we wanted to do carefully. In this research, not only a document was taken from photos and videos, but a lesson plan was also needed because, from the lesson plan, the researcher knew about the techniques used by teacher in special students classes, then the relationship

between the techniques listed in the lesson plan and the application of these techniques in the English learning process.

D. Research instruments

Based on the technique of collecting data above, there are the same instruments used for collecting data, namely:

1. Observation list

In this study, the researcher used observation to investigate the technique used by teacher in lesson planning, implement the technique in the teaching process, and identify the problems faced in the teaching process. The observation was taken based on the theory of Kauffman and Hallahan. Students who struggle to understand material are classified as having special education needs and require specialized care from individuals who are aware of their requirements and talents. It is anticipated that by providing children with specialized care and instruction that meets their needs, they will learn more effectively. Special education refers to instruction that has been carefully created to address the unique needs of a student who is extraordinary. This type of instruction may need for unique resources, teaching technique, facilities and technique of instruction.³⁶ According to Al Hazmi and Ahmad Students with intellectual and developmental disabilities struggle with their capacity to adapt and operate intellectually. This may make it difficult for them to comprehend, reason, articulate, retain information, and solve problems. It can be challenging for them to acquire and comprehend a language because of their difficulties in those areas, particularly a foreign language

³⁶ Susanto et al., "The Special Education Needs Students and The Teaching of English Vocabulary" journal article, 2019

that is not widely spoken. According to Cheatham and Barnett it would be preferable for instructors to look for various instructional techniques and create activities that are relevant to the interests of their students while educating students with disabilities. According Baker emphasized that in every teaching process, teacher and students are obliged to continue to dialogue with themselves regarding what has been implemented in the teaching and learning process.³⁷

Table 3.1
Blueprint of Observation Checklist
Technique used by English teacher in teaching English for special need students
at SLB N 1 Kepahiang

Item	Indicators	Sub - indicators	Description	Checklist	
				Yes	No
Technique used for teaching special needs' students at SLB N 1 Kepahiang	Visual engineering technique	Visual media	The teacher uses media such as pictures, sketches, paintings, and more in the teaching English..		
			The teacher arranged the classroom well so that each student could see the media clearly.		
	Auditorial technique	Optimize voice and sound	The teacher uses audio, sound, rhymes, tone, and more in teaching the English process.		
			The teacher use lip movements in each vocabulary to optimize voice understanding.		
			The teacher ensure class conditions in a quiet atmosphere.		
	Haptic technique	Appropriate utterance construction	The teacher teaches English vocabulary according to pronunciation.		
			The teacher gives students the opportunity, one by one, to		

³⁷ (Utami, Suharyadi, and Astuti 2021) *EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability*, "IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) 6, no. 1 (2021). P. 177

			mention vocabulary well and correctly.		
			The teacher uses media tools in applying learning, emphasizing appropriate utterance construction.		
	Questioning technique	Communication	The teacher speaks more than the students (Teacher dominate the teaching and learning process).		
			The teacher asks the students about the lesson.		
			The students are given the opportunity to ask questions about the lesson.		

Table 3.2
Blueprint of Observation Checklist
Problems faced by English teacher in teaching English for special need students at SLB N 1 Kepahiang

Item	Indicators	Sub - indicators	Description	Checklist	
				Yes	No
Problems faced by English teacher in teaching English for special need students at SLB N 1 Kepahiang	Visual engineering technique	Visual media	preparation of teaching modules according to the needs of students		
			The learning process takes place in accordance with the teaching module.		
	Auditorial technique	Optimize voice and sound	The teacher conditioned the student in a calm state when explaining the material		
	Haptic technique	Appropriate utterance construction	The teacher uses touch as a teaching tool.		
	Questioning technique	Communication	Students interaction in class about the material.		
			Students are always focused on the material while learning.		

2. Interview guidelines

Before the researcher went to the interview, she must have had interview guidelines. The purpose of the interview guidance was to indicate that the question was to be asked. The interview guidance listed the questioned interview to get information about the technique used by English teacher in teaching English for special students and the problems faced by English teacher in teaching English for special students. This instrument was used because it allowed the researcher to obtain the necessary data through an interview and get information from teacher who teach English in special students classes. The researcher based the items for the field noted on the indicator and sub-indikator in the blueprint.

The interview was taken based on the theory of Kauffman and Hallahan Students who struggle to understand material are classified as having special education needs and require specialized care from individuals who are aware of their requirements and talents. It is anticipated that by providing children with specialized care and instruction that meets their needs, they will learn more effectively. Special education refers to instruction that has been carefully created to address the unique needs of a student who is extraordinary. This type of instruction may need for unique resources, teaching technique, facilities and technique of instruction.³⁸ According to Al Hazmi and Ahmad Students with intellectual and developmental disabilities struggle with their capacity to adapt and operate intellectually. This may make it difficult for them to comprehend, reason, articulate, retain information, and solve problems. It

³⁸ Susanto et al., "The Special Education Needs Students and The Teaching of English Vocabulary" journal article, 2019

can be challenging for them to acquire and comprehend a language because of their difficulties in those areas, particularly a foreign language that is not widely spoken. According to Cheatham and Barnett it would be preferable for instructors to look for various instructional techniques and create activities that are relevant to the interests of their students while educating students with disabilities. According Baker emphasized that in every teaching process, teacher and students are obliged to continue to dialogue with themselves regarding what has been implemented in the teaching and learning process.³⁹

Table 3.3
Blueprint of Interview Guidelines
Technique used by English teacher in teaching English for special need students at SLB N 1 Kepahiang

Objectives	Indicators	Sub – indicators	Questions
To find out technique, in English teaching process for special need students at SLB N 1 Kepahiang	Visual engineering technique	Visual media	<p>a) Do the teacher use learning media in the teaching process?</p> <p>b) What media do the teacher use?</p> <p>c) Does the use of media affect the learning outcome?</p>
	Auditorial technique	Optimize voice and sound	<p>a) Do the teacher use lip movements and gestures when explaining the lesson in addition to the teacher voice?</p> <p>b) Do the teacher need to use media such as audio to optimize sound in the teaching process?</p>

³⁹ (Utami, Suharyadi, and Astuti 2021) *EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability*, "IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics) 6, no. 1 (2021). P. 177

			<i>c) How does the teacher make sure that the classroom always be calm and quiet?</i>
	Haptic technique	Appropriate utterance construction	<i>a) How do the teacher teach English pronunciation to the students?</i> <i>b) Do the teacher give the students an opportunity one by one to practice pronunciation of each vocabulary used?</i> <i>c) Is it necessary for the teacher to use a tool/media to teach pronunciation to the students?</i>
	Questioning technique	Communication	<i>a) In English teaching process, do the teacher often ask question about the students' condition?</i> <i>b) Does asking about the students' conditions affect the English learning process?</i> <i>c) Could you describe your own technique that can be literally used based on the needs of these school students?</i>

Table 3.4
Blueprint of Interview Guidelines
problems faced by English teacher in teaching English process for each class at
SLB N 1 Kepahiang

Objectives	Indicators	Sub – indicators	Questions
To find out problem, in English teaching process for special need students at SLB N 1 Kepahiang	Visual engineering technique	Visual media	<i>a) What are the difficult or problems that often occur in the use of such media?</i>
	Auditorial technique	Optimize voice and sound	<i>a) What are the difficult or problems arise when the teacher try to manage the class to be calm so that the sound remains optimal?</i>
	Haptic technique	Appropriate utterance construction	<i>a) Is lack of student's becoming a problem in the process of teaching English?</i>

	Questioning technique	Communication	<i>a) Whether student constraints become a problem in the interaction between teacher and student?</i>
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3. Documentation

In this study, the researcher used documentation from an observed video, and the researcher also observed the taught modul. In the documentation used to answer the research questions, the first was about the technique used by English teacher in teaching English for special needs students, and the second was about the problems faced by English teacher in teaching English for special needs students. Guba in Bungin said that “the level of creadibility of qualitative research is less than more certainly determined by the use and utilization of documentation”.⁴⁰

E. Technique of data analysis

According to Creswell, all of the data were analyzed by theses steps, as follow:⁴¹

1. Data managing

Interviews must be transcribed for this. optically scanning the material, typing up an observation checklist, or classifying and organizing the data according to the information's sources. In this research, steps were used to organize the data from pre-observation, observation, interview, and documentation data organized based on indicators.

2. Reading

To obtain a sense of data, reading entails reviewing the interview, transcript, memoranda, and observer comments. In this research, the

⁴⁰ M. Burhan, Bungin, 2008. *Penelitian kualitatif, Komunikasi, Ekonomi, Kebijakan Publik dan ilmu sosial lainnya*. Jakarta: Kencana, P121

⁴¹ John W. Creswell, *Design, Qualitatif, And Mixed Method Approaches*, Thrid Edition, Los Angeles Uni2009, P.185

researcher studied all of the information to obtain a basic summary of the information obtained and to determine how to arrange it effectively.

3. Description

It is based on guidelines for observation and interviewing that are intended to give an accurate picture of the circumstances and events that occurred there. As a result, both the researcher and the reader were aware of the setting in which the study was conducted. The researcher began to describe all the data in this phase so that it could be used in the next stage of data analysis.

4. Classifying

Classifying involves sorting interview instructions or transcriptions into groups that correspond to various features of the data. Based on the research questions and indications. In this research, the researcher began to divide each piece of data into different groups. The researcher in this study began by categorizing each piece of information regarding teacher technique in teaching English to special students.

5. Interpreting

Writing the study's results included the process of interpretation as well. The contemplative, integrative, and explanatory parts of working with studied data are called interpretation. The links, commonalities, and interconnections among the data, particularly the recognized categories and patterns, formed the foundation of the data of interpretation. When a researcher groups several data items into a category using a conceptual framework or understands the data, that researcher interprets the data. In this research, the researcher made an effort to evaluate the data and provided a

thorough explanation of how teacher taught English to special students by using certain techniques.

F. Trustworthiness

Trustworthines in this research is:

1. Triangulation

According to Moleong, triangulation was a method that made use of data validity while also taking advantage of a different factor. Outside of the data for verification or comparison with the data. Triangulation was a technique to improve the researcher's comprehension of the subject under investigation. According to Denzin in Moleong, there were four different types of triangulation: investigator triangulation, source triangulation, technique triangulation, and theory triangulation. Because the researcher used multiple theories to collect data for this study, the author performed theory triangulation.⁴² The purpose of the triangulation was to increase the credibility and validity of the findings.

This research used triangulation, and the and the kind of triangulation used in this research was triangulation data. In this research, the validity technique carried out used various data sources, such as documents, interview results, and observation results. Apart from that, documentation or interviews were reported, which were used as evidence so that the validity of the data obtained was guaranteed.

⁴² NA Faizah, Metode Penelitian, (2019). P. 60

CHAPTER IV

FINDING AND DISCUSSIONS

In this chapter, the researcher describe and present the results of the data analysis taken from the checklists of observations and interview guides. The list of observations and interviews aims to find out the techniques applied by teacher in teaching English to students with special needs and the problems encountered by English teacher during English teaching at SLB N 1 Kepahiang. The researcher collected the data by following the instruments described in Chapter III. The research instruments used are interview guides and observations. The researcher observed three kinds of students, the first being mental disabilities in SMPLB, deaf students in SMLB and SMALB, and the last being multiple disabilities in SMAIB in SLB N 1 Kepahiang.

A Research findings

1. Teacher technique in teaching English for special need students at SLB N 1 Kepahiang

To know the teacher use technique in English teaching process for special need students, the researcher used checklist observation. The checklist observation consist of several indicators which based on theory of Kauffman and Hallahan. The checklist observation are based 7th meetings for teacher. The description aboute it as follows:

Table 4.1
Observation Checklist to know the teacher technique in teaching English for special need students

Item	Indicators	Sub - indicators	Description	Checklist	
				Yes	No
Technique used for teaching special needs' students	Visual engineering technique	Visual media	The teacher use media such as picture, sketches, paintings and more in teaching English process.	✓	
			The teacher arrange the classroom well so that each students could see the media clearly.	✓	
	Auditorial technique	Optimize voice and sound	The teacher use audio, sound, rhymes, tone and more in teaching English process.		✓
			The teacher use lip movements in each vocabulary to optimize voice understanding.	✓	
			The teacher ensure class conditions in a quiet atmosphere.		✓
	Haptic technique	Appropriate utterance construction	The teacher teach English vocabulary according to the pronunciation.	✓	
			The teacher give students an opportunity one by one to mention vocabulary well and correctly.	✓	
			The teacher use media tools in applying learning emphasized on appropriate utterance construction.		✓
	Questioning technique	Communication	The teacher speak more than the students (Teacher dominate the teaching and learning process)		✓
			The teacher ask the students about the lesson	✓	
			The student are given the opportunity to ask questions about the lesson.	✓	
			The teacher give praise or appreciation for the students' answer	✓	

1. Visual media

Based on observation, the researcher found that the teacher used book as a media. And the teacher prepares book for each students one by one so that students can use book as a media clearly.

2. Optimize voice and sound

Based on observation the teacher also do not use tape recorder, audio, sound rhymes, tones and more in English teaching process. The researcher also saw based on observation the teacher optimize students understanding of pronouncing vocabulary by using a clear voice when pronouncing vocabulary and also accompanied by lip movements. In the teaching process, the teacher does not ensure that the students are calm, but he teacher ensures that the students enjoy learning and also understand the lesson material.

3. Appropriate utterance construction

Every time teacher mention vocabulary in English, the teacher teaches students according to pronunciation and not according to writing. The teacher give students an opportunity one by one to mention vocabulary well and correctly. Based on observation the teacher not use the media tools in applying learning emphasized on appropriate utterance construction.

4. Communication

In the teaching process between teacher and students no one is more dominant when talking, the both talk about the lesson equally. The teacher also often ask the students aboute the lesson. When teaching learning process the teacher also often given the opportunity to ask

questions about the lesson and if the students can answer the question the teacher give praise or appreciation.

In this research question also used interview as a data collecting. The researcher interviewed respondent directly or face to face. Then, the researcher used tape recorder when the researcher interviewed the respondent. And this is the result from interview:

1. Visual media

Teacher used the book and chrombooks as a media in English teaching process like the teacher said *“For the media, I use books, and the media that I often use are books and chrombooks”*. and according the teacher the use of media affect the teaching and learning aoutcome because without media we cannot optimally. The teacher said, *“Media influences learning; without learning, media cannot run smoothly.”*

2. Optimize voice and sound

When teacher teaching English the teacher use lip movement and gesture when explaining the lesson. Like the teacher said, *“I use lip movements and sign language in learning”*. And the teacher always optimize sound in learning but the teacher don't use media. And currently, school use an merdeka curriculum, so the teacher apply the merdeka curriculum and the merdeka curriculum is on the side of students so that when students prefer to learn through discussion, etc. in class or prefer to study with something that makes the sound in class uneasy, we should not forbid it, because it uses an

merdeka curriculum. If we want to focus on studying, we have to make sure we focus, but to be calm in studying, we can't force it.

3. Appropriate utterance construction

The teacher tell usually the teacher looks at the picture then explains the picture and pronounces it then asks the students to follow the pronunciation and remembering the vocabulary depends on the person and the teacher give the students an opportunity one by one to practice pronunciation of each vocabulary so that students get a clearer explanation because they teach one students at a time and the media used to learn vocabulary are books and in these books there are pictures and also students prefer learning with pictures because they are more interesting, like the teacher said *“In teaching vocabulary, I use media like pictures or visuals, and children also like learning that is photographic”*.

4. Communication

Based on interview the teacher just a once in a while distruction ask about the students condition and according to teacher ask about the students condition does not affect the result. Like the teacher said *“I often ask the student's condition, but I don't always ask him. Usually, I frequently ask students about the condition of the student when they are absent from class.”*

And the teacher stated that the technique used was autodidactic teaching, where the teacher when teaching used media in the form of books containing pictures according to vocabulary it is also in accordance with the way it is pronounced, for multiple disable

when explaining they have to repeat and clearly pronounce it so they can understand how to pronounce it and remember the vocabulary, for deaf students of course apart from using their voice the teacher also uses lip movements and gesture so that students can understand what is said, then for mentally retarded students the teacher explains repeatedly so that students can easily remember the vocabulary. After the teacher pronounces the vocabulary, the students also follow to say the vocabulary.

So from this research question is the teacher unknowingly apply the visual engineering technique, where the teacher uses media visual like picture in book in the teaching process, and the teacher also ensures that students see and understand the media well, and according to media experience by the teacher, it is very influential on the learning process. The researcher said the teacher unknowingly used this technique because, based on the interview, the teacher said she used a self-taught teaching technique to adapt to the to the conditions in the class. and the teacher unknowingly applies haptic technique as needed because, from observation and interview, the teacher teaches English vocabulary according to the pronunciation and gives students an opportunity one by one to mention vocabulary well and correctly, but the teacher does not use media tools in applying learning based on appropriate utterance construction. and the teacher use the questioning technique according to their needs, because what should be done with this technique is that the teacher speak more dominantly than the students, but according to

observation, the teacher does not talk more than the students, but the teacher and students talk equally because teacher apply differentiation learning.

2. Problems faced by english teacher in teaching English for special need students at SLB N 1 Kepahiang

in data collection on this research question using checklist observations and interviews. The checklist observation consist of several indicators which based on theory and the checklist observation are based 7th meetings for teacher. The description about it as follows:

Table 4.2
Problems faced by English teacher in teaching English for special need students at SLB N 1 Kepahiang

Item	Indicators	Sub - indicators	Description	Checklist	
				Yes	No
Problems faced by English teacher in teaching English for special need students at SLB N 1 Kepahiang	Visual engineering technique	Visual media	preparation of teaching modules according to the needs of students		✓
			The learning process takes place in accordance with the teaching module.		✓
	Auditorial technique	Optimize voice and sound	The teacher conditioned the student in a calm state when explaining the material		✓
	Haptic technique	Appropriate utterance construction	The teacher uses touch as a teaching tool.		✓
	Questioning technique	Communication	Students interaction in class about the material.		✓
			Students are always focused on the material while learning.		✓

1. Visual media

Based on observation and document analysis, teacher did not prepare learning modules according to the needs of students, and teacher also did not teach in accordance with the modules that have been created.

2. Optimize voice and sound

Based on voice and voice optimization observations, teacher do not always condition the students voice when explaining to stay calm because teacher apply differential learning to keep students happy while learning English, but most likely for students not focusing on learning.

3. Appropriate utterance construction

Teacher do not use touch as a learning tool. Touch can enable teacher to help students with language learning so that when teacher use the touch as a learning tool, teacher will know that students are pronouncing the correct construction of speech.

4. Communication

According to the observation, students interact in the classroom, not discussing the subject matter they are studying, but interacting about personal things and such things that keep the student not focused on the learning process.

Interview with an English teacher at SLB N 1 Kepahiang in order to get data about the problems faced by the English teacher in the English teaching process at SLB N 1 Kepahiang. And this is the result from interview:

1. Visual media

Based on the interview the teacher about using media, there are no difficulties or problems because currently we use the Merdeka curriculum, which is on the side of the students, so when teaching, the teacher just enjoys it, and in the opinion of the teacher, there are no difficulties or problems. Like the teacher said *“I have been teaching for thirteen years, and I have never had any trouble. In the merdeka curriculum, learning is on the side of the pupil, so when we teach children when there is trouble, don't make it a problem, and when I teach, enjoy”*.

2. Optimize voice and sound

Like when using media to optimize voice and sound, there are no difficulties or problems; the teacher and students always enjoy the teaching and learning process. The teacher said *“Teaching doesn't require the child to always be in a calm state, so I don't feel any difficulty in terms of optimizing the voice”*.

3. Appropriate utterance construction

There may be a lack of students if the mentally disabled students have poor memory. For the deaf, their hearing is lacking, so we have to pronounce the words clearly but the teacher But the teacher doesn't feel it's all part of the difficulty of the teacher's teaching process. Like the teacher said *“The disadvantages of the students are like those of those who don't have a strong memory, for those who have blurred sight, and for those who are unclear, to be able to explain the matter more clearly so that they can understand. If*

the child who is not able to read teaches me in the mother tongue, I do not feel that it is a difficulty for me”.

4. Communication

The teacher said *“for the students constraints also It's not a problem for me when interacting; maybe it's just for the deaf children. I'm more affirming my speech when speaking so they can understand”.*

So that for the student's own shortage, there is no problem in the process of interaction between teacher and student because the teacher always adjusts the interaction process for each student and the teacher teaches the child one by one in the learning process, so that there is a process of interaction between the teacher and the student, and in that process, the teacher feels no difficulties.

Based on the observation and interview that the researcher can result in, the difference between observation and interview. In the observations, some problems have been found, such as teacher not preparing modules with the needs of students, teacher teaching not in accordance with the teaching module, and Teacher do not use touch as a learning tool, and besides, when learning, students interact to discuss outside the context of learning so that students do not focus on learning, Mentally disabled students also have problems with memory or are slow at understanding things.

And result from interview the teacher's interview explains that there are no difficulties in teaching students with special needs because currently we use a merdeka curriculum that is on the side of the students, so when teaching, the teacher just enjoys it, and in the

opinion of the teacher, there are no difficulties or problems, but in observation, there are problems that occur.

B Discussions

Following data analysis, the researcher presented the findings on a number of subjects. English teacher at SLB N 1 Kepahiang did not apply certain techniques, but the teacher adapted learning techniques to students need and existing situation, And teaching you how to use the technique in a self-sufficient way. According Hutchinson and Waters, with english for spesific purpose (ESP), students with special need can learn English according to the needs of students and the appropriate approach.⁴³ And The result of this study are in line by previous researchers, first the research by Totok Bintoro, Fahrurozi, Adistyana Pitaloka Kusumawati, and Ratna Sari Dewi's research. The title is "*The Teachers Strategies in Teaching Sign Language for Deaf Students in Special School Jakarta*". They researched the strategies used by teacher for deaf students, and in the strategy they carefully followed, there were techniques used by ten teachers as respondents. These techniques include visual engineering techniques, auditorial techniques, and questioning techniques. The same as this thesis, teacher apply such techniques, but in the research by Totok Binoro etc, they also mentioned that teacher use the haptic technique, while in the results of this study, teacher do not use the haptic technique.

A number of problems have been identified, including the fact that teacher make lesson plans without considering their students' needs and that, as learning progresses, students engage in conversations outside the

⁴³ Andin Zuraidah, "*The Teaching Of English For Specific Purpose (ESP) In There Departements At UIN Syarif Hidayatullah Jakarta*", 2019

classroom, distracting them from existing tasks. Students with mental disabilities also struggle with memory and take longer to absorb concepts. Al-Hazmi and Ahmad Students with intellectual and developmental disabilities struggle with their ability to adapt and operate intellectually. It can make it difficult for them to understand, reason, articulate, store information, and solve problems. And the problems that teacher face in teaching English to students with special needs are the same as in the previous study entitled "The Special Education Needs Students and the Teaching of English Vocabulary," where students have difficulty remembering the meaning of words.

In addition, a previous study entitled "An Analysis of Teachers Strategies in Teaching English in an Inclusive Classroom of Ma Muhammadiyah 1 Ponorogo in Academic Year 2018/2019" by Rima Dewi Puspitasari concluded on the problems faced by teacher where teacher do not have a unique approach to teaching. This research is inconsistent with the results of this study, where the problems faced by teacher are different. Research by Rima Devi Puspitasari mentions that the problem facing teacher is that the time to study students with special needs is more materialistic than learning in practice or training for students with specific needs. In this study, the problem faced by teacher lies in the way the creation of teaching modules that do not meet the needs of students and teacher also teaches does not follow the systematization of the teaching module that has been created. When teaching, teacher do not use touch as a tool for maximizing student speech construction correctly. Besides, students cannot focus on learning

because, when learning happens, they discuss things outside the material context.

And the difference from the problems faced by teacher is because of class differences. Research by Rima Goddess Puspita Sari focuses on inclusive classes, and this research thesis is focused on SLB. According to Sanjeev and Kumar, students with disabilities and ordinary students are given equal access to learning when they are in an inclusive class.⁴⁴

⁴⁴ Natasha Prasetyaning Andryastuti, *“Teachers Strategies In Motivating Students In Inclusive School,”* (Thesis, Satya Wacana Christian University, Salatiga) 2015, P.6

CHAPTER V

CONCLUSION AND SUGGESTION

As the final section of this research, the conclusion and suggestion are taken after analyzing and interpreting the data acquired in the preceding chapter. The research question is addressed in the conclusion that follows, and the information provided in the recommendation is meant to pique readers' curiosity in conducting more study in this field.

A. CONCLUSION

As mentioned previously, this research seeks to answer the techniques used by teachers in teaching English to special need students, then the problems that occur during the teaching process. Based on the results of this research, the researcher concluded that the English teacher at SLB N 1 Kepahiang did not apply certain techniques, but the teacher adapted learning techniques to students' needs and existing situation. In the learning process the teacher also emphasizes lip movements so that students can understand the vocabulary better. When teaching vocabulary, the teacher pronounces the vocabulary according to the pronunciation of the vocabulary. The teacher gives all students the opportunity to mention the vocabulary taught one by one. The teacher does not implement a calm atmosphere in the classroom because the teacher applies differentiated learning. When students enjoy learning English, this is the success of their learning.

When teaching in class, teachers face problems. Some of them include not adapting their teaching modules to the needs of their students and not teaching according to the prepared learning modules. Teachers also don't use touches, which can be a tool for learning languages. By using touches, teachers can monitor the

students's correct speech construction. And as learning proceeds, students interact with peers to discuss conversations outside the context of the learning material. Therefore, students do not focus on learning.

B. SUGGESTIONS

After conducting the research, the researcher would like to give some suggestion which may be useful for:

1. The Collage

This research can be a reference for new English teacher who will teach students with special need, in choosing techniques and adjustments to students in teaching english to students with special needs. Apart from that, there are possible problems that will arise in teaching, teacher can overcome them.

2. The teacher

Teaching English to students with special needs is noot an easy way. In providing students with an understanding of English language learning, teacher must collect and consider several teaching techniques, moreover, collect them all for students at the appropriate level. Remain enthusiastic in advancing the nations next generation.

3. The next researcher

The researcher hopes that this research will be improved and that it will inspire further research to go deeper into this area of study.

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