PROBLEMS FACED BY ENGLISH TEACHERS IN TEACHING ENGLISH FOR STUDENTS WITH LACK OF INTELLECTUAL

(*A case study of Junior High School SLB Mutiara Bunda Padang Panjang)*

THESIS

Submitted to English Department
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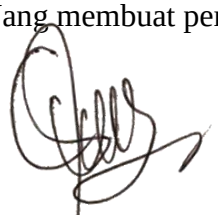

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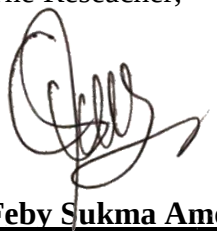
The Reseacher,



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ABSTRAK

Febby Sukma Amelia, NIM. 15300 400 038, Judul Skripsi **"Problems Faced by English Teachers in Teaching English for Students with Lack of Intellectual (A Case Study of Junior High School SLB Mutiara Bunda Padang Panjang)"** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam (IAIN) Batusangkar.

Permasalahan dalam penelitian ini adalah masih adanya masalah yang dihadapi oleh guru dalam mengajar Bahasa Inggris kepada anak Tunagrahita. Penelitian ini bertujuan untuk mendeskripsikan permasalahan-permasalahan yang masih dialami oleh guru dalam mengajar Bahasa Inggris kepada anak Tunagrahita.

Metode penelitian yang digunakan adalah studi kasus. Data dalam penelitian ini adalah hasil wawancara dengan 2 orang guru yang ada di SLB Mutiara Bunda Padang Panjang. Pada penelitian ini, peneliti menjadi instrumen kunci dan rekaman wawancara dan transkripsi menjadi instumen pendukung. Untuk menguji keabsahan data, peneliti menggunakan triangulasi waktu. Selanjutnya untuk menganalisis data, peneliti menggunakan teori Miles and Hubberman yang meliputi reduksi data, penyajian data, serta verifikasi data dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa ada lima permasalahan yang dihadapi guru dalam mengajar Bahasa Inggris kepada anak Tunagrahita, meliputi: (1) Sulitnya mengontrol mood anak Tunagrahita, (2) Sulitnya menjelaskan materi kepada anak Tunagrahita, (3) Guru kekurangan sumber mengajar Bahasa Inggris untuk anak Tunagrahita, (4) Guru tidak pernah mendapatkan pelatihan khusus untuk mengajar anak Tunagrahita, dan (5) Masih ada Guru yang tidak memiliki latarbelakang pendidikan Bahasa Inggris untuk mengajar Bahasa Inggris anak Tunagrahita.

Kata Kunci : Siswa Tunagrahita, Guru Bahasa Inggris, dan Pembelajaran Bahasa Inggris

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CHAPTER I
INTRODUCTION

A. Background of the Problem

English is one of the subjects that should be taught even in inclusive school Teaching English is a challenge for every teacher, especially in Indonesia where English is not the mother tongue for Indonesians. Since teaching English is not easy for teacher, it will be harder if the teacher teaches in inclusive school, because communication is the key in learning process. It will be challenges for teachers to teach English in special education school. Teachers should prepare everything that related to characteristics of intellectual disability and teachers should overcome these problems.

The government should provide a friendly environment for people to get education whether it is for normal people or people with disability. It is relatively quite a lot of the people with disability. Even people with disability have an equal right to get education. Thus, the right for education for children with special needs or children with disabilities is stipulated in law no. 20, 2003 concerning the national education system 23 states that: “special education is education for students who have difficulty in following the learning process because of physical, emotional, mental and social disorder.”

Children with special needs are defined as children who need education and special services to develop their full human potential (Halalah and Kaufaman 1991). Special children can be also defined as children with special needs; because in order to fulfill their daily needs they need assistance of educational services, social services, guidance and counseling services and various types of services. Teaching students with disability have many challenges, especially physiology and intellect.

In providing education for students with disabilities certainly needed something different. Therefore, the roles of educators, especially teachers have an important role in encouraging students. Special students also need special treatments in teaching. For now, the government provides a place for students with disability to learn. It is called special education school. In January 2003, the government widely published some regulations about special education school; to develop four level of education from elementary school until senior high school. Every level of the school must provide at least one special education school in every province and district.

Stainback (in Marthan, 2007) states that special education school is a school that accommodate all students with disability with adjusted learning method and students needs. As we know, students' needs are different from each other. In related with that, it is also challenges for the teachers to provide and develop creative ideas. Teachers' obligation in special education school is higher than normal school. In fact, there are many implementations that are not in the right place. Because of so many things that should be prepared by teacher for inclusive school, teachers face many problems not only for preparing but also for teaching.

For the implementation of special education school, teacher in inclusive school must prepare a learning program that appropriate for the characteristic and students with disability needs. Giving chances as wide as possible for all students that have obstacles in physic, emotional, mental and social or having a potential in intellectual to get the best quality in education.

There are many classifications for students with disability. One of them is students with Lack of Intellectual. According to Arifa (2014) lack of intellectual is classified as students with disability that having problem with mental health and intellectual. It means that they have problems in the way of their thinking this intellectual disability problem makes a barrier for the students to process information. Students with lack of

intellectual mostly have lower academic results; it makes them difficult developing their skill based on their age like normal students. So, students with lack of intellectual needs attention more than others students because of their mental. They really need guidance and attention from the teacher so they can reach their academic life.

Therefore, this intellectual disability absolutely affects their academic capabilities. Students with intellectual disability have lower IQ under normal students. Lack of intellectual students are difficult to absorb information even the simplest that almost normal people can do. Students with lack of intellectual or intellectual disability are not only having problem with IQ but also having problem with managing emotional. Reiss in Suharsimi (2009) states that tend to have problem with their emotional and all poblems related to the emotional developing because of their low capability in understanding. Their lacks of capabilities cause heavy stress to them. It impacts their ability to manage their emotions. In some cases, some of students cannot be controlled with their emotions and the others choose to be quiet. This complex situation makes them really hard to socialize with people. Those obstacles make the learning process like normal person. Teacher should pay attention to students' characteristics.

Eventhough the dissabilities students lacking in terms of intelligent, it does not mean they can not learn English language at all. With learning new language it can be a stimulus for them because learning a second language might be able develop news area in their mind and strengthen the students brain's natural ability to focus, entertain multiple possibilities, and process information.

At first the researcher tried to find other school but unfortunately, it's hard to find a school that teach a dissabilty students with lack of intelligent an English lesson. Finally, after the researcher find out Junior High School SLB Mutiara Bunda Padang Panjang is one of the special education schools in West Sumatra and they also teach English language to the students. Also, the researcher has choosen this school as the research

setting because of this school's history that really has struggles to provide an appropriate learning for those who are unlucky and get well-served in general school because of their disability condition. They provide a place for disability students to get the same rights in education process as the normal ones. There are kinds of students with disability in the school and lack of intellectual is one of them. English is also taught to students with disability. Also the researcher choose that school because they taught English language for the students in there. The researcher also witnessed how the teacher struggle to teach English language to the students.

Based on the preliminary research that has done by the researcher. The researcher found unique facts that there are two teachers who teach English in the Junior High School level in SLB Mutiara Bunda, first teacher that teaches English with English educational background, and then teacher that teaches English but doesn't have English educational background. Both of these teachers teach English for intellectual disability. The specialty of the teachers of course in teaching. Since teaching students with disability is not easy. This is a big challenge for the teacher who teach disability students. The teacher must teach students patiently because of their condition. Not only teaching, but also the teacher is as teacher who manages the class and structural job as a teacher. The teacher teaches both eighth and ninth grade of junior of high school. Total students in the eighth grades are 8 students with 2 females and 6 males. In other side, the ninth grade is 10 students in total, with only 1 female and 9 males. The teacher said that there are some levels in in lack of intellectual students in the class; low, average and high ability.

Moreover, based on the preliminary research, the researcher found that how was the teaching condition in the school. The teachers mostly used the text book to teach as the main strategy. Because she stated that, it was really difficult to use another strategy to teach beside text book strategy. The teacher mentioned that why she used the text book strategy because the students are really difficult to understand because of their

intellectual disability. They were really difficult to comprehend the material because the communication was really the obstacles. The teacher also mentioned the limited time was not enough to teach English for lack of intellectual students. Time for teaching was 70 minutes and English was taught twice a week.

In addition, the teacher also added that the material was alphabet. The teacher taught students slowly letter by letter to make the students understood the word in English. She mentioned that because lack of intellectual students was difficult to understand and write the word in English because basically, they were in intellectual disability conditions. The teacher said she should prepare the material as flexible as possible so the students would not get bored. The teacher also focused on paying their attention and be careful in controlling their emotions. She said that the learning process was sometimes running well but mostly difficult.

Students' responds were low because they were difficult in absorbing the material. Remembering something was difficult for lack of intellectual students in the learning process. It means that once they were taught, they tend to forget what the teacher has said. As mentioned before, in the class there are lack of intellectual student with higher intellectual level that indeed interested in learning English. This type of student really wants to know more about English and tend to ask what word next should be discussed. While, average and low levels lack of intellectual students should be ordered and asked "open the book" to open the book and start to learn for example. They are really hard in understanding what the teacher asks for them because of their communication problem.

Based on the explanation above, the researcher found that, the teacher faces problems in teaching students with disability specially for intellectual. There was a communication problem in teaching students with disability. Also, the teacher should prepare the material as flexible as much to make students not to feel bored. Thus, those can be problems for the teacher theirself in teaching. Based on the explanation above, the

researcher is really interested and wants to conduct research entitle "Problems Faced by the English Teacher in Teaching English for Disability Students with Lack of Intellectual"

B. Research Focus and Question

Based on the background of the problem above, this research focuses on problems faced by English teacher in teaching English for students with lack of intellectual.

Based on the focus of the research, the researcher formulates the research in the following question: What are English teacher's problems in teaching English for students with lack of intellectual ?

C. Purpose of the Research

Based on the research focus above, the main purpose of this research is to know what are the problems faced by English teacher in teaching English for students with lack of intellectual.

D. Definition of the Key Terms

To avoid ambiguity and misunderstanding about this research, there are several key terms which are defined as follows:

1. Problem is something that does not go as expected in teaching English for students with disability.
2. English teachers are the teacher with and without English educational background who teach English subject in *SLB Mutiara Bunda, Padang Panjang.*
3. Students with disability is students who need education and special services to develop their full human potential. In this research, the category of students with disability is students with lack of intellectual.

E. Significance of the Research

By doing the research, this research is expected to give some contributions for lecturer or teacher and English students about teaching English for students with disability. It is also expected to be useful in both theoretically and practically. Theoretically, the result of this research can hopefully enrich the theory about English teaching materials and teaching English through students with disability, and give information about problems faced by English teacher in teaching English for students with disability. Practically, this research gives some advantages for the English students, the lecturer of the teacher, and the researcher herself, as follows;

1. English Students

   The result of this research may give information to students of English Department of IAIN Batusangkar about problems faced by English teacher in teaching English for students with lack of intellectual. The English students, as candidate of English teacher who want to use this way, will be able to understand what the problems faced by English teacher in teaching English for students with lack of intellectual. Besides, this research is expected to be a reference for the readers who want to improve their comprehension about the use of English for students with lack of intellectual.

2. English Teacher

   This research is expected to give valuable information, espeially for English teacher to know what are the difficulties in teaching students with lack of intellectual. So, English teachers can overcome those problems and can create suitable learning method and make students enjoy in the learning process.

3. Researcher

   This research is hoped to give better understanding and comprehension problems faced by English teacher in teaching English

for students with disability. Then, the researcher is expected to get enlarge knowledge and experience of the field of this subject, and also as a requirement to get bachelor degree (S1) at IAIN Batusangkar.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. English Teacher

a. Definition of English Teacher

A teacher is professional people that have several roles in doing their job and life. According to Brindley (1994:5), an English teacher is teachers that have specialization in English and may have responsibility for curriculum leadership in that subject. It means that, the teacher should have the ability to explain materials and give information to the students. As a teacher, the teacher should develop students' ability to understand the materials. The teacher also has a responsibility to teach, guide, and assess the students in every kind of level of education. Including the English teacher that teaches students with disabilities.

Furthermore, Hoyle in Demirkasimoglu (2010: 2048) defined professionalism as those strategies and rhetoric's employed by members of an occupation in seeking to improve status, salary and conditions.

Moreover, Novembli (2015) said that the teacher is the human element in education. The teacher is a figure for human resources who occupy positions and play an important role in education. The teacher has a variety of tasks that are implemented in forms of devotion. The task covers the professional fields, humanitarian fields and fields social. The task of the teacher as a profession includes educating, teaching and train. Educating means continuing and developing life values and life. Teaching means continuing and developing knowledge and technology, while training means developing skills for students.

In addition, Zainab in Zamani (2016) said that the teacher is one of the main factors that have a lot of influence on students' achievement, performance and success. It can be concluded that the teacher has a

leading role in the learning process, without a teacher the lesson would not be complete and the purpose of the learning process has not been attained.

Based on the theory, a teacher not only explains the lesson in the classroom and then assesses the student, but they should also be able to do many duties. Teachers should be able to be a good model for their students. The teacher has more talent and skill in teaching those students to be good people. So, those ways are people said the teacher as a hero without reward.

b. Role of English Teacher

The teacher should have the roles in the classroom to ease them in conducting the learning process. According to Harmer (2004:57-62) there are some role of teacher. First, teacher is as controller. It means that the teacher has the responsibility to conduct student activity in the classroom. Second, teacher is as an organizer. As an organizer the teacher not make all the decisions or try to tell every in detail what to do, how to it and when to do it. Third, teacher is as an assessor. In this case, the teacher must think critically and logically. Fourth, teacher is as prompter. When students are not sure how to start an activity, or what to do next, the teacher should give appropriate prompts. It should be done sensitively and encouragingly.

Fifth, teacher is as participant. There are also times when the teacher should join with the student's activity not as a teacher, but also as a participant. The teacher can also join one or two groups as an ordinary participant. Sixth, teacher is as resources. The teacher should be available for advice and counsel when the student seeks it. Seventh, Teacher is as tutor. When students are working for their projects, the teacher can act as a tutor, working with an individual or small group. Eighth, teacher is as observer. Teachers should be careful not to be too

intrusive by hanging on their every word, by getting too close to them, or by officiously writings down all the time.

In addition, Tasmania (2014: 9) there are role of teacher for students with disability, they are: know that all students are capable of learning, actively partner with students and encourage collaboration in developing engaging and challenging learning experiences, work to ensure that learning is differentiated so that all students are appropriately challenged in meaningful learning experiences, give students opportunities to have a say in how education is experienced by allowing them choice in some elements of learning, provide appropriate physical surroundings to assist students build self-esteem and resilience, consult with parents and students regarding adjustments to learning experiences, closely monitor student progress and shift adjustments as needed, communicate information on students' progress to parents and families.

From the expert's argument above, the teachers have several roles in their interaction with the disability students inside and outside the classroom. The English teacher understands what the students need whenever the teacher applied the role of teacher in the class and outside of class.

2. Teaching English for Junior High School

Teaching English for junior high school refers to a more specialized area of teaching English which deal with younger students (Scott and Yterberg: 2001). It is totally different from teaching adult. When teaching young learners, teachers constantly have to keep in mind the fact that what they have in front of them is a mixed class with varied abilities, expectations, motivation level, knowledge, and different learning styles. She also states that young learners are like sponges, they soak up everything we say and how we say it. There has been a growing awareness acknowledging that teaching English to

junior high school is not as simple as we once thought. It needs optimal condition and requirements that would enable junior high school students to further their learning, eventually the aim will be achieved.

Interest in teaching English to junior high school student has been steadily growing in Indonesia. Many parents believe that by studying English from early stage, their children will get a better future. They believe that by introducing English to their students, it will bring their students to have a better carrier.

One main reason for teaching English to junior high school student is the convenience of their age for language acquisition. They believe that they learn much more quickly and efficiently. Another reason for the popularity of teaching English to junior high school student is because a common language used for communication between two people whose languages are different (Harmer: 2007, as stated by Pransiska, 2016:251).

Teaching English to junior high school student does not mean as teaching adults. In teaching junior high school student, there is a number of reasons why they can take the benefit from learning a foreign language. It can develop their basic communication abilities into the language. Teaching English also encourages enjoyment and motivation for language learning especially when it is in fun way.

Furthermore, teachers have the most important roles in creating an encouraging emotional atmosphere in the classroom. Different activities will support statement. They have to be creative in order to make a fun and interesting atmosphere in their classroom. According to Scott and Ytreberg (2001), cooperative rather than competitive atmosphere, works better with junior high school student. The students should feel that they are having fun together. They especially have fun with movement and physical participation, and

the more fun is they will remember the language learned (Shin: 2006, stated by Pransiska, 2016: 252).

Therefore, TEYL is a process to transfer knowledge through young learners that different from adult because the teacher should give the knowledge by making them attractive and a lot of fun.

3. Teaching English for Disabled Students

a. Definition of Teaching English for Disabled Students

According to Brown (2007:8) teaching is showing or helping students to learn or how to do something, giving instruction, guiding in the study of something, providing with knowledge, knowing or understanding. In short, teaching is the process of how the teacher helps the students to do and know something in their learning process.

In addition, Murray in Zamani (2016) the teacher seems to take the key role in facilitating the students learning and the characteristics of the teacher may influence the students' learning process to some extent well.

From the theories above, it is considered that teaching is the whole process of giving knowledge from the unknown to know something. For disabilities student, teaching is the process of helping students to use English effectively by using several ways. English teaching should be creative and innovative. It can create the atmosphere of language learning which eases the students in aiming communicative competence in teaching English.

b. Principle of Teaching English for Disabled Students

In teaching English for students with disability, the teachers have some principle. According to Meir (2008: 9) learning process to students with disability is more successful and effective when the following principles, which should be the basis of all teaching but which are especially important for teaching students with disability,

are applied: create language rich environment, adjust teaching to the individual pace of each student, offer success-oriented activities to the student, plan instruction so as to include experiential activities, break down the learning assignments into subtasks, in keeping with the student's needs, vary activities within the lesson and from one lesson to another, provide extensive drilling, memorization and repetition of the learning material, include many visual and tactile aids, such as pictures and objects while teaching.

Based on the theory above, createing language rich environment, adjusting teaching to the individual pace of each student, offering success-oriented activities to the student, planning instruction so as to include experiential activities, breaking down the learning assignments into subtasks, in keeping with the student's needs, varying activities within the lesson and from one lesson to another, provide extensive drilling, memorization and repetition of the learning material, include many visuals and tactile aids, such as pictures and objects while teaching are the eight teacher's principles of teaching English to students with disabilities to get successful on teaching and learning process.

4. Disabled Students

a. Definition of Disabled Students

Students with learning disability are not aware of how their minds work and fail to use strategies that represent the dynamic processes underlying effective learning and academic performance. According to Ustun (2002) stipulates that disability is the result of interactions between someone who has a disorder and a barrier environment and attitudes that are around it. In addition, Ashby (2012) said that disability is presented as a fixed and identifiable construct, an immutable part of the person.

Furthermore, Horowitz in El-Koumy (2016) state that individuals with disability have neurologically-based processing disorders which means that their brains process information differently than most people. These information processing disorders manifest themselves in students' failure independently apply effective learning processes and to monitor their own learning. For example, the student failure to apply learning strategies, orchestrate among various strategies, and change strategies when they do not work or make adaptations to them when necessary.

b. Kinds of Disabled Students

According to Winarsih (2013: 8), there are kind of students with disability, they are:

1) Children with visual impairment are children who have disorders visual power in the form of total or total blindness (low) vision). The characteristics or signs of low vision children are:
   a) Eyes look red
   b) Eyeballs appear cloudy (whitein the middle,and sometimes like cat's eyes (shining)
   c) Eyeballs move very fast
   d) Sight is only able to respond to light, size objects large with striking colors
   e) Squinting when exposed to sunlight
   f) Viewing objects, watching television, reading books or viewing images in the book is very close
   g) Watch television very close
   h) When walking in an unknown place often stumble and crash into
   i) At sunset cannot see clearly (night blindness)
   j) Frequently banging his head against the wall

The characteristics or signs of total blind children:

a) Unable to see light.
b) Real damage to both eyes.
c) Groping often when looking for something and when walking often bumping and tripping.
d) The eyeball looks clear but can't see the light or objects.
e) Often pressing the eyeball with a finger.

2) Children with hearing disabilities are children who experience hearing loss, either partial or complete, and usually have language and speech impediments.

The characteristic of children with hearing disabilities are:

a) Does not show a surprised reaction to the sounds or loud applause at a distance of one meter.
b) Can’t be made calm with the voice of his mother or caregiver.
c) Does not react when called by name or is indifferent to the surrounding sound.
d) Not able to grasp the intentions of people when talking if not face to face.
e) Unable to know the direction of sound.
f) Speech ability does not develop.
g) Vocabulary does not develop.
h) Frequent infections in the ear.
i) Speaking is difficult to understand.
j) Can’t pay attention to something for a certain period.
k) Looks like a child who is disobedient or dissident.
l) Looks like slow or difficult to understand.

3) Children with intellectual disabilities are children who have intelligence which is significantly below the average age of children and is accompanied with the inability to adapt to behavior, which appears in period of development.

   The characteristics or signs of children with intellectual disabilities:

   a) Flat face, distance of both eyes far, flat nose, open mouth, big tongue
   b) Small/big/flat head.
   c) Cannot take care of themselves according to age or all must be helped by other people.
   d) Speech/language development late or unable to speak.
   e) Poor or unable to adjust to the environment.
   f) Frequent saliva (fluid) from the mouth.

4) Children with physical disabilities are children who experience movement disorders due to paralysis, incomplete limbs, deformities and bodily functions or limbs.

   The characteristics or signs of children with physical disabilities:

   a) Stiff/weak/paralyzed limbs.
   b) Difficulty in movement (imperfect, not flexible/not controlled)
   c) There are parts of the limb that are incomplete/not perfect/smaller than usual.
   d) There is a defect in the loco motor.
   e) The fingers are stiff and cannot hold.
   f) Difficulties when standing/walking/sitting and showing attitude body is not normal.

5) Children with social disabilities are children who have problems or obstacles in controlling emotions and social control, as well deviate.

The characteristics or signs of children with disabilities include:

a) Being disobedient and likes to lie.

b) Easily arouse demotions/emotional/irritable.

c) Frequent aggressive, destructive and disruptive actions.

d) Often acts in violation of social norms/moral norms/legal norms.

e) Lack of/not able to establish relationships with other people.

f) Have a depressed feeling and always feel unhappy.

6) Children with impaired concentration and hyperactivity (GPPH) or attention deficit and hyperactivity disorder (ADHD) is a child who has developmental disorders, which is marked by a set of problems in the form of interruption self-control, attention or attention span problems, hyperactivity and impulsivity, which causes difficulty behaving, thinking, and controlling emotions.

The characteristics or signs of children with impaired concentration attention and hyperactivity:

a) Attention or difficulty focusing, such as unwillingness hear, fail to complete tasks, often eliminate objects, unable to concentrate, easy attention disturbed, dreamy, quiet, must be reminded and directed continuously.

b) Impulsivity or difficulty holding back desires, such as rush when approaching something, not careful, dare to take risks, take opportunity without thinking, often experiencing harm or injury, impatient, and like interruptions.

c) Hyperactivity or difficulty controlling movements, such as

very difficult rest, unable to sit long, talk excessively, move fingers do not aim (nosy), always moving to go or leaving the place, easily provoked, and changing a lot position/movement.

7) Children with autism spectrum disorders or autism spectrum disorders (ASD) are children who experience disorders in three areas with different levels, namely communication skills and social interactions, and stereotypical repetitive patterns of behavior.

The characteristics or signs of children with spectrum disorders autism:

a) Children are very slow to talk or can’t at all, eject strange noiseless voice, repeating the other person's words, talk but not to communicate.
b) Asked cannot answer, even repeat the question.
c) Cannot communicate both ways and do not look into the eyes of your opponent he spoke.
d) If called do not want to look.
e) Feel uncomfortable in a crowd, for example a birthday party, marriage, and soon.
f) Feel more comfortable when playing alone
g) Behaving strangely like walking on tiptoes, circling, jumping around, pacing aimlessly.
h) Often see with slanted eyes.
i) Stickiness with certain objects, so everywhere should be bring the object.
j) Raging great if you don't get what you want.
k) Laughing/crying/angry for no apparent reason.
l) There is no empathy.

m) There is a need to smell something and put everything in objects that are held in the mouth or bitten.

8) Children with multiple disorders are children who have two or more disruption so that assistance, services, education are needed specifically, and special study aids.

The characteristics or signs of children with multiple disorders:

a) Has a combination of two or more obstacles, for example disability vision with autism spectrum disorders, disability vision with hearing disability, down intellectual disabilities/hearing disabilities, and etcetera.
b) Has obstacle in social interaction.
c) Has a very limited ability to express or understand other people.
d) In general, experiencing delays in physical development and motor.
e) Often behaves strangely and does not aim, for example rubbing finger on face, self-injury (head banging), pulling hair, and soon.
f) Often unable to take care of their own basic needs like eating, dressing, urinating, and soon.
g) Rarely behave and interact constructively.
h) Behind the limitations above, children with multiple disabilities have positive characteristics such as friendly, warm, have a sense of humor, hard-hearted and determined.

9) Children who are slow learning or slow learners are children who have intellectual potential is slightly below average but not yet included mental disorders. They take a long time and repeatedly to can complete academic and non-academic tasks.

The characteristics or signs of slow learning children:

a) Functions on abilities below the class average.
b) The average learning achievement is always low.
c) In completing academic tasks often late compared to friends his age.
d) Capability of slow learning.
e) It takes a long time and repeatedly to be able to complete academic and non-academic assignments.
f) Prefer to make friends with children who are significant at underneath.

10) Children with special learning difficulties or specific learning disabilities are children who experience obstacles or deviations in one or more basic psychological processes of disability listening, thinking, speaking, reading, writing, spelling and count.

There are three types of children with special learning difficulties:

a) Children who have difficulty learning to read(dyslexia)

The characteristics or signs are as follows; the development of slow and frequent reading skills, error reading, ability to understand low reading content, in writing letters often occur which are lost in one word on beginning, middle or end of a word, or difficult to distinguish letters or numbers that are almost the same as writing the letter d to b, vice versa, ignore punctuation.

b) Children who have difficulty learning to write (dysgraphia)

The characteristics or signs are as follows; when copying writing, it is often too late to finish, often mistakes the letters bwithp, vwithu, pwithq, numbers2 with 5,6 with 9, and soon, the results are poorly written and illegible, the writing is a lot of wrong/upside down/missing letters, it's hard to write straight

on unlined paper.

c) Children who have difficulty learning to count (dyscalculia)

The characteristics or signs are as follows; difficult to distinguish the signs +, -, x,:, =, <,>, difficult to operate the count/number, often wrongly ordered in sequence, often wrong numbers 9 with 6, 17 with 71, 2 with 5, 3 with 8, and so on, difficult to distinguish geometric shapes.

11) Children with impaired communication skills are children who experience irregularities in the field of language development speech, sound, rhythm, and fluency of the average age caused by physical, psychological and environmental factors, both receptive and expressive.

The characteristics or signs of children with disorders communication/speech:

a) Children don't cry right after crying.
b) Cannot be seen when hearing sounds that occur around it.
c) Never or very rarely cry.
d) Do not like looking at the face or looking back at the compilation feed it.
e) Difficulty in recovering, chewing, and releasing while eating and drink.
f) Not yet started talking at around 12months.
g) Low vocabulary or sentences.
h) Not able to arrange simple and simple sentences say the final syllable
i) There are abnormalities of speech organs, such as clefts on the lips or cleft, and tongue deformities.
j) Like to be alone or not hangout.

k) His speech is difficult to understand.

l) Showing symptoms fixed on something that is difficult to divert(presentation).

12) Children with special intelligence and/or talent potential is a child who has a high intelligence score (gifted), or those who excel in special fields (talented) like music, art, sports and leadership.

The characteristics or signs of children with intelligence and talent special:

a) Having a level of intelligence that is more than average, creative, and competitive towards very high tasks.

b) Has a high sensitivity.

c) Likes to get answers to "how" and "why" questions about a thing.

d) Able to work independently since childhood.

e) Very fast in discussion conversations or lessons that are given.

f) Has broad, diverse and deep interest.

g) Have a strong memory and a high curiosity towards something.

h) Having high energy in relationships and giving good response to adults, teachers, and adults

i) Like friends with children who like on it.

j) Like doing something new and doing tasks well and efficiently.

k) Able to discuss various discussions or discussions within the same time, and quickly associate one thing with a thing lay down.

l) Can be accessed for a long period, especially against tasks or fields of interest.

From the kind of students with disability above, the researcher focuses on teacher's problem in teaching English for students with dissability at SLB Mutiara Bunda Padang Panjang

c. Degrees of Disability Students

1) Mild Disability

According to Embregts in Westwood (2009) said that most students with mild intellectual disability can be educated effectively in inclusive classrooms, particularly in the primary school years. However, they do require some modification to mainstream curriculum in academic subjects, and usually benefit from intensive remedial teaching in language, literacy and numeracy areas. They may also require help in the domain of social relationships since many of these children have difficulty making friends. Some may also exhibit behavior problems.

The vast majority of individuals with intellectual disability are located in this mild category, with IQs in the range 55 to 70. These students are very little different in most respects from those with IQs in the range 70 to 85 who in the past have been referred to as 'slow learners' or 'low achievers. Most students with mild disability appear physically and behaviorally very similar to children without disabilities. Outside the school context, the majority of these students are considered completely normal, their problems only becoming apparent when they experience learning difficulties within the school curriculum. Their lack of success can often lead to loss of self-esteem, loss of confidence and reduced motivation to learn.

2) Moderate Disability

According Santrock in Westwood (2009) students whose degree of intellectual disability is in the moderate range (IQs between 40 and 54) experience significant learning difficulties.

They usually require full-time special education and only a few are accommodated successfully in mainstream classes, usually only in the early school years. With intensive and effective teaching, they can reach an achievement level somewhere between second and fourth grade by the time they are in their late teens. These students may display significant deficits in adaptive behavior, so their educational program must focus on teaching skills for self-management, social competence and communication. Ongoing behavior management programs are also required for a few of these students whose lack of self- control can result in very challenging behavior.

3) Severe to Profound Disability

According to Bondy & Frost in Westwood (2009) state that measuring the IQ of individuals with severe or profound intellectually disability is extremely difficult and somewhat inaccurate. However, most experts assign the IQ range 25 to 39 for severe disability and below 25 for profound disability. This degree of cognitive impairment causes extreme difficulties with learning, communication and self-care. Students functioning at this level need constant management and support, often throughout their lives. Some of these students lack both mobility and speech, so physical therapy is necessary and alternative methods of communication must be established (e.g., sign language or picture and symbol communication).

In addition, Weiten in Westwood (2009) state that intensive training, using mainly direct teaching and the consistent application of behavioral principles (task analysis and reinforcement) is required to teach these students the most basic of self-help skills such as eating, toileting, washing and dressing. Some individuals with profound intellectual and multiple disabilities (PIMD) never

manage to accomplish these daily living skills unaided and a few remain relatively unresponsive to training.

5. Lack of Intellectual Students

a. Definition of Lack of Intellectual Students

The term of lack of intellectual may still be foreign to some people, however, in everyday life we often encounter someone with an indication of mental retardation, for example a child who always gets bad grades in academic terms, or someone who often does not understand the orders given to him. The above problems can only occur if the child has mental barriers.

The term commonly used to refer to lack of intellectual children is lower IQ, weak brain, weak memory, weak mind, mental retardation, and mental disability. While in foreign languages, mental retardation is known by several terms such as mental retardation, mental deficiency, mentally handicapped, feebleminded, mental sub normality, intellectually handicapped, intellectually disabled.

The words "mental" and "intellectual" in the terms above have the same meaning, and not in terms of psychological conditions. The difference in the use of the term is caused by the scientific background and interests of the experts who put it forward. However, all of these terms have the same meaning, namely the obstacles and limitations to the development of one's intelligence when compared to children in general. This delay and limitation of intelligence is accompanied by limitations in behavioral adjustment (Wardani, 2011: 6.3-6.4).

Lack of intellectual students are children who have significantly below the average intelligence of children in general, accompanied by obstacles in adjusting to the surrounding environment. They have delays in all areas and that is permanent. Their memory span is short, especially those related to academics, less able to think abstractly and complicated (Nunung Apriyanto, 2012: 21).

A person is categorized as mentally disabled in the sense of lack or mental retardation, namely children who are identified as having such a low level of intelligence (below normal), so that to carry out their development tasks they need special assistance or services, including educational programs and guidance (Mohammad Efendi, 2006: 9). While mental retardation according to Lee Willerman (in Tin Suharmini, 2009: 41-42) refers to signnificantly sub average intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period.

The most important point to note in this definition is that the diagnosis of mental retardation requires deficits in both intellectual functioning and adaptive behavior. Adaptive behavior refers to the capacity to perform various duties and social roles approciate to age and sex. Among the adaptive behavior indices for the young child might be self-help skills such as bowel control or dressing oneself; for the adult one index might be the extend to which the individual can work independently on a job. It means that a person with mental retardation is someone who has a below normal intellectual function, causing difficulty in adaptive behavior and lasts during the developmental period.

The most important point of this definition is whether a person is mentally retarded or not, judging from his intellectual function and adaptive behavior. Adaptive behavior refers to the ability to do things and follow social rules according to age and gender. Observable adaptive behavior such as the ability of young children to control bowel movements or dressing themselves, for adults, for example, to be able to work independently.

Basically, there are five bases that can be used as conceptual footholds in understanding mental retardation (Herbart J. Prehm in Endang Rochyadi, 2005: 11), namely; 1) mental retardation is a

condition, 2) the condition is characterized by mental abilities far below the average, 3) has obstacles in social adjustment, 4) is related to organic damage to the nervous system, and 5) mental retardation cannot be cured.

Based on the opinions of the experts above, the researcher concludes that mental retardation is a condition where a person experiences obstacles in intellectual development and adaptive behavior during development.

b. Classification of Lack of Intellectual Students

There are various perspectives in classifying mentally retarded children. This classification of mentally retarded will make it easier for teachers in the preparation of educational/learning service programs that will be provided appropriately. Mumpuniarti (2007: 13-17) classifies mental retardation in terms of various views, namely: classification of medical, educational, and sociological views.

The classification of mentally retarded children according to Mumpuniarti (2007: 15) is to classify mentally retarded children based on their ability to attend education or guidance. The grouping based on this classification is mentally retarded, capable of being educated, able to train, and needing care. The classification can be studied as follows:

1) Able to educate, mentally retarded who are included in this class of able to learn at the level of mild, borderline, marginally dependent, moron, and debilitating. Their IQ ranges from 50/55-70/75.
2) Able to train, mentally retarded abilities in this group are equivalent to moderate, semi dependent, imbecile, and have an IQ intelligence level ranging from 20/25-50/55.
3) Need care, which is included in the category of needing care are children who are totally dependent or profoundly mentally

retarded, severe, idiot, and have an intelligence level of 0/5-20/25.

The classification of mentally retarded children based on learning needs according to Nunung Apriyanto (2012: 31-32) is as follows:

1) Educable, children in this group have academic abilities equivalent to children in 5th grade of elementary school.
2) Trainable, people with mental retardation in this group are still able to take care of themselves and defend themselves. In getting education and adjustment in the social environment can be provided even though it is very limited.
3) Custodial, learning can be given continuously and specifically. The mentally retarded in this group can be taught how to help themselves and develop more communicative abilities.

According to a pedagogue, he classifies mental retardation based on the assessment of the educational program presented to the child. Based on this assessment, mental retardation is classified into mentally retarded, able to educate, able to train, and able to care (Efendi, 2006: 90-91).

1) Mental retardation can be educated (debil). Not able to follow the program at regular schools, but still able to develop skills through education even though the results are not optimal. abilities that can be developed in mentally retarded children are able to educate, among others: (a) reading, writing, spelling, and arithmetic; (b) adapt and not depend on others; (c) simple skills for future work.
2) Mental retardation is able to train (imbecile). Have low intelligence, so they cannot take part in learning programs such as those with intellectual disabilities who are able to learn.The skills of mentally retarded children who are able to train can be empowered, namely (a) learning to take care of themselves, for

example eating, dressing, sleeping, or bathing themselves; (b) learn to adapt in the home environment or its surroundings; (c) studying economic benefits at home, in sheltered workshops, or in specialized institutions.

3) Mental retardation can take care (idiot). Mental retardation with a level of intelligence that is so low that it cannot take care of itself or perform social interactions. Mental retardation in this group are those who need the help of others in all their life activities. A child who is an idiot is so intellectually that he does not learn to talk and usually does learn to take care of his bodily need (Kirk & Johnson in Mohammad Efendi, 2006: 90).It can be said that a mentally retarded person who needs to be cared for is a person who cannot live without the help of others.

Next is the classification system for mental retardation with a sociological perspective. This grouping is based on the ability of people with mental retardation in their ability to be independent in the community or what they can do in the community. Classified as mild mental retardation, moderate mental retardation, severe mental retardation and very severe (Mumpuniarti. 2007: 15):

1) Mild mental retardation, their IQ intelligence level ranges from 50-70, easier in terms of social adjustment and getting along with other normal people, able to adapt to a wider social environment and able to do semi-skilled level work.
2) Moderate mental retardation, their IQ level ranges from 30-50, able to take care of themselves, can adapt to the immediate environment, can do work that is done continuously but still requires supervision.

3) Severe and very severe mental retardation, the level of IQ intelligence in this mentally retarded is below 30. Throughout their

lives they depend on other people. They can only communicate simply and within certain limits.

Based on the classification that has been put forward by experts, the researcher concludes that mental retardation can be classified into several types, depending on their point of view.

c. Characteristics of Lack of Intellectual Students

Characteristics of mental retardation can be divided into three, general characteristics, characteristics during development and special characteristics.

1) General Characteristics

In general, the characteristics of mental retardation according to Efendi (2006: 98), are as follows:

(a) Tend to have concrete thinking skills and find it difficult to think.

(b) Having difficulty in concentration

(c) Limited socialization skills

(d) Unable to store difficult instructions

(e) Less able to analyze and assess the events encountered

(f) For mentally retarded students, the highest achievement in reading, writing and arithmetic is no more than a normal child at grade III-IV elementary school.

While the characteristics of mental retardation according to Apriyanto(2012: 34) are:

(a) Intelligence, intelligence possessed by mentally retarded children is very limited

(b) Social, having difficulty in socializing due to their inability to live independently

(c) Other mental functions, mentally retarded children tend to have difficulty in concentrating. It's hard to think.

(d) Emotional drive, mentally retarded children do not have positive initiative in defending themselves.

(e) Personality, the personality of mentally retarded children is easily shaken, their personality is immature.

(f) Organisms, less than perfect physical condition, sluggish motor movements, unable to distinguish between good and bad things.

2) Characteristics during Development

According to Wardani (2011: 6.22-6.25) several characteristics that can be used as indicators of different suspicions from children in general are:

(a) Infancy

Although experts still find it difficult to identify mental retardation in infancy, it is stated that infants with mental retardation have characteristics of being less active, delaying physical and motor development.

(b) Childhood

Mild mental retardation at this age is more difficult to identify than moderate and severe mental retardation. This is because in moderate and severe mental retardation their physical condition is different from children in general, while mild mental retardation has a normal physique. Children with mild (slow) mental retardation will show apathy in the environment or may be (fast) hyperactive.

(c) School period

The difficulty of a mentally retarded child in school is evident, for example with low learning achievement, because he has difficulty in almost every lesson. Another difficulty during school is the difficulty in concentrating and understanding the tasks given, in addition to being difficult to concentrate, also due to the weak ability of mentally retarded

people to communicate. Then the mentally retarded child cannot adjust to the environment, often breaking the rules. In addition, mentally retarded children experience disturbances in their motor skills.

(d) Puberty

Changes in mental retardation are the same as teenagers in general. Physical and organs develop normally but are not followed by good mental development so that it is often difficulty to interact with teenagers of their age.

3) Special Characteristics of Children with Moderate Mental Retardation

Physically, moderate mental retardation often has or is accompanied by physical abnormalities, both sensory and motor, in fact almost all children who have a clinical type disorder are included in the able to train group so it is very easy to detect children who are able to train, because their physical appearance (outward impression) is different from children peer normal. The academic ability of children who are able to train cannot take academic lessons even if they are simple, such as reading, writing, and arithmetic (Sari, 2012).

d. Problems that faced by Lack of Intellectual Students

According to Arifah (2014:24-31), Intellectual barriers and difficulties in adjusting behavior in mentally retarded greatly affect other aspects of life, so they often find it difficult to deal with their lives. Difficulties experienced by mental retardation include:

1) Study problems

Teaching and learning activities are activities that are directly related to intelligence abilities. According to Efendi (2006: 96) states that basically, children who have intelligence abilities below

the normal average or mental retardation show low intelligence in general intelligence functions. Things that are considered common and become something natural can be extraordinary, unique, or strange for mentally retarded children, this is due to their low cognitive function. Students who are mentally retarded may have great difficulty in learning abstract material (Smith, 2009: 120).

Research conducted by Espin and Deno (mentioned in Smith, 2009: 120) shows that these factors can also affect the effectiveness of the learning process of retarded students;

(a) Mentally retarded students have difficulty focusing their attention on a task for a long time.

(b) Mentally retarded students have difficulty recognizing and focusing on important aspects of the task.

(c) Mentally retarded students have difficulty in transferring and generalizing abilities from one context to another.

(d) Mentally retarded students find it difficult to get information easily related to the main problem, maybe they miss understanding the meaning of reading or lessons.

(e) Mentally retarded students can forget information very quickly compared to others.

Based on what has been stated by experts regarding the cognitive barriers experienced by mentally retarded people, the researcher concludes that the learning difficulties experienced by mentally retarded people are caused by their inhibited intellectual function. Learning that is done in overcoming the above problems is to create a conducive and fun learning atmosphere. The subject matter is kept simple and is repeated continuously. Difficulties in abstract thinking in mentally retarded can be minimized in learning by using concrete objects or with props.

2) Adjustment problems

Children with mental retardation have difficulty in understanding and interpreting environmental norms (Rochyadi, 2005: 21). In relation to his cognitive condition, it is difficult for the environment to introduce norms (Suharmini, 2009: 89). In line with the opinion that has been described, Weschler argues that intelligence is a person's ability to act purposefully, think rationally, and deal with the environment effectively (Efendi, 2006: 103).

According to Kirk & Gallaggher (mentioned in Suharmini, 2009: 89) mentally retarded children experience a deficit in adaptive behavior, this causes mentally retarded children to experience problems in self-adjustment and social adjustment. Although mentally retarded children have a need for social relationships like normal children, mentally retarded children experience difficulties and often fail in social adjustment (Reiss, et. al in Suharmini, 2009: 89). As a result of this failure in social adjustment, according to Efendi (2009: 103), feelings of frustration will arise, from these feelings of frustration, deviant behavior will appear as a reaction to self-defense mechanisms and as a form of maladjusted adjustment.

In the interaction between adults and people with mental retardation conducted by Turner (mentioned in Smith, 2009: 121), the following needs become important:

(a) The need to feel different,

(b) The need to find protection from negative attitudes and labels,

(c) The need for social support and comfort, and

(d) The need to relieve boredom and find social stimulation.

This social need leads directly to the importance of encouraging positive social interaction among mentally retarded students and their uninhibited friends (Smith, 2009: 121). This is in line with Willerman (mentioned in Suharmini, 2009: 89) who said that providing opportunities for social contact for mentally retarded children helps a lot in their social development.

Based on the opinions of the experts above, it can be concluded that the social barriers experienced by mentally retarded people are caused by their cognitive barriers that cause difficulties in understanding social norms and behaving according to existing social norms. So, they find it difficult to socialize normally. The implication of this difficulty in learning is to create healthy interactions between mentally retarded students and normal students. Mentally retarded students learn to socialize in inclusive classes, in addition to familiarizing mentally retarded students with socializing, it can also be a means of building empathy and respect for normal students.

3) Speech and language disorders

Research on language and speech skills in mentally retarded persons conducted by Eisenson and Ogilvie (1963 in Arifah, 2014: 28), it is known that intelligence as one of the potentials possessed by each individual turns out to have strategic value in contributing to improving language acquisition and speaking skills. In addition to the influence of other external factors such as training, education, and environmental stimulation (in Efendi, 2006: 99). According to Smith (2009: 120) language difficulties can cause students' abilities to be misunderstood and underestimated.

Children everywhere and learning any language go through the same stages and processes (Rochyadi, 2005: 22). The difference between normal children and mentally retarded children is the

amount of vocabulary and development achieved. Research on the language skills of mentally retarded children using the ITPA (Illinoins Test of Psycholinguistic Abilities) by Robert Ingall (1987, in Rochyadi, 2005: 23) shows that:

(a) Children with mental retardation acquire basic language skills the same as normal children,

(b) The speed of mentally retarded children in obtaining is much lower than normal children,

(c) Most mentally retarded children cannot achieve perfect language skills,

(d) The language development of mentally retarded children is much hampered compared to normal children, even at the same MA. In other words, mentally retarded children have a deficit in language skills,

(e) Children with mental retardation have certain difficulties in mastering grammar,

(f) The language of mentally retarded children is concrete,

(g) The mentally retarded child cannot use compound sentences; he will use a lot of single sentences.

It can be concluded that the language skills acquired by mentally retarded children have the same process as normal children. But with limited intellectual abilities, their development can't be as optimal as normal children. In learning the use of language should be considered by the teacher. Teachers should use simple single sentences that make it easier for students to absorb lessons.

4) Personality problems

The personality of mentally retarded children is very different from children in general. This personality factor is

caused by internal and external factors. Internal factors include intellectual barriers, limited physical function, etc while external factors such as experience, community views, etc. These reasons include (Rochyadi, 2005: 24-29):

(a) Isolation and rejection, odd behavior shown by mentally retarded children make them shunned in the association. Rejection received by mentally retarded often makes them behave defiantly as a result of their feelings of frustration.

(b) Labeling and stigma, giving a negative label to mental retardation that lasts throughout the life of the mentally retarded, so that it creates public perception can be considered as a form of discrimination that must be endured by people with mental retardation.

(c) Family stress, the attitude of parents when they realize their child is mentally retarded tends to give rejection to the child. However, what arises is something else, such as feelings of being overprotective as a result of feelings of guilt that arise.

(d) Frustration and failure, failures that are often experienced by mentally retarded people often cause feelings of prolonged frustration, so that it has a bad effect on their emotional development.

(e) Brain function, because the brain cannot function properly, their emotional management is also hampered.

(f) Low awareness, low intelligence abilities in mentally retarded children make them have difficulty in thinking rationally. That is why, in impulse control they have difficulty. Children with mental retardation tend to always comply with their temporary desires/desire without thinking about the consequences/risks that must be borned later.

Reiss, et. al (Suharmini, 2009: 88) said that mentally retarded children often experience emotional disturbances and

problems with emotional development in connection with their low abilities. Emotional behavior that is often shown is aggressive, both verbal and performance, angry (sometimes explosive), withdrawal, afraid, anxious, cold, impulsive, presumptuous and destructive. The emotions of mentally retarded children are immature, sometimes they still look like emotions in children, clearly visible, easily influenced, sensitive, and sometimes explosive (Suharmini, 2009: 88).

It can be concluded that the personality problems experienced by mentally retarded people are due to low intellectual abilities which causes emotional management in mentally retarded to experience disturbances. They cannot control their emotions, so their personality development is also hampered. The implication in learning is that the teacher creates an environment that can accept mentally retarded children like other normal children. Teachers can also shape students' personalities by teaching them how to manage emotions.

e. Problems That Faced by Teacher in Teaching English for Students with Lack of Intellectual

When teaching English subject matter to students with lack of intellectual, there are various things difficulties faced by teachers and it becomes a problem for teachers in teaching, one of which comes from the condition of mentally retarded students, namely: characteristics and specialties they have such as low levels of intelligence, difficulty in concentration, difficulty in abstract thinking, weak long-term memory, and so that some materials cannot be directly understood by students. Material that takes a long time when teaching mentally retarded students is related material by rote, and the teacher also getting problem to make the students have good pronunciation (Choiri & Yusuf, 2009).

Sudinia (2018) states that disability children with lack of intellectual need extra attention in term of curriculum adaptation, teaching methods, and availability of teaching and learning materials as well as resources and funds to teach the students. Furthermore, Humphrey (2014) there are many challenges faced by the teacher while teaching disabilities students with lack of intellectual:

1) As a teacher one should be creative and find their own methods to help the students in class with teaching material. Thus, for the case of the disability students with lack of intelligent, the teacher should be able to match the student pace and prepare a suitable material for them. To be able to create a proper material for the students, the teacher must have the ability to teach the students a specific subject.
2) To deal with the students with special needs the teacher must have several ways to handle them. It can't be done without proper background knowledge about those students. Studying and training is a must for a teacher to teach the students.
3) As for the condition for the students with special needs they do not have much of a chance to share with ordinary students. Even if they do interact with other ordinary students, they won't be able to do a proper activity together.
4) Only a truly differentiated learning environment can fully develop a child with disability in term of intellect through higher psychological functions and overall personality. Special needs education should not be just a diminished version of a regular education, but a specially design setting that allow teacher come out with a better idea and method to teach that students.
5) Most of the students with special needs have a rather unstable emotion. They tend to easily going through a good mood then

change to be bad mood. That condition will make the class atmosphere and environment bad for the students themselves.

Furthermore Daniella (2015) states that teacher must be aware of the different learning of students that have a lack intelligent and how they affect a person's ability to learn. Teachers who help students understand and discuss differences help create an educational environment that support empathy for all individuals. It would be difficult for the teacher who didn't have a proper training and education about how to handle the students and gave them a proper lesson.

6. Special Education School

Special education school demonstrates respects and supports for students with disability. According Tasmania (2015:4) to teaching through special need means creating a learning environment where students, irrespective of their background can maximize the potential of their own learning and the learning of others. In addition, Doyle in Tasmania (2014: 4) special education school is more than merely being physically present in a general education classroom, it is embedded in an interrelated set of values from which make decisions to support equitable and appropriate education.

Dealing with the theory, it can be concluded special education school means that school that provide education for students with disability to get same education level as the normal school. All students are able to attend and are study, contribute and participate in all aspects of school life. Special education school is about how the elements of school develop and participate together to get the goal of education for students with disability.

B. Review of Relevant Studies

The researcher has found some researches that relevant with the problems being discussed in this study. Firstly, research is conducted by Ifa Arifah (2014) entitled "Implementation of Learning for Defective Students in Fifth Grade Elementary School at SD Gunungdani." She found that the process of implementing learning for mentally retarded students consists of (1) material based on the results of the assessment, so that it is different from regular students, but not yet functional; (2) the learning method applied is the same as for other students; (3) the learning media used are concrete, simple, easy to find and use media; (4) general and specific principles of learning for mentally retarded students have been implemented, only a few principles related to parental interaction and the initiative of mentally retarded students have not been implemented; (5) the obstacles experienced by teachers during learning include difficulties in communicating with mentally retarded students, teachers must provide explanations twice, not all teachers have received briefing to teach mentally retarded students, lack of mentoring time; (6) the response of mentally retarded students during learning is very positive.

The similarity between her research and this research are both discussing about *Tunagrahita* Students while the difference is her research discusses about the implementation of learning for *tunagrahita* students, however, this research discusses about teacher's problems in teaching English for *tunagrahita* students.

Secondly, research is conducted by Nurhalim (2020) entitled "Teacher's Strategies in Teaching English for Mentally Disabled Students." He found that the strategies implemented by the English teacher to teach mentally disabled students have been optimal by means of an individual learning. the teacher provides guidance to students based on their abilities or levels of mentally disabled students. Teaching strategies undertaken such as in English language learning, lesson plan, learning methods, instructional media and the role of the teacher are very important for the development learning of mentally disabled students, because they have limitation in accepting learning, these problems

come when learning something. When learning, the teacher explains the concepts, describes and must know how each student that has a different to understanding the material delivered by the teacher towards learning English.

The similarity of his research and this research are both talking about disabled students. However, the difference between his research and this research are his research focuses on teacher's strategies in teaching English for disabled students while this research focuses on teacher's problem in teaching English for disabled students, especially *tunagrahita* students.

Lastly, research is conducted by Sherly Agnes Samanta (2018) entitled "Teacher's Motivation on Disability Students at Special Need Primary School (SDLB) Muhammadiyah Jombang." She found that (1) the motivation to teach teachers to students with disabilities at SDLB Muhammadiyah Jombang is fairly high. this is evidenced by the attitude of the teacher which includes being tenacious in facing difficulties, not easily discouraged, positive thinking, creating a varied learning atmosphere and encouraging students to be more active in learning. (2) the factors that influence the high motivation to teach teachers to students with disabilities are teacher experience, family support, school principals and facilities provided by the school. Meanwhile, the factors that influence the teacher's low motivation are the work environment that is sometimes not conducive, the teacher's personal problems, and the limitations of students which sometimes provoke teachers' emotions. (3) the impact of teacher teaching motivation on the learning motivation of students with disabilities is very strong, namely growing an increasingly active interest in learning and getting students closer to teachers because they feel cared for and encourage them to be diligent in school.

The similarity between her research and this research are both discussing about teacher and students with disabilities. In contrast, the difference between her research and this research are her research focuses on the teacher's motivation in teaching students with disabilities while this

research focuses on teacher's problem in teaching English for disabled students, especially *tunagrahita* students.

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research was a qualitative research, a case study one. Qualitative research is called by qualitative methods because of the collection and the analysis of this method is more qualitative. It means the object of the research is very natural with the data and not manipulated by the researcher herself (Sugiyono, 2000). Qualitative research is a research method based on philosophy, used to examine natural conditions of objects, (as opposed to being experiments) where researchers are as key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive / qualitative, and the result of this research emphasize more meaning than generalization (Sugiyono in Kusuma, 2020 : 238).

And, the goal of the case study is to provide an accurate and complete description of the case (Marczyk et al in Irwanti, 2017 : 4). The purpose of using case study research is to explain how the existence and why of the case (Yin in Habibah, 2019: 19). Dealing with the theories above, this research concerned to find out and describe the problems faced by English Teacher in teaching English for Students with Disability *(A case study of Junior High School SLB Mutiara Bunda Padang Panjang).*

B. Data and Data Source

1. Data

   The data of the research have been collected from all the utterances that have been gotten from the informant

2. Data Source

   This research focused on English Teachers at *SLB Mutiara Bunda, Padang Panjang* who teach teaches English for students with disability.

C. Research Informant

Research informant is people who have information and know about the problem related to this research. According to Gay *et al* (2012:142), informants are people who will contribute to the researcher understand of the phenomenon under study. In addition, Gay (2000:139) stated that informant is chosen by the researcher based on whom he judges to be thoughtful and who have information, perspectives, and experiences related to the topic of the research. The informant should know the research circumstance exactly, because they give deep information about the research.

This informant of this research was taken by using purposive sampling technique. According to Creswell (2012:205), in qualitative research, the researcher identifies the informant andsites on purposeful sampling, based on places and people that can best help the researcher understand the central phenomenon. Furthermore, Gay (2000:138), purposive sampling was defined as a judgment sampling which the researcher selects a sample based on his/her experience or knowledge of the students to be sampled.

Therefore, the informants of this research were two English teachers who teach English for students with disability at *SLB Mutiara Bunda, Padang Panjang*. One teacher teaches English and has a certified English educational background, but the other one does not have an English educational background. The researcher chose the informants because they have already experienced in teaching English for students with disability. Then, they must have problems during teaching process to students with disability.

D. Research Instrument

The key instrument of this research is the researcher herself. According to Sugiyono (2008:125), in qualitative research the main instrument was the researcher her/ himself. Additionally, Gay (2000:19) states that the researcher relies on himself as the instrument of the data collection. In this research, the researcher entered to the field to get the data, the researcher did the

observation, then the researcher did the interview, after that the researcher interpreted the data by herself.

However, there are some additional instruments can be used in qualitative research, which are interview, questionnaire, recorder, field note, and document. In this research, the researcher used smartphone for a recorder as additional instrument to help the researcher to collect the data. The researcher has done deep interview techinque in collecting the data. According to Gay (2000:215), interview is a purposeful interaction, usually between two people, focuses on person trying to get information from the other person. It meant that interview is an activity between the researcher and informant to get information about the data. To find the data, the researcher did the deep interview.

E. Technique of Data Collection

In this research, data was collected by doing observation and interview. According to Sugiyono (2007), technique of data collection in observation is for ordering to collect data; participant observation and non participant observation.

In this research, the researcher used non participant observation which the researcher observed the teaching-learning situation, and asking the students about this research. It is used to find the early information about the study. Then, the researcher has done interview to the teachers, who have already experienced in teaching English for students with disability, and then, they have problems during teaching process to students with disability, to clarify the truth of the data, and to reconfirm some information to the informants.

F. Checking of Data Trustworthiness

Checking the data trustworthiness is very important to do in order to enhance the accuracy or credibility of the data. In the process of collection and analyzing the data, as stated by Creswell (2012:259), the researcher needs to make sure that his/herfindings and interpretations are accurate or credible. In this study, the trustworthiness of the data is carried out by ensuring the degree of credibility criteria. This credibility is implemented to prove that what has been collected by the researcher was in accordance with the reality in the field.

Based on Holloway & Wheeler; Macnee & McCabe in Anney (2014:276), credibility is defined as the confidence that can be placed in the truth of the research findings. The qualitative researcher establishes the credibility of the findings through strategies, such as: prolonged engagement, persistent observation, reflexivity (field journal), triangulation, member-checking, peer examination, referential adequacy, etc. According to Moleong (2010), triangulation is technique of checking data trustworthiness that utilize something outside the data as checking or comparing toward the data. Similarly, Sugiyono (2007) also proposes that triangulation is the data collection technique that is combining of two techniques of data collection in order to get the same result.

In this research, the researcher conducted triangulation of time to check the data trustworthiness. After collecting the data from all informants, the researcher checked the data by using triangulation of time. It would be used to get the data in different time to re-confirm the first data from the first interview result if there were any ambiguities or needs to explore more. Then, the researcher did the second interview section to reconfirm the ambigities of informants or there would be needed to explore more deeply about the research and found out if there would be indication such as something hiding in the first interview.

G. Technique of Data Analysis

The data has been analyzed based on the interview result. In analyzing the data, the researcher did reduction of the data, data display, conclusion and verification, as mentioned by Miles and Hubberman (1994:10), in analyzing qualitative data needed three activities, they were:

1. Reduction of the data

The reduction of the data refers to the process of selecting, focusing, simplifying, abstracting, and data transforming the data that appear up written notes or transcription. The reduction of the data is occurring during the interview. It means that when data is collected, the phase of continuing of reduction was occurring, such as making conclusion, codification, investigate of theme, grouping, and writing memorandum.

In the data reduction, the researcher has done some steps. First, she interviewed the research informants. Second, she transcript the transcription based on interview result. Third, she marked the information about problems faced by English teacher in teaching English for students with lack of intellectual. Then, she gave codes in the transcripts, the informant and the difficulties. R was coded for researcher. I was coded for informant, for example informant 1 was coded by I-1; informant 2 was coded by I-2 and so on. D was coded for difficulties, for example difficult 1 was coded by D-1; difficult 2 was coded by D-2; difficult 3 was coded by D-3; difficult 4 was coded by D-4, and so on.

2. Data Display

Data display is the set of information that is arranged possible to give possibility to take a conclusion and a treatment. In this step, the researcher shows the data about problems faced by English teacher in teaching English for students with lack of intellectual.

In this case, the researcher displayed the data in form of table. The table shows the informants' number and their problems in teaching English for

students with disability. The researcher displays the data in the form of table; it showed the informants with related problems from interview. Then, the researcher groups the data into some problems based on previous finding in the table. In this step, the researcher analyzed about problems faced by English teacher in teaching English for students with lack of intellectual.

3. Conclusion and Verification of the data

After reducing and display the data, the researcher made conclusion and verification of the data. This step was aimed to conclude the problems faced by English teacher in teaching English for students with lack of intellectual. In this case, the conclusion has been taken based on the data which have been reduced and displayed.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses the finding of the research entitled problems faced by English teachers in teaching English for students with lack of intellectual**.** The data was collected through interviews. The researcher found an interesting phenomenon that the teacher who teach English for students with lack of intellectual. The researcher got the chance to interview the teacher directly. The researcher came to the school to meet the teacher to conduct the interview. The informant also welcomed to the researcher. The researcher recorded the conversation by using phone on Monday, October 25th 2021 at 12.40 PM to the first interview. After that, the researcher also made sure and clarified the informants through the second interview by using phone call because the teachers were busy and available only by call on Monday, November 14th 2021 at 10.30 PM.

After the data collected, the researcher found there are five problems that faced by English teachers in teaching English for students with lack of intellectual, they are: (1) Difficult to control the students' mood, (2) Difficult to explain the material, (3) Teachers have lack of source to teach, (4) Teachers have no training to teach English for the students with disability and (5) Teacher has no English as the Educational background.

1. Teachers are difficult to control the students' mood

There were all the informants proposed that their problem in teaching English for disabilities students was difficult to control the students' mood. When interviewing the informants, they who were mentioning this problem were all the informants (I-1 and I-2)

The researcher did the interview with the first informant on Monday, October 25th 2021 at 12.40 PM directly at the school. The first informant said:

I-1:"*Nahhh terus terkadang anak tu dia kalau mood belajar yaudah belajar, kalau tidak mood belajar tidak usah di paksa, nantik dia marah*."

I-1: "Sometimes **if the students have mood to study, they will study, but if there is no mood, they won't do it."**

From the interview, it was confirmed that the first informant, the English teacher, got a problem because the teachers were difficult to control the students' mood.

The researcher did the interview with the second informant on Monday, October 25th 2021 at 13.10 PM. The researcher also got the chance to interview the teacher directly. The researcher came to the school to meet the teacher to conduct the interview. The second informant said:

I-2: "*Iyo harus* ekstra *bana, ikokonyo ndak di panga-pangaan, mungkin emosinyo ketika sadang apokan sedang ndak mood aaa di gigiknyo, laah kanai oleh-oleh sekali"*

I-2: " Yes, we have to do an extra, when we don't do anything to them, they tend to be emotional, it happens maybe they aren't mood, surprisingly, they bite others and so am I."

The researcher did interview again on Monday, November 14th 2021 at 11.51 PM by using phone call because the teachers were busy and available only by call to check or to clarify the second informant, and the result was:

I-2.2: : *"terkadang ketika wak serius nak, nyo bagarah gitu kan. Dan katiko awak bagarah, nyo diam se kan. Aa kalau pelajaran tu nyo ndak suko, inyo kadang manangih gai. Macam-macam lah…"*

I-2.2: "Sometimes when **we are serious, they are joking. And when we are joking, they tend to be silent. When they dislike the material, they sometimes are crying, etc."**

From the interview, it was confirmed that the second informant, the English teacher, got a problem because the teacher are difficult to control the students' mood.

2. Teachers are difficult to explain the material

In this case, the researcher found there were all the informants proposed that their problem in teaching English for disabilities students was difficult to explain the material. When interviewing the informants, they who were mentioning this problem were all the informants (I-1 and I-2). The researcher did the interview with the first informant on Monday, October 25th 2021 at 12.40 PM directly at the school. The first informant said:

> I-1: *"..anak tunagrahita tukan kita menyampaikanya bukan hanya satu atau dua kali tapi berkali kali, lima kali, enam kali, sepuluh kali pun kita ulang terus menerus baru dia tahu, itu kalau anak tunaghraita."*
>
> **I-1: "...We can't explain the material one time, but several times to the mental retarded** students **until the understand."**

The researcher did interview again on Monday, November 14th 2021 at 10.30 PM by using phone call because the teachers were busy and available only by call to check or to clarify the first informant, and the result was:

> I-1.2: *"aa* menyampaikan, *sulit sih sulit. Soalnya kan daya tangkap anak itu aa susah Bii, gitu."*
>
> **I-1.2: "It's difficult to explain the material to them because of their low comprehension."**

From the interview, it was confirmed that the first informant, the English teacher, got a problem because the teachers were difficult to explain the material to the students with disability.

The researcher did the interview with the second informant on Monday, October 25th 2021 at 13.10 PM. The researcher also got the

chance to interview the teacher directly. The researcher came to the school to meet the teacher to conduct the interview. The second informant said:

> I-2: *"..pas awak* manjalehan *materi ka inyo kadang yo abstrak se nyo bapikia tu kadang nyo bilang "ndeh ndak ngarati do."*
>
> **I-2: "..When we're explaining the material to them, they sometimes are going to be abstract thinking, sometimes they said that 'I don't understand."**

The researcher did interview again on Monday, November 14th 2021 at 11.51 PM by using phone call because the teachers were busy and available only by call to check or to clarify the second informant, and the result was:

> I-2.2: *"*kesulitannyo *karena anak tu memiliki dalam satu kelas tu kemampuan yang berbeda-beda, jadi dalam penyampaian materi atau pengajaran materi aa itu yang kakak alami aa kesulitannya"*
>
> **I-2.2: "The students have different comprehension, that makes me difficult to explain the material to the students with disability.**

From the interview, it was confirmed that the second informant, the English teacher, got a problem because the teachers were difficult to explain the material to the students with disability.

3. Teachers have lack of source to teach English for the students with disability

In this case, the researcher found there were all the informants proposed that their problem in teaching English for students with lack of intellectual was having lack of source to teach English. When interviewing the informants, they who were mentioning this problem were all the informants (I-1 and I-2). The researcher did the interview with the first informant on Monday, October 25th 2021 at 12.40 PM directly at the school. The first informant said:

I-1: *"...dari materi kita saja, dan buku pegangan pun tidak ada"*

I-1: ".. From our material, and there is no special book to teach them."

From the interview, it was confirmed that the first informant, the English teacher, got a problem because the teachers have lack of source to teach English.

The researcher did the interview with the second informant on Monday, October 25th 2021 at 13.10 PM. The researcher also got the chance to interview the teacher directly. The researcher came to the school to meet the teacher to conduct the interview. The second informant said:

I-2: *"Buku guru,* kalau *buku LKS ndak ada."*

I-2: "Teachers' book**, there is no, such as LKS or others."**

From the interview, it was confirmed that the second informant, the English teacher, also got a problem because the teachers have lack of source to teach English.

4. Teachers have no training to teach English for the students with disability

In this case, the researcher found there were all the informants proposed that their problem in teaching English for students with lack of intellectual was having no training to teach English for the students with lack of intellectual. When interviewing the informants, they who were mentioning this problem were all the informants (I-1 and I-2). The researcher did the interview with the first informant on Monday, October 25th 2021 at 12.40 PM directly at the school. The first informant said:

I-1: *"Tidak ada* pelatihan, *memang belajar ngajar langsung ketika ngajar disini."*

I-1: " There is no training **about it, I learn about how to teach them when I came here first directly."**

From the interview, it was confirmed that the first informant, the English teacher, got a problem because the teachers have no training to teach English for the students with lack of intellectual.

The researcher did the interview with the second informant on Monday, October 25th 2021 at 13.10 PM. The researcher also got the chance to interview the teacher directly. The researcher came to the school to meet the teacher to conduct the interview. The second informant said:

> I-2: *"Ndak ado* pelatihan *khusus untuk ngajar anak tunagrahita."*
>
> **I-2: "There is no** special **training to teach English for the students with lack of intellectual."**

From the interview, it was confirmed that the second informant, the English teacher, also got a problem because the teachers have no training to teach English for the students with lack of intellectual.

5. Teacher has no English as the Educational background

In this case, the researcher found there were only the second informant proposed that their problem in teaching English for students lack of intellectual was having no English as the Educational background. When interviewing the informants, they who were mentioning this problem were only the informants I-2. The researcher did the interview with the second informant on Monday, October 25th 2021 at 13.10 PM. The researcher also got the chance to interview the teacher directly. The researcher came to the school to meet the teacher to conduct the interview. The second informant said:

> I-2: *"Iyoo akak* ndak *ndak paham bahas inggris tu do, bahasa inggris tu bana ndak paham sebab kak kan jurusan matematika, mungkin saketek saketeknyo paham."*
>
> **I-2: "Yes, I don't really understand about English because it wasn't my Educational background. Actually, I am**

mathemathic teacher, because of that I don't really understand about English."

From the interview, it was confirmed that the second informant, the English teacher, got a problem because the teachers have no English as the Educational background.

B. Discussion

In this part of the research, the researcher discusses about the problems faced by the teacher in teaching English for students with lack of intellectual are various for them. Based on the interview, there are five problems that faced by the English teacher in teaching English for students with lack of intellectual; (1) Difficult to control the students' mood, (2) Difficult to explain the material, (3) Teachers have lack of source to teach, (4) Teachers have no training to teach English for the students with disability and (5) Teacher has no Englih as the Educational background.

According to Handayani (2015 in Sudinia, 2017:6) states that the characteristics of mentally retarded students are their improvement to learn language or even speak is low and they cannot control themselves. It becomes the teachers' problem in teaching English for the students with lack of intellectual because here the teachers when they teach, their students ever said that they aren't mood enough or they dislike the subject. If the teachers try to force them learning, they are going to be angry. Furthermore Here, the teachers get their problem when their students always cannot be understood when teaching and learning process even by repeating much more. They're enjoyed by themselves; they are difficult in controlling their attitude and action. In addition, one of the teachers also has no qualification to teach English because of the Educational background isn't English, but it is mathematic. And also, all the teachers have no special training to teach the students with lack of intellectual before even though it is so needed. They just rely on their experiences when they are teaching them for the first time till now.

Moreover, Keliat (1992, in Tongam 2017:6) mentions that the everyone who wants to guide the person whom getting disability must have the good role to conduct it. Here, the teachers have many things that make themselves unable to teach their students with lack of intellectual, such as: they do not have special training, they have lack of source to teach them about English as well, and also one of the teachers has no qualification to teach English, it is going to be worst even more. Because of that the teachers cannot explain the material as well to the students.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This chapter presented the important points of the whole discussion in this research about the problems that faced by the English teacher in teaching English for students with lack of intellectual. There are five problems as mentioned by the informants of this research when interviewed, they are: (1) Difficult to control the students' mood, (2) Difficult to explain the material, (3) Teachers have lack of source to teach, (4) Teachers have no training to teach English for the students with disability and (5) Teacher has no English as the Educational background.

B. Suggestion

Considering the conclusion above, the following ideas should be considered for:

1. The English Teachers

   For the English teacher, this research can help the teachers to make the suitable strategy for decreasing their problems

2. English Department of IAIN Batusangkar

   For the English department students of IAIN Batusangkar, the researcher suggests to add material about how to teach students with lack of intellectual for overcoming the problems in the future.

3. The Next Researcher

   For the next researcher, the researcher suggests to do the other students with lack of intellectual because it will be different treatment that the teacher must do in teaching, and it will be different problems appeared.

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LIST OF APPENDICES

Appendix 1: Interview Guidelines

INTERVIEW GUIDELINES

In conducting the interview, the researcher will deliver several questions to get the information about **Problems Faced by English Teachers in Teaching English for Students with lack of intellectual**. They are, as follows:

STEPS	TOPIC	DETAILS
Warming Up	1. Greeting 2. Memperkenalkan Diri 3. Menyampaikan Tujuan 4. Menanyakan Kesediaan wawancara dan direkam	1. Assalamu'alaikumWr.Wb, bagaimana kabar ibuk? 2. Boleh saya meminta waktunya sebentar untuk saya wawancarai, buk? 3. Apakah ibuk tidak keberatan jika saya merekam suara selama wawancara berlangsung?
Level Check	Memastikan apakah informan cocok untuk diwawancarai	1. Apakah ibuk mengajar bahasa inggris untuk siswa/i ABK? 2. Apa saja jenis siswa/i ABK di sekolah ibuk mengajar?
Probing	Menggali informasi tentang pendapat mahasiswa terhadap kesiapan mereka dalam mengajar bahasaInggris pada anak-anak	1. Apakah ibuk tahu pengertian anak Tunagrahita? 2. Dalam proses pembelajaran, apakah ibuk berpedoman pada RPP? 3. Apakah seluruh proses pembelajarana yang ada pada RPP berjalan dengan sepenuhnya? 4. Apakah ibuk mengalami masalah

		dalam mengajar anak tunagrahita? 5. Apa saja masalah yang ibuk alami selama mengajar bahasa inggris untuk anak tunagrahita? 6. Selama proses pembelajaran, apakah ibuk mengalami masalah dalam berkomunikasi dengan anak tunagrahita dalam menyampaikan pembelajaran kepada mereka? 7. Apakah ibuk pernah melakukan pengulangan materi kepada anak tunagrahita? 8. Kapan dan di bagian mana biasanya ibuk melakukan pengulangan materi kepada anak tunagrahita? 9. Dalam melakukan pengulangan materi, apa saja masalah yang ibuk alami? 10. Apakah ibuk pernah mengikuti pelatihan khusus, seperti mengajar anak tunagrahita?
Wind-Down	Mengakhiri wawancara dan mengkonfirmasi kepada informan tentang kemungkinan hal-hal yang dibutuhkan selanjutnya	1. Jika saya membutuhkan informasi lebih lanjut dari ibuk, apakah ibuk bersedia membantu saya kembali? 2. Terimakasih atas kesediaan, waktu dan informasinya, Wassalamu'alaikum Wr. Wb

Appendix 2: Transcript of Interview 1

Transcription

Interview results:

Transciption of interview with informant 1 (I-1)

The interview was conducted with informant 1 on Monday, October 25th 2021 at 12.40 PM. The researcher got the chance to interview the teacher directly. The researcher came to the school to meet the teacher to conduct the interview. The informant also welcomed to the researcher. The researcher recorded the conversation by using phone. The interview was successful because there were no obstacles during interview. The final transcript can be seen in table below:

Actor		**Ultterances**	**Problems Faced by English Teachers in Teaching English for Students with lack of intellectual**
R	:	Assalamualaikum, Kak	
I-1		Waalaikumsalam	
R		Perkenalkan sebelumnya kak, nama saya Febi Sukma Amalia, mahasiswa tadris bahasa Inggris angkatan 2015. Bolehkah febi minta waktunya sebentar waktunya untuk wawancara kak?	
I-1	:	Hmm boleh silahkan	
R	:	Febi ingin mewawancarai kakak untuk keperluan penelitian febi tentang problems faced by English teachers in teaching Students with disability. Hmm dan apakah tidak apa-apa febi merekam pembicaraan kita?	
I-1	:	Boleh	
R	:	Nah. Bisa kita mulai ya kak?	
I-1	:	Boleh	
R	:	Hehe, nah aaaa hari ini kita berada di aaa SLB Mutiara Bunda Padang Panjang ya kak ?	
I-1	:	He'eh	
R	:	Nah, eemm pertanyaan pertama yang mau feby tanyakan, apakah kakak mengajar bahasa inggris untuk siswa siswi ABK?	

I-1	:	Iya	
R	:	Aaa, Apa saja jenis-jenis Siswa atau Siswi ABK di sekolah kakak mengajar ini?	
I-1	:	Emmm, dimana jenisnya ada yang namanya tunagrhaita, ada tunarungu, ada anak autis Hmmm Eee, itunyo, tunarungu, tunagrahita, anak autis	
R	:	Tunarungu,tunagrahita, anak autis?	
I-1	:	Iya	
R	:	Ohh, berati ada 3 jenis ABK ya kak	
I-1	:	Hmm iya	
R	:	Nah di masing masing itu, di tunarungu, tunagrahita dan autis itu apakah kakak mengajar semua jenis anaknya ?	
I-1	:	Iya	
R	:	Semuanya?	
I-1	:	He'eh, soalnyakan hanya satu rombel, jadi terdiri dari beberapa ketunaan.	
R	:	Hmmm, nah emmm kakak aaaa kan kalau di sekolah ada dari SD sampai SMA ya kak?	
I-1	:	He'eh	
R	:	Nah kakak ngajarnya yang di mana?	
I-1	:	SMP	
I-1	:	He'eh	
R	:	SMP ya?	
R	:	Di kelas kelas berapa saja kakak ngajar kak?	
I-1	:	Kelas 8 sama kelas 9	
R	:	8, 9 nah di kelas 8 dan 9 itu ada berapa orang siswa atau siswi kak?	
I-1		Kalau kelas 8 ada sekitar hmmm, 10 8 10Hmmm. Kelas sembilanya ada 8 orang	
R		Naah yang di kelas 8 itu yang 10 itu siswanya berapa dan siswinya berapa?	
I-1		Kalau siswa kelas 8 ada, ceweknya ada 2 berati berati 7 cowok ya, terus kalau kelas 9 1 cewek 8 cowok	

R	:	Nah di masing masing kelas itu kak,aa jenis tunanya apa aja? Tunagrahita, atau ada autisnya?	
I-1	:	Iyaa, iyaa ada autisnya, ada tunagrahita, aa tapi di kelas kakak ndak ada yang tuna rungu, cuman tunagrahita sama autis	
R	:	Autis ?	
I-1	:	He'em	
R	:	Kalau boleh lebih di jelaskan kak, tuna grait-tunagrahita bentuk dari anak..	
I-1	:	Aaa sebenarnya kalau tunagrahita itu adalah anak yang memiliki kemampuan di bawah rata-rata, iqnya di bawah rata rata Eemmm Terus kalau tun autis beratikan anak yang apa namanya yanggg lebuh aktif dari anak biasanya nah terkadang anak atutis tu ada yang teralalu pintar, ada yang biasa saja, emm terus autis tu ada yang autis sedang ada autis berat, nah kalau autis berat tu dia tidak bisa mengontrol dirinya, nah tapi kalau misalnya autis ringan bisa di ajarkan belajar, menulis aa tapi kalau autis berat fokus kita tu ke aaa dirinya sendiri begitu, caranya berpakaian, makai sepatu, begitu.	
R	:	Nah kalau di kelas yang kakak ee ajarkan apakah ada yang macam tunaghraita yang iqnya terlalu tinggi dan teralalu rendah, apakah ada?	
I-1	:	Kalau di tunagrahita itu iqnya di bawah rata-rata ya Dibawah rata rata Em'em Tapi kalau autis ada anak yang biasa, bisa di ajarkan ada yang tidak bisa di ajarkan Cuma khusus ke dirinya sendiri	
R	:	Eeee siswa yang kakak ajarkan ada tidak yang semua bentuk itu?	
I-1	:	Ada, kalau yang tunagrahita yang lebih banyak karna di sekolah ini banyaknya tunagrahita	
R	:	Eee apakah di tunagrahita itu kak ada tidak eeee kan tadi ada 2 macam ya kak?	
I-1	:	Iya	

R	:	Aaa itu ada kedua macamnya?	
I-1	:	Kalau autis ada	
R		Autis ada?	
I-1		Autis ada 2, klau tunaghraita dulu dibagi 2, kalau tunagrahita tu kalau sekarang di gabung kalu dulu tu ada tunaghraita ringan sama tunaghraita sedang ada yang berat.	
R		Bagaimana karakteristik tugrahita ringan dan berat itu kak?	
I-1		Hmm Kalau yang ringan itu eee meski mengalami hambatan pada kecerdasan nya namun masih bisa menyesuaikan untuk belajar. Nah, kalau tunagrahita berat dia cuma bisa menirukan tulisan yang kita berikan dan ucapan yang kita sampaikan	
		Nah kalau misalkan kita ucapkan terkadang lidahnya agak kaku mengucapkan kalu tunagrahita berat, eee itu susah. Kemampuannya dibawah sekali rata rata	
R	:	Nah di dalam pembelajaran, proses pembelajaran kakak, apakah kakak berpedoman pada RPP?	
I-1	:	Eeee, yaa berpedoman dengan RPP, ada kurikulumnya	
R	:	Oh kurikulum khusus pengajaranya ke ABK?	
I-1	:	Iya, kalau apalagi kaya bahasa inggris kan ada kurikulumnya	
R	:	Apakah seluruh proses pembelajaran yang ada pada RPP berjalan sepenuhnya Kak?	
I-1	:	Eeee, terkadang kan kalau melihat kondisi anak kita tu kalau di SLB tidak menuntut Akademik	
R	:	Ohhh	
I-1	:	**Nahhh terus terkadang anak tu dia kalau mood belajar yaudah belajar, kalau tidak mood belajar tidak usah di paksa**	D1- Difficult to control the students' mood
R	:	Ohhhh	

I-1	:	**Haaa, dia tidak bisa di paksa, nantik dia marahkan**	D1- Difficult to control the students' mood
R	:	Oh iyaaa	
I-1		Jadi dia kita sebagai guru harus Memahami kondisi anak anak tu bagaimana	
R	:	Eeeee, apakah di dalam mengajar kakak mempunyai masalah tidak ?	
I-1	:	Kalau di dalam bahasa inggris tentu memiliki masalah, soalnya bahasa inggris tu kan bahasa asing, nah sedangkan anak biasa saja memiliki masalaah apa lagi ABK kan	
R	:	Iya, iya	
I-1	:	**Nah kemampuan anak ABK itu dibawah lagi rata-rata, terus itu yang memiliki apa namanya permasalahan yang terjadi di lapangan di sini begitu**, **misalnya Satu tukan dalam bahasa inggris "ONE". Tulisan dan bunyi nya berbeda. Tulisannya saja dia susah untuk paham, apalagi untuk menghafal nya, dia memang di situ kekuranganyakan, itu masalahanya**	D2 – Difficult to explain the material
R		Apakah ada yang lebih spesifik lagi ga kak masalah dalam menggajar?	
I-1		**Yaa kemampuan belajar anak begitu, terus apa lagi kalau misalnya anak tu tidak mood belajar kan tambah lagi masalahnya, sudah materinya susah kan begitu, aa di tambah lagi masalah mood anak tu lagi**	D1- Difficult to control the students' mood
R	:	Berati kita harus pande-pande ngebalikin mood	
I-1	:	Aaa iyaaa. Aa keceknyo ndak do alah panek, dah,	
R	:	Ooo yaudah ga usah di paksa?	
I-1	:	Ya gitu	
R	:	Nah eeee itu sudah keselurah dalam kakak dalam mengajar bahasa inggris ya kak?	
I-1	:	Em'em	
R	:	Nah selama proses pembelajaran apakah	

		kakak mengalami masalah berkomunikasi dengan anak tunaghraita dalam menyampaikan pelajaran kepada anak tunagrahita dan autis ?	
I-1	:	Kalau penyampaian materi, misalnya bisalah di sampaikan kan tapi **anak tunagrahita tukan kita menyampaikanya bukan hanya satu atau dua kali tapi berkali kali, lima kali, enam kali, sepuluh kali pun kita ulang terus menerus baru dia tahu, itu kalau anak tunaghraita**. Anak autis kaya begitu juga gitu misalya di sini ga ada yang autis yang agak pintar yang biasa saja. **Dan juga mereka susah untuk konsentrasi dalam belajar, kadang ketika menjelaskan materi mereka pada asik sendiri, mereka kesulitan dalam mengendalikan sikap dan gerakannya,** ya karena kita tau karena mereka murid berkebutuhan khusus	D2 – Difficult to explain the material D2 – Difficult to explain the material
R	:	Nah emmm apakah kakak pernah melakukan pengulangan materi kepada anak	
I-1	:	Yaaa, melakukan pengulangan terus	
R	:	Itu wajib tu kak?	
I-1	:	Itu wajib supaya bisa di ingat, heheh	
R	:	Eee dan kapan dan bagaimana yang biasanya yang kakak lakukan pengulangan materi kepada anak tunaghraita, anak autis?	
I-1	:	Misalnya kan kita tu mengajar bahasa inggris kalau di dalam kurikulum satu sekali seminggu, misalnya waktunya tu hari jumatkan, berarti setiap hari jumat kita rivew kembali materi yang sebelumnya, kita ulang terus, kita tanya lagi, haa sampai dia paham baru kita masuk ke materi baru, terus terkadang kita kasih latihan yang membuat dia tu merasa “ndeh payah bana hee” kaya gitu, jadi diberikan yang tidak terlalu sulit gitu latihannya, biar ingat.	

R	:	Iya iya, kalau latihan itu sendiri kak, itu ada kaya seperti contoh LKS ?	
I-1	:	**Ohh, ngaak, dari itu saja, maksudnya dari materi kita saja, dan buku pegangan pun tidak ada**	D3- Teachers have lack of source to teach
R	:	Dalam melakukan pengulangan materi apa saja masalah yang kaka alami? Dalam melakukan pengulangan	
I-1	:	Pengulangan? Masalahnya yaaa karena kondisi apa ya namanya, Iqnya Yang rendah itukan masalaah umum ya? Terus anak tu kan susah menyimpan di memorinya di pikirannya, mereka susah mengingat, jadi itulah kenapa materi itu harus kita lakukan dan ulang terus-terus.	
R		Berati belum bisa misalnya materi tersebut habis dalam 1 minggu kak?	
I-1		Aaa gak bisa, karna mereka gak bisa terlalu di tekan dalam belajar	
R	:	Oke baik kak	
I-1	:	Hmmm, kaya gitu, karena kendala masalah IQ tadi	
R	:	Hmmm, nah setau feby ya kak, kakak kan aaaa backgroundnya bahasa inggris dari IAIN jugakan kak?	
I-1	:	Eemm	
R	:	Aaa berati kan belum ada tu sebelumnya kita setau feby di bahasa inggris di IAIN kitakan ga ada ngajar kaya kusus anak ABK kan kak?	
I-1	:	Ngga	
R	:	Jadi apakah kakak pernah sebelum menggajar di sini pernah nggak ngikutin pelatihan kusus seperti ngajar anak tunaghraita atau autis ?	
I-1	:	**Tidak ada pelatihan, memang belajar ngajar langsung ketika ngajar disini**	D4- Teachers have no training to teach English for students with disability
R	:	Berarti kakak langsung dapatkan langsung di sekolah ya kak	
I-1	:	Iya benar	
R	:	Nah baik kak, jadi febi kira itu saja yang febi mau tanyakan untuk saat ini, semoga informasi ini bisa membantu feby dalam	

		melanjutkan penelitian dan jika sekiranya febi butuh informasi lebih lanjut apakah kakak berkenanuntuk febi wawancarai kembali kak?	
I-1	:	Iyaa boleh	
R	:	Terimakasih kak, Assalammualaikum	
I-1	:	Waalaikumssalam	

From the transcription above, it can be seen that the informant 1 (I-1) faced four difficulties in teaching English for students with lack of intellectual; (1) Difficult to control the students' mood, (2) Difficult to explain the material, (3) Teachers have lack of source to teach, (4) Teachers have no training to teach English for the students with disability..

Transciption of interview with informant 2 (I-2)

The interview was conducted with informant 2 on the same day, Monday, October 25th 2021 at 13.10 PM. The researcher also got the chance to interview the teacher directly. The researcher came to the school to meet the teacher to conduct the interview. The informant also welcomed to the researcher. The researcher recorded the conversation by using phone. The interview was successful because there were no obstacles during interview. The final transcript can be seen in table below:

Actor		**Utterances**	**Problems Faced by English Teachers in Teaching English for Students with lack of intellectual**
R	:	Assalamualaikum Wr. Wb kak	
I-2	:	Waalikumssalam	
R	:	Sebelumnya, perkenalkan kak, namo awak Febi Sukma Amalia, mahasiswa tadris bahasa Inggris angkatan 2015. Bolehkah febi minta waktunya sebentar waktunya untuk wawancara kak?	
I-2	:	Baik boleh silahkan	
R	:	Baa kaba kak lai sehat?	
I-2	:	Alhamdulillah sehat	
R	:	Febi ingin me wawancarai kakak untuak keperluan penelitian febi tentang problem faced by English teachers in teaching students with disability atau kesulitan guru bahasa inggris dalam nengajar siswa berkebutuhan khusus, apakah kakak bersedia?	
I-2	:	Aaa insyaallah	
R	:	Nah tu lai ndak keberatan kalau Feby merekam selamo wawancara?	
I-2	:	Adih, ehhehe	
R	:	Nah aaa hari ko yang nio awak bahas ndak kak, aaa kan feby penelitiannyo tentang kesulitan guru bahasa inggris mengajar anak ABK kan kak, sebelum ko feby sudah wawancarai guru yang backgoundnyo bahasa inggris nah sekarang feby nio wawancarai kakak yang setau Feby kakak backgoundnyo matematik yo kak?	

I-2	:	Hmmm , iyo matematika	
R	:	Nah berati, eheheh gadangan se suaro akak beko setek yo kak, aaaaa apakah kakak mengajar bahasa inggris untuk siswa atau siswi ABK?	
I-2	:	Yaaa	
R	:	Aaaa siswa jenis aaa se yang kakak pelajari selamo kakak mengajar?	
I-2	:	Aaa, jadi jenis ketunaannya gitu?	
R	:	Yaaa jenis ketunaaanya selamo kakak mengajar	
I-2	:	Aaaa, ado tunagrhaita, ado tunarungu ado autis	
R	:	Aaaa, kakak ngajarnyo di SD, SMP, atau SMAkak?	
I-2	:	SMP kelas 7	
R	:	Kelas 7 yo kak	
I-2	:	Iyo	
R	:	Nah aaa di kelas 7 kakak ngajar tu bara urang siswa atau siswinyo kak ?	
I-2	:	10	
R	:	Aaa siswanyo kak?	
I-2	:	Aaaa siswa 5	
R	:	Berati siswi 5	
I-2	:	Aaaa siswa 5 siswi 5	
R	:	Berati di kelas 7 tu ado sado macam tuna tu kak? Ada tunaghraita, tunarungu, autis ado macam satu kelas itu kak?	
I-2	:	Yang hadir, iyooo di kelas 7 tu ado tunarungu, autis, tunaghraita, eeeet	
	:	Iyo kak?	
I-2	:	Iyoo	
R	:	Heheeh, eeemm setau kakak anak tunagraita, tunarungu, anak autis itu aa sih kak?	
I-2	:	Kalau tunaghraita tu anak yang memiliki kemapuan IQnyo di bawah rata-rata	
R	:	Hmmm	
I-2	:	Kalau autis tu, nyo autis tuado lo tergolong kan ado autis berat, ringan, sedang gitukan tapi kalau yang kakak hadapi tergolong autis beratlah	
R	:	Berat ya kak?	
I-2	:	Heemmm , ehmmmm kalau tunarungu mmmmm mungkin anak yang emm apoo aponamonyo memiliki kekurangan dari	

		pendengaran, otomatis apo yang di ucapkan ndak tahu gitu kan	
R	:	Aaa iyaaa	
I-2	:	Ehkmmm	
R	:	Eeee dalam proses pembelajaran kak, apo kakak berpedoman samo RPP?	
I-2	:	Yaaa	
R	:	Hmm, apakah seluruh proses pembelajaran yang ada pada RPP itu berjalan dengan sepenuhnyo, atau baaa?	
I-2	:	Ndak, ndak berjalan	
R	:	Ndak berjalan?	
I-2	:	Heemmm	
R	:	Aaaa apo sih kak masalah yang akak hadapi dalam mengajar tunaghraita, tunarungu, atau autis?	
I-2	:	**Kesulitannyo tu karena mereka tu ndak memiliki kemampuan IQ yang sama, aa itu kesulitannyo**	D2- Difficult to explain the material
R	:	Ooooo	
I-2	:	Kecuali mereka kalau memiliki kemampuan yang sama jadi mungkin mudah menyampaikan materi	
R	:	Oh gitu yo kak	
I-2	:	Tapi keadaan ternyata nyo ndak memiliki kemampuan yang sama gitu kan	
	:	Heemmmm	
I-2	:	Jadi di bagi-bagi caro ngajarnyo, kadang salasai yang iko ko, iko lo lai	
R	:	Aaa, berati baa apo, misalnyo tunaghraita lu wak salasaian, siap tunaghraita baru wak pindah tunarungu?	
I-2	:	Kadang tunagrahita tuado lo yang pintarnyo, ado yang lamah yang maksudnyo yang rata-rata bedanyo ado yang agak bisa pandai ado yang ndak pandai bana itukan masuk tunaghraita tu kadang di salasaian yang agak pandai ko dulu, yang kurang pandai lo lai, aa tuu yang ndak pandai lo laai	
I-2	:	Aahahha	
R	:	Aaa banyak tingkatan, hebat guru SLB hehehee	
I-2	:	Heheheh	
R	:	Sabar yo kak	
I-2	:	Harus ekstra sabar	

R	:	Iyo, iyo aaaa yang apo lagi di autis berat yo kak, itu pasti masalahnyo tu kak, bisa akak jelaskan secara spesifik? Aaaa yang di autis berat tu?	
I-2	:	Autis berat tuuu aa apoo sosialnyo kadang kalau fisik langsuang marangkih aaaa komunikasi tu kadangnyo suko makiak makia tu nyo emosional gitulah yokan	
R	:	Kalau anak tunagrahita tu kak dalam bentuk fisiknyo kek normal anak bisa ya?	
I-2	:	Normal, samo tu	
I-2	:	Sabananyo untuak anak autis IQnyo mungkin ndak masalah do Cuma emosionalnyo, sosialnyo gitu haaaa kanai, untuak mengontrol dirinyo kadang nyo suko menyakiti dirinyo, kadangnyo kayak tantrum apoo gitu ndak, tagang-tagang, kadang nyo makiak-makiang kadang galak-galak se surang gitu ha	
R	:	Aaa, penah kejadian gitu kak, sampai kaya yang contoh menyakiti diri sendiri	
I-2	:	Ado, ado anak autis tu di gigiknyo	
R	:	Tu baa awak sebagai guru, tu harus baa tu kak?	
I-2	:	Kadang di suruah manahan jaaan, di pacikan tangannyo gitu seenyo, lah lapeh dirinyo, tapi kurangnyo anak autis ko dirinyo yang di sakitinyo, ndak urang dirinyo yang di sakitinyo, kadang di ludahanyo	
R	:	Ahahaha	
I-2	:	Cuaahhh, aahahha	
R	:	Aaa penah akak kanai ?	
I-2	:	Aaa penah, kanai gigik sakali, ahahha	
R	:	Aahhahaa,	
I-2	:	**Iyo harus ekstra bana, ikokonyo ndak di panga-pangaan, mungkin emosinyo ketika sadang apokan sedang ndak mood aaa di gigiknyo, laah kanai oleh-oleh sekali**	D1- Difficult to control the students' mood
R	:	Aahaha, tulah kak masalahnyo ndak?	
I-2	:	Ahaha iyo	
R	:	Nahh	
I-2	:	Itu autis berat, ado lo ciek lai rifa, ndak masuaknyo	
R	:	Magigik gigik mode itu yo kak?	
I-2	:	Kalau rifa suko tokok tokok, tokoknyo urang,	

		untuang nyo ndak ado, kalo ado lah di tokoknyo	
R	:	Ahahaha	
I-2	:	Kalau ndak cuaah keceknyo	
R	:	Aahahah, tapi feby sepepu feby ado lo, apo namonyo, autis kah itu? Nyo lah gadang kan kak tapi parangainyo mode anak ketek tapinyo masih bisa main-main jo awak	
I-2	:	Tunagrhaita mungkin ndak?	
R	:	Tunaghraita itu yo kak?	
I-2	:	Heemm, kalau autis tu kontak matonyo di caliak, alah liar kontak matonyo tu nyo suko galak galak kama kama, suko menyakiti dirinyo surang autis nyo tu, kontak matonyo tu ndak bisa nyaliak awak dalam waktu yang lama, lia kontak matonyo	
R	:	Aaa dalam proses pembelajaran mengajar bahasa inggris untuk tunagrahita masalah pasti banyak masalahnyo yo kak?	
I-2	:	Iyo, tentu ado masalah karna yo bahasa inggris tu kan bahasa asing, nah sedangkan tunargrahita kan punyo IQ nyo dibawah rata-rata kan	
R		Contohnyo baa tu kak?	
I-2		Misalnyo kan ado kata dalam bahasa Inggris misalnyo Cat, anak-anak tu maliek tulisan Cat tu pas dibaco beda bunyi nyo. Sadang tulisan se nyo susah paham apolai untuk menghafal bunyi kato tu	
R		Aa tu apo ado kesulitan lainnyo yang akak rasoan dalam mengajar anak tunagrahita kak? Secara spesifik nyo	
		Aa kadang anak-anak tu nyo asik se surang gitu pas awak manjalehan materi ka inyo kadang yo abstrak se nyo bapikia tu kadang nyo bilang "ndeh ndak ngarati do, yo wajar se lah nyo memiliki IQ low kan	D2 – Difficult to explain the material
R	:	Hoo gitu kak, nah apakah kakak pernah melakukan pengulangan materi kepada anak tunaghraita?	
I-2	:	Diulang ulang pasti, di ulang-ulang kalau di siko. Nyo ndak bisa sekali diajar se do karena nyo memori penyimpanan anak tu susah menyimpan informasi, yo anak normal se terkadang payah nak apolai anak-anak ko yang punyo keterbatasan dalam IQ	

R	:	Kapan dan di bagian mana bisonyo kakak melakukan pengulangan materi kak?	
I-2	:	Kapan nyo tiok hari	
R	:	Ahahah tiok hari	
I-2	:	Iyo lah wajib di materi apo pun, soalnyo anak anak ko nyo susah untuak konsentrasi tu, baa yo. Nyo pokoknyo payah untuak fokus belajar tu, kadang pandangan nyo ntah kama-kama se	
R	:	Di bagian manonyo perlu bana tekankan pengulangan materi	
I-2	:	Iyo misalnyo di bagian aaa komunikasi tu paralu bana akak ulang-ulang taruih atau di bagian mano gitu materi, baliak lagi ke kemapuan anak tu berbeda-beda, misalnyo yang bisa membaca bisa memahami paliang materi raso inyo sulit di ulang-ulang, bagi anak yang ndak bisa membaca, membaca di ajarkan, nyo ndak bisa langsung paham do	
R	:	Ohhh, aa kakak selamo mengajar ado punyo buku pegangan atau LKS untuk anak atau bagaimana?	
I-2	:	**Buku guru, kalau buku LKS ndak ada**	D3- Teachers have lack of source to teach
R	:	Ohh, nah yang feby taukan kakak backgrounnyo Matematika ndak kak? Kakak lulusan mano dulu kak?	
I-2	:	Muhammadiyah	
R	:	Di pas akak kuliah ado ndak kak dapek pelatihan khusus?	
I-2	:	**Ndak ado pelatihan khusus**	D4- Teachers have no training to teach English for students with disability
R	:	Setelah itu, sebelum kaka mengajar di SLB ko ado akak dapek pelatihan khusus untuk mengajar anak ABK?	
I-2	:	Ndak, lah pengalaman ajo dapek di siko mengajar salamo 8 tahun	
R	:	Nah kalau tadikan masalah dalam mengajar, kini di personal akak kak, kan akak ko secara inikan akak ndak background bahasa inggris kakak kan matematik, nah tu aaa masalaah yang paliang tarso dek akak?	
I-2	:	Maksudnyo masalah di bidang bahasa inggrisnyo ko?	

R	:	Iyo kan akak di bidang bahasa inggris ngajar itu, aaa masalah aa yang akak hadapi masalahnyo akak kan backgroundnyo ndak bahasa inggris tu	
I-2	:	Jadi yang akak ajakan bahasa inggris, apo masalahnyo?	
R	:	Haa iyooo	
I-2	:	**Iyoo akak ndak ndak paham bahas inggris tu do, bahasa inggris tu bana ndak paham sebab kak kan jurusan matematika, mungkin saketek saketeknyo paham, paliang kalau alah buek kalimat ma yang pakai are, we, aa macam tahu tapi kalau misalnyo apo bahasa inggris hitam aa itu bisalah yo kan Cuma kalau untuak buek kalimat ndak paham akak, kadang mamakiak akak bapikia**	D5- Teacher has no English as the Educational Background
R	:	Aa berati akak sebelum ngajar akak perlu bantuan samo guru bahasa inggris ?	
I-2	:	Iyo hoooh	
R	:	Aaa tapi pembelajaran masih berjalan ?	
I-2	:	Aaa masih lah, kadang kadang gantian, kami kalau di siko gitu senyo, kalau ndak bidang kami tu kami tolong lah dulu gitu, kalau di tanyo ndak paham guru tu yang narangan	
R	:	Ooh gitu, saling membantu	
I-2	:	Iyo saling membantu, saling melengkapi	
R	:	Aaaa sekalian nanyo tentang sekolah, kan tadi nanyo tentang ngajar, kini tentang sekolahnyo, kayak bara urang guru di siko, gitu kak	
I-2	:	Guru 6 kapalo sekolah 1	
R	:	Yang 6 guru tu, aaa see yang inyo ajarkan kak?	
I-2	:	Itu bisa campua-campua tu	
R	:	Maksud feby apo se yang di ajarkanyo	
I-2	:	Jadi kelas yang di paciknyo?	
R	:	Aaa iyo itu maksud feby tu	
I-2	:	Kami di siko dek keterbatasan guru ndak, aa jadi satu kadang rombel tu surang gurunyo, misalnyo 1-2 tu sorang gurunyo tu 3-4 tu sorang gurunyo 7,8,9 tu 11,12 gitu	
R	:	Itu langsuang merangkap jadi wali kelas yo kak?	
I-2	:	Haaa iyo, wali kelas	

R	:	Kepala sekolah ngajar lo kak?	
I-2	:	Kepala sekolah ndak nggajar, nyo jam di dapodik kan Cuma masuak kelas ndak ado do	
R	:	Aaa berati kan di sekolah ko kan dari SD sampai SMA ndak kak ?	
I-2	:	Iyo	
I-2	:	Kalau di totalkan bara tu muritnyo	
I-2	:	Kalau di data 57 ndak salah	
R	:	57 tu kalau siswanyo bara urang kak?	
I-2	:	Ooooo ndak tai tuang dek akak do ndak tahu akak do	
R	:	Nah itu se febi tanyoan yo kak	
I-2	:	Yoo	
R	:	Itu untuak saat iko	
I-2	:	Ado lo ciek lai saatnyo?	
R	:	Iyo kak, tarimo kasih atas waktu akak. Nah jika febi kira itu saja untuk saat ini kak. Jika sekiranya febi membutuhkan informasi lebih lanjut apakah kakak berkenan untuk febi wawancari kembali kan?	
I-2	:	Insyaallah, kalau lai panjang umua	
R	:	Aaaa, terima kasih atas ketersediaan waktu dan informasi dari akak.	
I-2	:	Aaa iyo iyo	
R	:	Assalammualaium wr wb	
I-2	:	Waalaikumsalam	

From the transcription above, it can be seen that the informant 2 (I-2) also faced five difficulties in teaching English for students with lack of intellectual; (1) Difficult to control the students' mood, (2) Difficult to explain the material, (3) Teachers have lack of source to teach, (4) Teachers have no training to teach English for the students with disability and (5) Teacher has no Englih as the Educational background.

Appendix 3 Transcript of Interview 2

Interview Result:

Transcription of second interview with informant 1 (I-1.2)

The interview was conducted with informant 1 on Monday, November 14th 2021 at 10.30 PM by using phone call because the teachers were busy and available only by call. The researcher recorded the conversation by using phone. The interview was successful because there were no obstacles during interview. The final transcript can be seen in table below:

Actor		**Utterance**	**Problems Faced by English Teachers in Teaching English for Students with lack of intellectual**
R	:	"*assalamu'allaikum wr wb…*"	
I-1	:	"*wa'alaikumsalam…*"	
R	:	"aa maaf mengganggu waktunya kakak terkait dengan informasi lebih dalam tentang penelitian Febi kak. Jadi Febi ingin mewawancarai kakak untuk yang kedua kalinya… aa apakah kakak bersedia?"	
I-1	:	"iya…"	
R	:	"aa kita mulai ya kak untuk pertanyaan yang pertama. Aa kita fokusnya ini lebih ke anak tuna grahita ya kak."	
I-1	:	"ooo boleh…"	
R	:	"A aa. bisakah kakak uraikan kembali bagaimana kesulitan mengajar anak-anak tuna grahita kak?"	
I-1	:	"aa kesulitannya, anak tuna grahita itu kan memiliki IQ yang dibawah rata-rata. Jadi **memahami sebuah materi, butuh waktu yang lama daripada anak yang lainnya. Anak normal lainnya.** Gitu Bi."	D2.2- Difficult to explain the material
R	:	"oo iya kak."	
R	:	"apakah sulit menyampaikan materi kepada anak tuna grahita itu kak?"	

I-1	:	**“aa menyampaikan, sulit sih sulit. Soalnya kan daya tangkap anak itu aa susah Bii, gitu.** Nahh jadi kita harus mengulangnya lebih banyak aripada biasanya. Misalnya satu materi itu harus diulang 4 atau 5 kali, begitu. Dengan kosakata yang sama, dengan cara pengucapan yang sama, it utu dilakukan misalnya lima kali gitu. 5 atau 6 kali. Karena kan sesuai dengan kondisi anak kan. Anak kalau tuna grahita itu aa IQ-nya dibawah rata-rata. Otomatis materi pun dia sulit kan. Tuna grahita itu dibawah 70 IQ-nya. Hm m…”	D2.2- Difficult to explain the material
R	:	“nah untuk lebih spesifiknya kak, kira-kira ada ga, materi apa yang kira yang paling sulit diterima oleh anak-anak tuna grahita ini kak?”	
I-1	:	“hmm contohnya misalnya aa membuat percakapan. Contohnya kalau disitu membuat percakapann itu, minta maaf *sorry* dan responnya seperti apa. Ya kan? Jadi sedangkan anak itu *vocab*-nya aja kurang. Ya kan? Trus sebelum kita mengajarkannya ke percakapan, ntu harus belajar dia dengan *vocab* dengan kata-kata, iya kan? Nah setelah itu aa. Misalnya target kita tu materinyo Cuma duo atau tigo kali misalnyo kan, tapi kenyataan di lapangan ndak sesuai do, gitu. Ntu ciek lai, kalau kayak percakapan-percakapan itu kan butuh kesesuaian antara partisipan dan dengan apa yang disampaikan dek kawan. Jadi payah inyo ma ituan, apa, menyamakan gitu a. ‘apo jawabannyo yo?’ kalau misalnyo giko disabuikan. ‘iko apo yo?’ itutu diulang baliak.. diulang pulo baliak a gitu. Anak-anak payah dalam maingek tu bi. Dalam percakapan, susah nyo kan. Kan Bahasa Inggris tu Bahasa asing bagi inyo. Sedangkan bahaso Indonesia se payah jo nyo maa memahami, apolai Bahasa asing. Yo kan?”	
R	:	“hahaha iiyo kak”	
I-1	:	“hahaha awak ngecek elok-elok nyo kan	

		tapi dek inyo lain. Itu lah anak awak hahaha”	
R	:	“hahahaha iyo kak. aaa pertanyaan selanjutnyo kak. Bagaimana proses atau suasana pembelajaran di dalam kelas siswa tuna grahita ini? Apakah ada mereka yang menyampaikan pikiran-pikiran abstrak atau random gitu lo kak?”	
I-1	:	“aa kalau untuak anak tuna grahita itu, inyo ndak bisa membayangkan gitu a. susah nyo membayangkan situasi. Misalnyo kayak giko, oo misalnyo situasinyo kalian sedang di apo.. ntu agak payahnyo kalau yang ndak nampak, yang ndak *real* tu agak payah nyo mambayangan.”	
R	:	“ooo fokusnyo tu agak susah yo kak”	
I-1	:	“aa iyo tapi, nyo kayaknyo jadi kayak *text book* gitu aa materi tu. Aa yang di tulis, itu yang dicatatnyo. Aa yang di tulis, itu yang dicatat’an gitu a. Itu se nyoo. Ndak bisa nyo kalau yang, ‘coba bayangan…aa si A sedang itu itu di apo..’ ha tu payah nyo tu. Lamooo nyo. Soalnyo itulah kekurangannyo. Tapi kalau untuk belajar, keinginan nyo belajar lai tinggi. Namuah nyo… cuman yo dari segi IQ nyo, dari segi daya tangkapnyo emang lamah gitu. Hm m…”	
R	:	“ooo. Iyo agak itu se sih kak nan Bi tanyoan ahahaha. Saketek itu nyo kak.”	
I-1	:	“ooo jadih- jadih…”	
R	:	“awak cek-cek se nyo kak.”	
I-1	:	“oo oke. Lah sampai ma Bi?”	
R	:	“aa apo kak?”	
I-1	:	“lah sampai maa Bi yang ko?”	
R	:	“aa di bab 4 itu kak. Aa mengolah data patang alah. Kironyo masih kurang. ‘Cek liak’ kecek apak tu. Yaudah… jadi kalau lah dapek nan kini ko *InshaAllah* sudah mah hehe”	
I-1	:	“ooo bilo rencana?”	
R	:	“aa Bi target lambek sa lambek-lambeknyo tu yo Desember lah kak aponyo, sidang kak.”	

I-1	:	“amin.. ntu kok dapet Maret lah nak?”	
R	:	“ahaahaha iyo kak”	
I-1	:	“bisa bisa inshaAllah.. SEMANGAT!!”	
R	:	“aa iyo makasih kak hahaha”	
I-1	:	“AMIIN”	
R	:	“ahahaha lah kak Debi nyo lah bisa kini kecek nyo kak ahahah. Bi WA kak Debi kak”	
I-1	:	“oke.”	
R	:	“aiyo makasih banyak kak.. Assalamuallaikum”	
I-1	:	“iyoo semoga suksess. Wa’alaikum salam”	
R	:	“mokasih kak..”	
I-1	:	“yoop…”	

Transcription of second interview with informant 2 (I-2.2)

The interview was conducted with informant 2 on the same day, Monday, November 14th 2021 at 11.51 PM by using phone call because the teachers were busy and available only by call. The researcher recorded the conversation by using phone. The interview was successful because there were no obstacles during interview. The final transcript can be seen in table below:

Actor		**Utterance**	**Problems Faced by English Teachers in Teaching English for Students with lack of intellectual**
R	:	"aa *assalamuallaikum wr wb*.."	
I-2	:	"*wa'alaikumsalam wr wb*.."	
R	:	"aa maaf mengganggu waktunya kakak terkait informasi lebih dalam mengenai penelitian Febi kak. Febi mau mewawancarai kakak untuk yang kedua kalinya. Jadi apakah kakak bersedia?"	
I-2	:	"aa *inshaAllah* bersedia"	
R	:	"jadi kita langsung masuk ke pertanyaannya ya kak ya.. pertanyaan pertama ni kak. Bisakah—aa kita fokusnya lebih ke anak tuna grahita-nya ya kak."	
I-2	:	"iya. Hm m."	
R	:	"aa pertanyaan pertama, bisakah kakak uraikan kembali bagaimana kesulitan kakak mengajar anak-anak tuna grahita kak?"	
I-2	:	"hmmm kesulitan mengajar anak tuna grahita?"	
R		"hm m.."	
I-2		"aa kayak wawancara yang kemaren kan, kesulitannyo aa apo namo e, aa **kesulitannyo karena anak tu memiliki dalam satu kelas tu kemampuan yang berbeda-beda, jadi dalam penyampaian materi atau pengajaran materi aa itu yang kakak alami aa kesulitannya.** Gitu kan?"	D2.2- Difficult to explain the material
R		"iya.."	
I-2		"karena mereka memiliki kemampuan yang berbeda-beda, nah itu kendala yang kak alami. Gitu.."	

R		“ooo berarti harus ciek – ciek yo kak?“	
I-2		“hmm mereka tu butuh bimbingan satu persatu gitu kan. Jadi..”	
		“butuh bimbingan satu persatu ya kak?”	
I-2		“aa harus di bimbing satu persatu. Jadi terkadang keterbatasan waktu gitu kan menghadapi mereka satu persatu gitu kan. Yang jaleh bana dek nyo memiliki kemampuan yang berbeda-beda gitu Febi, jadi itu poin utama yang akak alami dalam mengajar mereka. Ya”	
R		“jadi kesulitannya dalam proses penyampaian materi ya kak? Dalam menyampaikan materi ke mereka ya kak?”	
I-2		**“aa iyo sulit menyampaikan materi kepada mereka tu.** Karena mereka memiliki kemampuan yang berbeda-beda gitu kan. Ada yang udah bisa membaca, ada yang belum bisa menulis, dan yang sudah bisa membaca tetapi butuh ee dalam memahami materi gitu aa. Itulah kesulitannya, gitu kan. Dan beda-beda kemampuan, a aa. Kadang ada yang kita mengajarnya dari nol. Dari belajar menulis.. ada yang mengajarkan karna-aa untuk aa dia sudah kenal huruf tapi untuk membaca dan mengeja.. aa yang belum mampu menulis.. aa gitu.ada yang masih belajar memegang pensil. Aa itu yang kak hadapi kesulitannya dalam mengajar mereka gitu.”	D2.2- Difficult to explain the material
R		“aa pertanyaan selanjutnya kak. Bagaimana proses atau suasana pembelajaran dalam kelas tuna grahita kak? Apakah ada mereka yang menyampaikan pikiran-pikiran abstrak atau *random* kepada kakak?”	
I-2		“mmm suasananyo.. aa.. kalau nyo ado menyampaikan aa… apo maksud pertanyaan Febi tadi?”	
R		“aa ko nak kak, jadi didalam proses pembelajaran tu kak, jadi ado salah satu mungkin dari anak-anak tu yang kek tiba-tiba nyo, yang aneh-aneh se nan disabuiknyo ka akak gitu a. jadi yang	

		diluar, diluar a yang akak sampaikan, tapi nyo lain pulo nan inyo tanyoan ka akak. Yang pikiran-pikiran *random*“	
I-2		“yah! Terkadang yah, suasana kayak gini terkadang tu baliak mungkin kee istilahnyo kesabaran guru gitu kan.”	
R		“a aa..”	
I-2		**“terkadang ketika wak serius nak, nyo bagarah gitu kan. Dan katiko awak bagarah, nyo diam se kan. Aa kalau pelajaran tu nyo ndak suko, inyo kadang manangih gai. Macam-macam lah…”**	D1.2- Difficult to control the students’ mood
R		“ahahahaha”	
I-2		“gayanyo tu caper gitu lah hahaha.”	
		“ahahaha iya iya iya…”	
I-2		“ntu kadang suko nyo materi itu kan, aa misalnyo pelajaran tu ndak nio inyo do. ‘payah!’ keceknyo gitu kan.nyo nan alun dipelajarinyo lai do, aa gitu kan nyo lah *bad mood* duluan gitu kan. Aa gitu..”	
R		“nah. Tu nak kak, kiro-kiro salamo akak ngajar patang tu nak kak, aa yang paliang sulit dek anak ko memahami, materi aa nan paliang sulit dek nyo kak? Misalnyo kok membaca, menulis, atau aa nan paliang sulit dek anak-anak tu. Materi apo nan palian sulit dek anak-anak tu?”	
I-2		“Cuma mungkin dek anak akak, dek anak akak banyak nak Febi.. ado bara macam? 4. Ado 4 urang. Jadi nan baru bisa mambaco, nan baru bisa mengenal huruf aa tapi nyo ka baraja mangeja, aa mungkin itu dek nyo aa awak focus kasitu ajo nak. Nah ado anak ko yang alun bisa menulis lai. Ado anak ko bisa mengeja aa baa namonyo tu. Untuak memahami.. gitu kan payah. Jadi mungkin kalau—ancak wak focus ka apo se lah nak, anak akak nan lah bisa mengenal huruf, aa nyo apo. Untuak mangeja ituah.. belajar membaca. Aa untuk belajar membaca tu karano inyo kesulitan membaca jadi **ketika disuruah mangeja, ndak amuah nyo do gitu a. salah gitu kan. Maleh.. aa nyo padahal**	D1.2- Difficult to control the students mood

		nyo lah bisa mangeja naah katika baca lae, membaca tadi kan, nyo ndak namuah lai tu do.. gitu aa. Katonyo kadang panek lah, ndak pandai lah, gitu a. padahal nyo sabananyo bisaa gitu kan. Tapi kalau untuk matematika aa bisa nyo. Tapi yang kesulitan bana yang ndak amuah bana *mood* nyo untuak membaca, gitu a. Hmm membaca..”	
R		“iyo kak. Oo itu se nan ka ditanyoan nyo kak hahaha”	
I-2		“ahahahaha”	
R		“aa iyo kak saketek itu se nyo kak.”	
I-2		“oke oke oke”	
R		“iyo kak kok bisuak kalau ado parolu Bi kabaran akak liak.. yo kak?”	
I-2		“oke Febi… ha iyo lah”	
R		“mahasi kak..”	
I-2		“kan lai puas dengan jawaban akak? Hahaha”	
R		“lai kak.. lai lai lai kak… dek Bi dapek sadonyo nyo kak hehehe”	
I-2		“ahahaha”	
R		“ado sabananyo kan sekitar 6 pertanyaan, tapi dari jawaban akak tu lah dapek dek Bi kesimpulannyo nyo.. aa jadi, aa itu lah kak. Lah dapek disimpulkan”	
I-2		“oke oke Febi..”	
R		“makasi banyak yo kak… mooh manggaduah wak kak a hehehe”	
I-2		“eh ahahaahha sukses. Capek suksesnyo yo..”	
R		“iya amin kak.. makasi kak…”	
I-2		“iyop…”	
R		“assalamuallaikum…”	
I-2		“wa.alaikumsalam…”	

Appendix 4 Data Reduction

Informants	**Difficulties in teaching English for students with lack of intellectual**
Informant 1 (I-1)	D1 Difficult to control the students' mood
	D2 Difficult to explain the material
	D3 Teachers have lack of source to teach
	D4 Teachers have no training to teach English for students with disability
Informant 2 (I-2)	D1 Difficult to control the students' mood
	D2 Difficult to explain the material
	D3 Teachers have lack of source to teach
	D4 Teachers have no training to teach English for students with disability
	D5 Teacher has noEnglish as Educational background

Appendix 5 Data Display

No	English teachers' difficulties in teaching students with lack of intellectual	Ket
1	D1 Difficult to control the students' mood	Informant 1 (D1) Informant 2 (D1) – (D1.2)
2	D2 Difficult to explain the material	Informant 1 (D2.1) – (D2. 2) Informant 2 (D2.1) – (D2. 2)
3	D3 Teachers have lack of source to teach	Informant 1 (D3) Informant 2 (D3)
4	D4 Teachers have no training to teach English for students with disability	Informant 1 (D4) Informant 2 (D4)
5	D5 Teacher has noEnglish as Educational background	Informant 2 (D5)

Appendix 6: Recommendation Letter of Research

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Nomor : B- 0760/In.27/L.I/TL.00/09/2021 21 September 2021
Sifat : Biasa
Lampiran : 1 Rangkap
Perihal : ***Mohon Izin Penelitian***

Yth. Kepala SLB Mutiara Bundo Padang Panjang
Padang Panjang

Assalamu 'alaikum Wr. Wb.
Dengan hormat,

Dengan ini disampaikan kepada Bapak/Ibu bahwa Mahasiswa yang tersebut di bawah ini:

Nama/NIM	:	Feby Sukma Amelia / 15300400038
Tempat/Tanggal Lahir	:	Batusangkar, 31 Juli 1997
Kartu Identitas	:	KTP: 1304047107970001
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Alamat	:	Jln. A. Yani JR. Sigarunggung Nagari Baringin Kecamatan Lima Kaum Kabupaten Tanah Datar

akan melakukan pengumpulan data untuk proses penulisan laporan hasil penelitiannya sebagai berikut:

Judul Penelitian	:	**Problem Faced By English Teachers In Teaching English For Students With Disability (A Case Study Of Junior High School SLB Mutiara Bundo Padang Panjang)**
Lokasi	:	SLB Mutiara Bundo Padang Panjang
Waktu	:	22 September 2021 s.d 22 November 2021
Dosen Pembimbing 1	:	Irwan, M.Pd
2	:	-

untuk itu, diharapkan kiranya Bapak/Ibu berkenan memberikan surat izin penelitian mahasiswa yang bersangkutan sesuai dengan ketentuan yang berlaku.

Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Ketua

Dr. H. Muhammad Fazis, M. Pd

Tembusan
1. Rektor IAIN Batusangkar (Sebagai Laporan)
2. Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Batusangkar (Sebagai Laporan)

Appendix 7: Documentation of Interview

(Picture 1. Interview with first informant, Monday October 25, 2022)

(Picture 2 Interview with second informant, Monday October 25, 2022)

Appendix 8: Observation

(Picture 1 Observation Day, 4 October 2022)

(Picture 1 Observation Day, 4 October 2022)