

**TEACHER'S STRATEGIES IN OVERCOMING PROBLEMS OF
STUDENTS WITH SPECIAL NEEDS
IN LEARNING ENGLISH SKILLS**

THESIS

Submitted By :

AMELIA PUTRI ANANDA

NIM. 160203149

Students of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
2021 M/1443**

THESIS

Submitted to *Fakultas Tarbiyah Dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfillment of the Requirements for
The Bachelor Degree of Education in English Language Teaching

By:

AMELIA PUTRI ANANDA

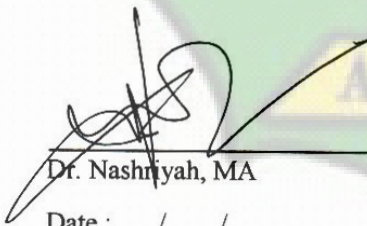
NIM. 160203149

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education

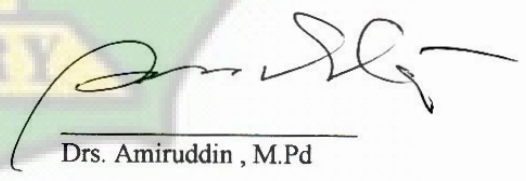
Approve by:

Main Supervisor,

Co-Supervisor,


Dr. Nashriyah, MA

Date : / /


Drs. Amiruddin, M.Pd

Date: 26 / 12 / 2021

It has been defended in *Sidang Munaqasyah*
In front of the board of the examination for the working paper
And has been accepted in partial fulfillment of the requirements
For the Bachelor Degree of Education in English Language Teaching

On:

Wednesday,

29 December 2021

25 Jumadil Awal 1443

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson

Dr. Nashriyah, MA

Secretary,

Nur Amalia Sari, Minter & TransSt

Member,

Drs. Amiruddin, M.Pd

Member,

Mulia, M. Ed

Certified by

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Maslun Razali, S.H., M.Ag.

NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN
(Declaration of Originality)

Saya yang bertandatangan dibawah ini :

Nama : Amelia Putri Ananda
NIM : 160203149
Tempat/tanggal lahir : Banda Aceh, 6 Juni 1997
Alamat : Jl.Nyak Adam Kamil II, Ateuk Munjeng. Banda Aceh

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul :

**TEACHER'S STRATEGIES IN OVERCOMING PROBLEMS OF STUDENTS
WITH SPECIAL NEEDS IN LEARNING ENGLISH SKILLS**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggungjawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, Desember 2021
Saya yang Membuat Surat Pernyataan,

A handwritten signature in black ink is written over a rectangular stamp. The stamp contains the text 'METER TANDA' and a serial number '328A/X55530627'. To the left of the stamp is a vertical strip of black and white markings.

Amelia Putri Ananda

ACKNOWLEDGEMENTS

First of all, I would like to thank to Allah, The Most Powerful, for giving blessing, health, chance and ability to me. Peace and salutation are also addressed to Prophet Muhammad shallallahu'alaihiwasallam and his companions who have strived in delivering Islam to this world and guided followers to the right path of life. He is the real one that all human must emulate him for all.

Second, I would like to express my profound appreciation to my thesis advisors, Drs. Amiruddin, M.Pd and Dr. Nashriyah, MA Thanks for patience, encouragement and valuable guidance that enhances my research skills. My appreciation is also addressed to Prof. Dr. T. Zulfikar, M. Ed as my academic advisor who has guided me since my first semester in English Education Department. May Allah grant you all a special place in the Heaven, Amin

Next, My beloved mother, Asmawati who had raised me. My family Yuyun Sri Wahyuni Amd.kep, Rahmat Isra and Muhammad Risky S.Pd, Fennsy Ivania and my Cousin Putri Ayu Larasati. Last, my deepest appreciation is dedicated to all my beloved friends Ngegas Squad who always support me doing my thesis Laili, Ama, Ainun, Yulianisa, Zahlul, Rindi, Tasir, Luth, Hanif and the last Chairal Amalia SE. I appreciate your effort and kindness. For my beloved friends from Unit 5 of PBI, I am happy to have you guys with me.

Banda Aceh, 23 Desember 2021
The Researcher,

Amelia Putri Ananda

ABSTRACT

Name : Amelia Putri Ananda
NIM : 160203149
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis title : Teacher's Strategies in Overcoming Problems of Students with special needs in learning English Skills. .
Main Supervisor : Dr. Nashriyah, MA
Co-Supervisor : Drs. Amiruddin, M.Pd
Keywords : Teacher's Strategies, Problems of students with special needs.

This study is intended to investigate the teaching strategies used by English teachers in overcoming the problems of students with special needs in learning skills and to find out the difficulties of applying teaching strategies in overcoming the problems with special needs in learning English skills. This study was conducted at SLB Banda Aceh and Aceh Besar. This research uses a qualitative approach and this type of research is a case study. data collection by interview and observation methods. Participants in this study were three English teachers at schools for students with special needs in SLB Banda Aceh and Aceh Besar. The results showed that the way the teacher handled the behavior problems of students with special needs. First, by approaching students, inviting students to discuss one by one, inviting students to be involved in learning such as using media tools so that students like lessons more. The teacher also communicates with parents to pay more attention to students at home, the next strategy is the teacher must more often give appreciation and attention to all students in the class so that children with special needs feel valued for their achievements. Last, the teacher must relate real-life material as motivation for students to learn.

TABLE OF CONTENT

DECLARATION OF ORIGINALITY.....	ii
ACKNOWLEDGEMENTS.....	ii
ABSTRACT	vi
TABLE OF CONTENT.....	vii
LIST OF APPENDICES	ix
CHAPTER I : INTRODUCTION	
A. Background of study.....	1
B. Research Question.....	6
C. The aims of study	6
D. Significance of study	6
E. Terminology.....	7
CHAPTER 2 : LITERATURE REVIEW	
A. Theoretical Basic Of Disable People.....	9
B. The Problem of student With Special Needs in Learning English	11
C. Teacher's Strategies.....	21
D. Learning English Skills.....	24
CHAPTER 3 : RESEARCH METHODOLOGY	
A. Research Location	27
B. Research Design.....	27
C. Participants	28
D. Method of Data Collection	28
1. Interview	29
2. Observation.....	29
E. Method of Data Analysis	29

CHAPTER 4 : RESULT AND DISCUSSION

A.	Result.....	31
	1.Observation Result.....	31
	2. Interview Result	36
B.	Discussion.....	45

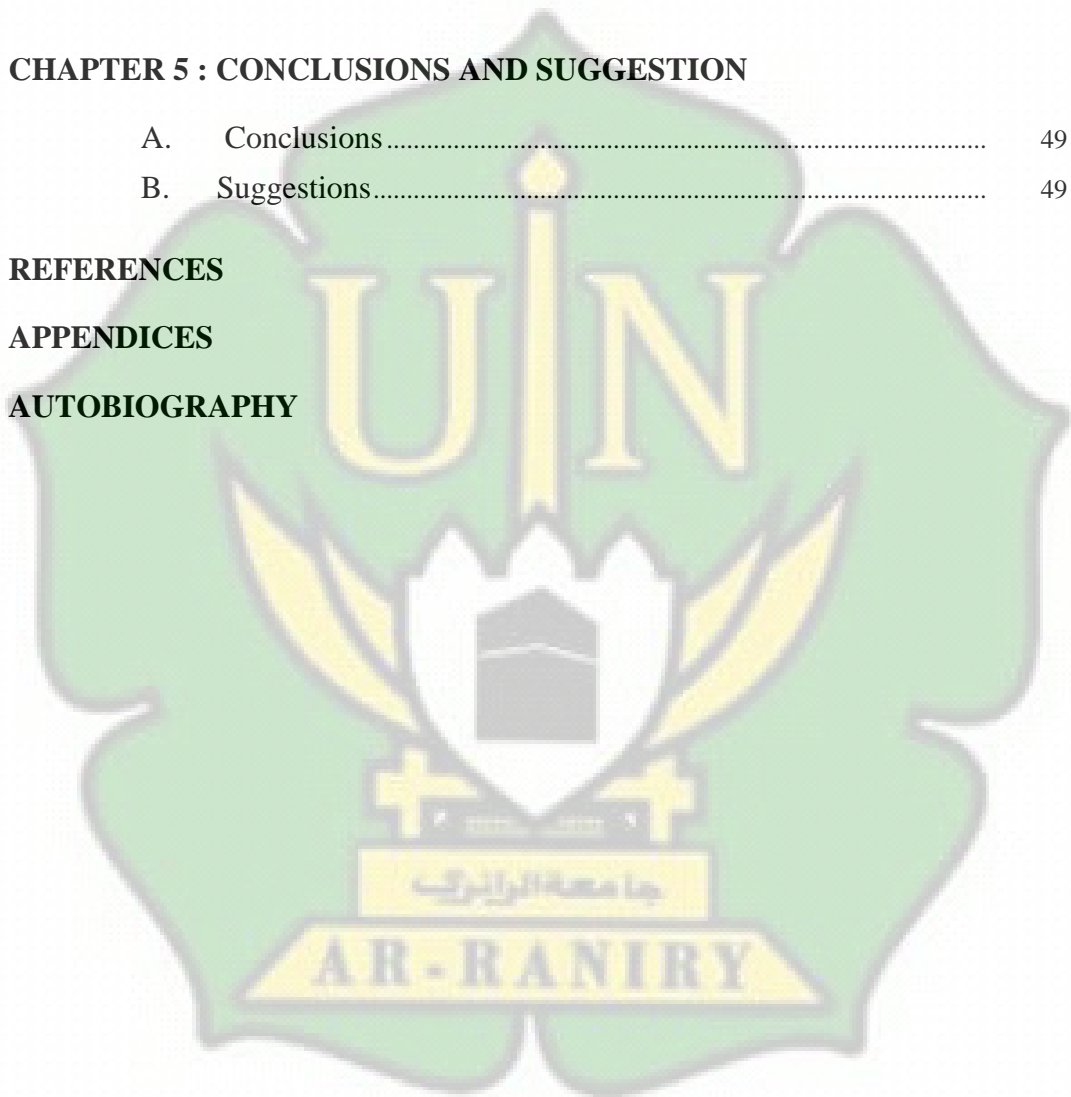
CHAPTER 5 : CONCLUSIONS AND SUGGESTION

A.	Conclusions	49
B.	Suggestions.....	49

REFERENCES

APPENDICES

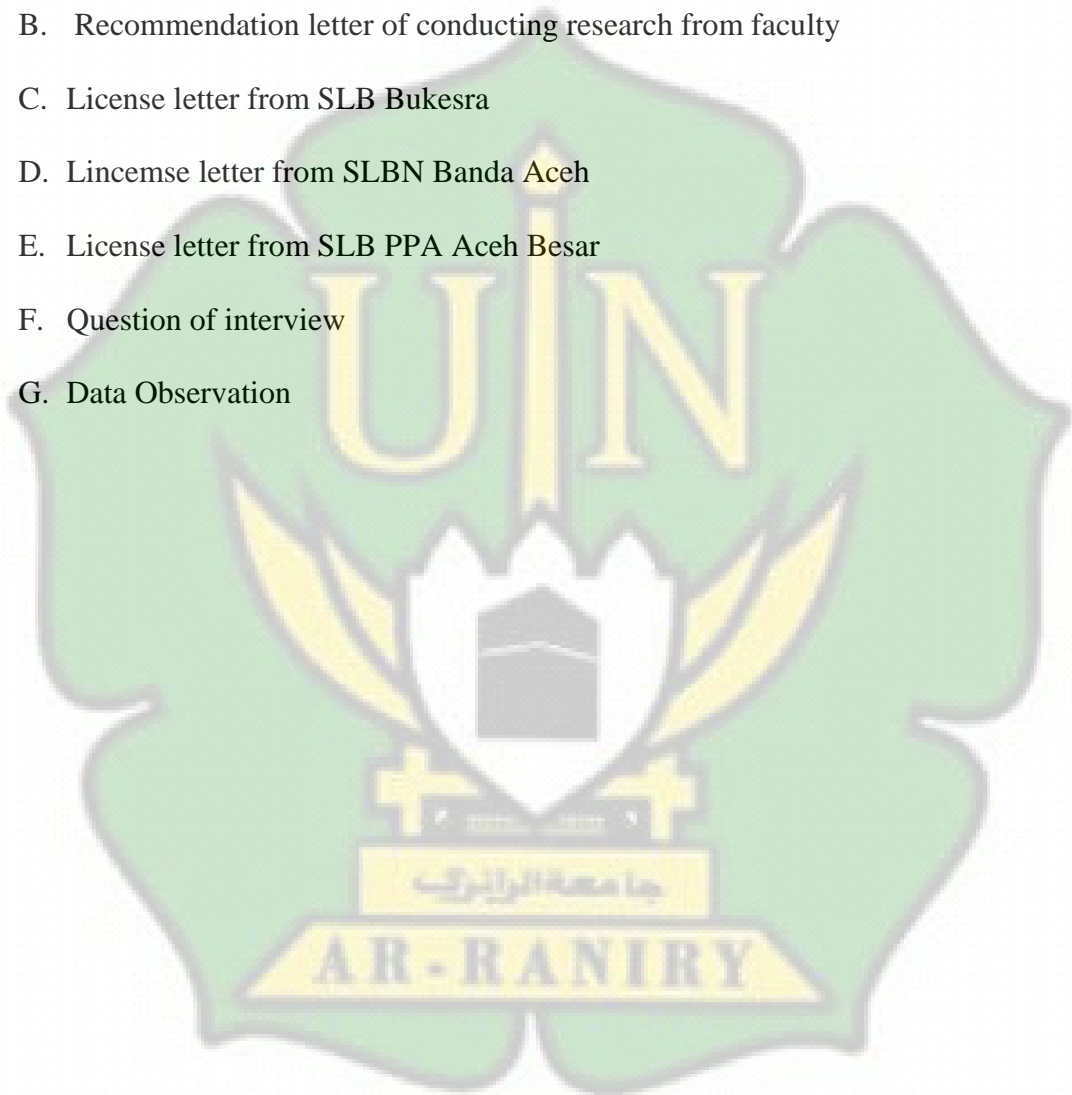
AUTOBIOGRAPHY



LIST OF APPENDICES

Number

- A. Appointment Letter of Writing thesis
- B. Recommendation letter of conducting research from faculty
- C. License letter from SLB Bukesra
- D. Lincemse letter from SLBN Banda Aceh
- E. License letter from SLB PPA Aceh Besar
- F. Question of interview
- G. Data Observation



CHAPTER 1

INTRODUCTION

This chapter consists of the background of the study, research question, the objective of the research, significance of study and research terminology.

A. Background of study

English is one of the most spoken languages in the world nowadays. More and more people study English as a second /foreign language. Many countries include English in their school syllabus, and children are starting to learn English at a young age. People learn English for different reasons, such as career development, pursuing study overseas, and passing exams.

English has been taught as a compulsory subject from junior and senior high school for six successive years in Indonesia. However, teaching English to non-native speakers is not easy. EFL teachers are frequently confronted with various challenges when teaching their students. Lack of student motivation and inadequate educational facilities on student's learning can lead to poor performance of the teacher in teaching.

Students' interest in learning English language has increasing in Indonesia. Several factors affect a student's interest in learning. Internal variables (such as physical condition, IQ, attainment, and readiness) and external influences (such as family, teacher, school, and peer) are the two types. In addition, there are several ways to learn English, such as social media, learning applications, study groups, and finding accessible information on web platforms.

Similarly, teaching English to disabled children is much more challenging. They need extra attention from parents, teachers, therapists, and assistants in any learning being carried out. In addition, children with special needs have restrictions, whether physical, mental-intellectual, social, or emotional, that have a major impact on the growth and development process as compared to other children his age ([Winarsih, 2013](#)).

According to the handbook for Handling Children with Special Needs (ABK) issued by the Ministry of Women's Empowerment and Protection Children, disabilities are divided into twelve categories : (1) children with visual disabilities, (2) children hearing disabilities, (3) children with intellectual disabilities, (4) children with disabilities physical, (5) children with social disabilities, (6) children with concentration disorders attention and hyperactivity (ADHD), (7) children with spectrum disorders, (8) children with multiple disorders, (9) slow learners, (10) children with special learning difficulties, (11) children with impaired abilities communication, (12) children with potential intelligence and special talents ([Winarsih, 2013](#)).

Children with special needs and normal children, in general, need an educational service model that suits the interests, needs, and abilities of children. As expected, with an academic service model, children with special needs can develop in communication, social interaction, play patterns, and behaviour to achieve independence of life in the family, school, and community ([Hadith, 2006](#)).

Every child born in the world has unique potential, intelligence, and talent from one child to the next, and as a parent you should not compare one child with

the next. As a parent, you must be aware of your child's physical and psychological limitations, limitations, and privileges. the existence of children's limitations makes parents not aware of their children's potential; almost all parents want their children to be ideal both physically and academically.

Children with special needs will undoubtedly face various problems related to their specificity. All these problems need to be resolved by providing education, guidance, and training services so that issues that arise can be appropriately resolved, which teachers or parents need to understand . The needs and potential of children to develop optimally according to their specificity.

Children with Special Needs, according to the Regulation of the Minister of State for Women's Empowerment and Child Protection of the Republic of Indonesia Number 10 of 2011 concerning Policies for Handling Children with Special Needs, are children who have limitations/extraordinary both physical, mental- intellectual, social, and emotional that have a significant impact on their growth and development compared to other children.

The main problem that arises in children with special needs when learning is the challenge of a teacher in communicating to convey material in the classroom. some other problems sensory disturbances, irregular playing patterns, emotional children with special needs who cannot control it and are the lack of social interaction of children with special needs to normal children because parents who feel ashamed if their children have physical and academic limitations parents try and keep their children from interacting with other children or the community.

Teachers play an essential role in the success of the teaching process of children with special needs because apart from being educators, teachers are indirectly assigned to be therapists. To do a research about teachers' strategies in overcoming the problems of students with special needs is important to contribute to the development of English teachers for children with special needs.

Some studies have been conducted to explore the learning problems of children with special needs. [Milla \(2016\)](#) investigated the learning problems of children with special needs at an Elementary school in Malang. The research finding reported that the school did not have sufficient facilities to support the teaching process. The research found that the students with special needs require teaching facilities that could motivate them and call their concentration in learning English.

Furthermore, [Desi, Ryan and Wahyu \(2010\)](#) investigated the effect of social support to socialization skills on special needs children at Elementary school SLB Yakut, Purwokerto and Elementary school 04 Purwokerto. The result were social skills on the children with special needs were 14 children in good category, and 2 children was not. All of normal children have good category of socialization skills (100%).

Additionally, [Dewi \(2020\)](#) investigated Teacher Strategy in educating Children with Special Needs (ABK) During the Pandemic Covid-19 at PAUD Alam Mahira, Bengkulu City. The result of the study, it can be concluded that the learning strategy and educate children with special needs (ABK) in TK Alam Mahira Kota Bengkulu is to provide special learning and learning through a

special assistant teacher, with a home visit learning system that adapted to parents and children

Then, [Amri \(2019\)](#) Teacher's Strategy in Handling Children with Special Needs (ABK). The aim to be achieved in this research is to find out how is the condition of ABK students, what is the teacher's strategy in dealing with students, children with special needs (ABK), as well as teacher obstacles in dealing with students special needs.

The results showed that first, the condition of students with special needs based on cognitive, namely students are difficult to manage and use language that is not polite towards the teacher, based on social, that is, students feel differentiated with other students so that they cannot socialize normally, based on the physical characteristics are the same, the only difference is development ability, as well as based on his emotional, that is having a strong emotional unstable. Second, the teacher's strategy in dealing with students with special needs is adapted to the conditions of students with special needs in order to achieve certain goals and be accepted by students clearly.

Third, the teacher's obstacles in dealing with students are: based on the factors of the teacher, the teacher must need time, attention, and special patience in guiding ABK students, based on factors from students namely experiencing learning lags compared to other students, factors from parents, namely the release of the wrong emotions so that children feel uncomfortable Unfortunately, the factor of the facilities is related to the economic capacity of the people old, and the

factor of the method is that there is no comprehensive method which can fully cover the needs of children in the classroom.

B. Research Question

The present study is to explore the teacher's strategies in overcoming problems of students with special needs in learning English.

This study is guided by the following research questions

1. What are the challenges in dealing with students with special needs in learning English skills at SLB Banda Aceh?
- 2 . What are the teachers strategies in overcoming the problems of students with special needs at SLB Banda Aceh in Learning English Skills?

C. The aims of study

The purposes of this study are as follows :

1. To find out the challenges in dealing with students with special needs in learning English Skills at SLB Banda Aceh.
2. To investigate the teaching strategies used by English teachers of SMPLB Banda Aceh in overcoming the problems of students with special needs in learning skills.

D. Significance of study

After conducting the research, the researcher expects that the result of study would be useful for:

1) Theoretically

The result of this study is expected to develop the teaching-learning process for a student with special needs with teacher's appropriate strategies.

2) Practically

The result of this study is expected to benefit:

a. Teachers.

This study is expected to help English teachers to use learning strategies well. The result of this research can be significantly important that English teachers will get at learning problems for students with special needs.

b. Students

This research is expected to help students with special needs to be able to improve and increase the spirit of learning.

E. Terminology

There are some terms used in this study that need explanation and the terms used is valid for this study only.

1. Teacher Strategies

The teacher's strategies in this study refer to the strategy used by the English teacher of SLB Banda Aceh to implement the teaching plan through the teacher's efforts in using several learning methods for children with special needs.

2. Student with Special Needs

In this study, students with special needs refer to students at S LB Lambaro, SLB Ateuk Pahlawan, and SLB Ulee Kareng who require extra

attention in class or special services due to physical, cognitive, sensory, or intellectual disabilities. mental illnesses, as well as a variety of chronic conditions.



CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review related to this study in three subheadings. The first part discusses the Problem of Students with special needs, the second part presents Learning English skills, and the third part explains Teacher's Strategies.

A. Theoretical Basic of Disable People

A disability is defined as a condition or function that is severely impaired in comparison to an individual's or group's customary standard. Physical impairment, sensory impairment, cognitive impairment, intellectual impairment, mental illness, and many types of chronic disease are all examples of individual functioning ([Alfredo, 2006](#)).

Disability or disability is a term that is restricted, limited to activities, and approved of participation. Interference is a problem with body functions or structure; Some discussion of activities is a challenge carried out by individuals in carrying out tasks or actions, while participation is a problem carried out by individuals in meetings in life. So disability is a complex phenomenon, which reflects the interaction between one's nature and the characteristics of the community in which one lives ([Resnik, 2007](#))

Directorate Policy Exceptional Education on Inclusive Education Services for Children Special Education Needs means children with special needs special

are those who are classified as extraordinary, both in the sense of with disabilities, slow learners, and those with learning difficulties. Disabilities are defined as children who have physical and mental disorders or mental and/or behavioural disorders. Physical disorders, including blind, deaf and quadriplegic. Mental disorders include children mild and moderate mental retardation.

Based on the above statement, it is clear that the conditions can interfere with the growth and development of children physically, spiritually, and or socially, so that they cannot attend proper education. In other words, they are children with potential problems who, if they get guidance services appropriately, their potential will develop optimally.

Therefore, learning for children with special needs requires a separate pattern according to their individual needs that differ from one another. In the preparation of learning programs for each field of study, the class teacher should have the personal data of each student. Personal data is related to the characteristics, specifications, abilities and weaknesses, competencies possessed, and level of development.

The effectiveness of teaching shows that teachers who teach find efficient people who have the following characteristics ([Muhammad 2008](#)):

1. Have a high concept of independence.
2. Have a good education.
3. Have knowledge and interest in the field being taught.
4. Understand the basic principles in the learning process
5. Prioritize student success.

6. Be fair
7. Explain something in detail and clearly
8. Open minded and fun
9. Use effective teaching techniques and methods
10. Can maintain the learning process in the classroom

B. The Problem of student With Special Needs in Learning English

Emotional functioning and learning difficulties interact in a complex way that's not always obvious in a specific context. Livingston (1985) remarked that it is difficult to determine whether depression causes or worsens learning issues, whether learning challenges put children at risk for depression, or whether both are increased by an overarching brain disorder. While it may be impossible to state any directional link with certainty, it is critical to recognize the potential interactions. There are several learning styles of children with special needs, such as:

- 1) *Rote Learner*: Children tend to memorize information as it is without understanding the memorized symbolic meaning.
- 2) *Gestalt learner*: Children can memorize sentences in their entirety without understanding the meaning of the words contained in the sentence and seeing things as a whole.
- 3) *Visual Learner*: Children who easily understand lessons through sight like reading books, seeing pictures and watching television than what they hear.

4) *Hans on Learner*: Children who like to try something new for themselves and gain knowledge through trial and error.

5) *Auditory Learner*: Children who like to talk and understand more easily what they hear than what they see.

By knowing the learning styles of children with special needs, the teacher is expected to be able to adapt the educational process to the child's learning style.

According to [Robin L. Gabriels, who was quoted in Hayyan Ahmad's thesis, ulul albab \(2015\)](#) explained the problems that autistic students would present during their school years and adolescence. some of the issues, such as :

a) Communication Abilities

Some children with special needs have a problem with understanding interaction quickly. Autistic children are classified into two groups (the first group aged three years 11 months and the second group 12 years ten months). They can communicate in the first group when they are 18 months old, and they can also communicate in the second group when they are 8-9 years old.

b) Social Skill

Weak abilities that can be measured in terms of social effects that have a wide range of consequences, such as relationships that deal with these weaknesses and shortcomings, can negatively impact accessing additional knowledge in their social lives.

c) Behaviour Problems

The behaviour of children with special needs includes anger that comes suddenly, damages something near him, is aggressive towards people around him, and cannot control the movements of his body.

This problem is a significant source of stressful behaviour faced by families, caregivers, teachers, and friends.

d) Adaptive Living Skills

There are several facts that are found in some children with special needs, namely the ability to adapt to children with special needs to reject or not adapt at all to adolescents. This lack of progress in adapting could make it worse.

At the risk of oversimplification, one can conceptualize five main ways in which emotional concerns and learning disabilities interact.

- Learning disabilities may lead to emotional distress.
- Learning disabilities may raise or exacerbate existing emotional concerns.
- Emotional issues may mask a child's learning disability.
- Emotional issues may exacerbate learning disabilities.
- Conversely, emotional health may enhance the performance of children with learning disabilities.

1. Types Of Disable People

Persons with disabilities are any people who have physical and mental disorders, which can interfere or constitute obstacles and obstacles for them to do appropriately, which consists of:

1. Autism

Autism is a developmental disorder that occurs in children who are experiencing a state of closure. This disturbance resulted in a child experiencing limitations in terms of communication, social interaction and behaviour. According to Wing and Gould ([Wolfberg, 2013](#)), three types of social interactions characterize autistic children spectrum disorders: Aloof, Passive, Active and Odd.

2. Cerebral palsy

Cerebral palsy (CP) is a control disorder of motor function due to damage to the developing brain. According to World Communication CP, cerebral palsy is a syndrome, namely the presence of disturbances in the motor system, posture or other neurological symptoms with or without involving retardation mental dysfunction.

3. Down Syndrome

Down syndrome is a recognized chromosomal disorder by looking at clinical satisfaction that is quite typical. The abnormality impacts the underdevelopment of physical and mental growth.

4. Indigo

Indigo is the behaviour of a child who is more mature than her age and possesses very high intuitive abilities. Child indigo is a child who is generally not easy to control, has no easy compromise, and be emotional.

5. Difficulty learning

Learning disability is a neurological disability (neurological handicap) that affects the ability of a child's brain to understand, remember and communicate information. Characteristics of children with learning difficulties are very different from other children, including:

- a). Low perception ability.
- b). Difficulty realizing one's own body.
- c). Movement disorders.
- d). Inappropriate level of attention.
- e). Hyperactive.

Here are the characteristics children with learning difficulties in reading,

- 1. Children who have Difficulty reading (dyslexia).
- 2. Development ability late reading.
- 3. Ability to understand the content of reading low.
- 4. If you often read a lot of error

Here are the characteristics children with learning difficulties in writing.

- 1. Children who have Difficulty writing (dysgraphia)
- 2. If you copy text often late finish,

3. Often misspelt the letter b with p, p with q, v with u, 2 with 5, 6 by 9, and so on,
4. The writing results are bad and not legible,
5. The writing is a lot wrong or upside down or missing letters,
6. It is difficult to write straight on unlined paper.

Here are the characteristics children with learning difficulties in arithmetic.

1. Children who have difficulty counting (dyscalculia) Difficulty distinguishing signs: +, -, x, :, >, <, =
2. Difficult to operate the count or number,
3. Often miscalculated with sequence,
4. Often incorrectly distinguishes the number 9 with 6; 17 with 71, 2 with 5, 3 by 8, and so on,
5. Difficult to distinguish wake-up geometry.

6. Asperger's Syndrome

Asperger's Syndrome is a mental disorder in a person which is characterized by low social skills and communication. Characteristics of a person with Aspergers ;

- a). Intellectual interest
- b). Speech differences
- c). Delayed motor development,
- d). Poor social skills.
- e). The development of harmful psychological problems.
- f). Masters of routine.

7. Giftedness and special talents

According to [Milgram, R.M \(1991\)](#), gifted children are those who has an IQ score of 140 or more measured with the Stanford instrument Binet (Terman), has creativity high (Guilford), leadership ability. A child gifted has four categories, as follows:

1. Having the intellectual ability or total intelligence refers to the ability to think abstractly and be able to solve the problem systematically and reasonable.
2. Special intellectual abilities refer to the ability different in math, language foreign, music, or science natural.
3. Creative thinking or pure thinking thorough. In general able thinking to finish unusual problems and requires high thinking.
4. Have a special creative talent, is original and different from another.

Of the four categories above, then gifted children are those that have ability superior ability in terms of intellectual, technical, aesthetic, social, physical (Freemen), academic, psychomotor and psychosocial.

8. Physically Disabled

Physically Disabled is the inability of the limb to carry out its functions due to reduced abilities limbs to carry out functions normally, as the result of congenital injury, disease, or imperfect growth so that for the sake of learning, it is necessary to provide services special.

The physically disabled child, according to the nutritionist of the Ministry of Health, has characteristics, namely: incomplete limbs, limb shape, abnormal body and spine, joint mobility limited, there are obstacles in carrying out activities of daily life ([Suroyo and Efendi, 2008](#)).

9. Mentally Disabled People (Mentally retardation)

Mentally Disabled People is a condition of children whose intelligence is far away below average and characterized by limited intelligence and inadequacy with social communication. Characteristics of children with mental retardation include the following ([Muhammad, 2008](#)):

- a) Have the same physiological, social and emotional basis as children who do not have mental retardation.
- b) Always an external locus of control, so it's easy to make a mistake.
- c) He likes to imitate the correct behaviour of others in an effort to overcome the mistakes he might make.
- d) Behaviour that cannot be self-regulating.
- e) Problems related to social behaviour.
- f) Problems related to learning characteristics.
- g) Problems with language and pronunciation.
- h) Problems in physical health and lack of communication
- i) Sensory and movement disorders
- j) Problems related to psychiatry, presence of symptoms depressive.

10. Emotional and behaviour disorder

Emotional and Behavior Disorder is a person's inability to adapt to the social environment. Behaving deviates from the norm prevailing norms. Characteristic of Emotional disorder ([Delphie: 2006](#)):

- a). Have learning problems that cannot be addressed by intellectual factors. Sensory or health factors.
- b). inability to build interpersonal relationships satisfactorily so that interpersonal relationships are very low.
- c). Behaving and feeling inappropriate.
- d). They generally feel unhappy or depressed.
- e). Tendency to increase physical symptoms that are less healthy, pain or fear of a psychological nature related to problems when dealing with people and school.

11. Partically Seeing

Partically seeing is a person's inability to see or malfunction of the sense of sight. Children with visual impairments have the following characteristics:

- a) among others: have the ability to count
- b) receive information and vocabulary is almost the same as normal children have Difficulty in terms of understanding related to sight
- c) difficulty mastery of social skills, which is characterized by unfavourable posture erratic.
- d) Stiff between words and actions are not appropriate because they do not know the situation in the surrounding environment.

12. Communication Deafness

Communication deafness is a lack or loss of ability hearing caused by malfunction of a part of the entire hearing apparatus or organs, whether

using or without hearing aids. Common features of language and communication ([Efendi, 2017](#)) barriers include:

- a) Lack of attention when the teacher gives lessons.
- b) Always tilts his head, in an attempt to change the position of the ear to the source of the sound, he often asks repetition of teacher explanations.
- c) Has Difficulty following verbal instructions.
- d) Reluctance to participate orally, they have Difficulty participating orally and it is possible because of hearing impairment.
- e) There is dependence on instructions or instructions when in the classroom.
- f) Experiencing barriers in language development and talk.

13. Multiple Disabilities

According to [Johnston & Magrab](#), multiple disabilities are those who have developmental disorders consisting of neurological developmental delays caused by one or two combinations of abnormalities in abilities such as intelligence, movement, language, or personal relationships in society. Walker argues about double disability as follows:

- a) A person with two disabilities each need special education services.
- b) A person with multiple disabilities who needs technology services.
- c) A person with a disability requires special modifications.

Developmental barriers in children with special needs become a benchmark for parents, teachers and other individuals in the life around crew members to direct the attitudes and behaviour of those who

contribute to personality development which has equal rights to develop in a positive direction.

The level of Difficulty contained in each of the characteristics of the development of ABK create a pattern that differs in both cognitive, affective and cognitive abilities psychomotor, all of which rely heavily on the model communication to offer them

2. Factors That Cause Children With Special Needs

The Centers for Disease Control & Prevention states that until now there is no definite cause for children to have autism or autism. Beyond that, the researchers argue that there are several other factors that increase a child's chances of developing autism. Here are some risk factors that play a role as a cause of autism or autism, namely:

- 1) Hereditary or genetic factors
- 2) Environmental factors (drugs taken during pregnancy)
- 3) Certain diseases or health conditions
- 4) Babies born prematurely
- 5) Babies born from pregnancy at old age
- 6) Deficiency and excess intake of folic acid

C. Teacher's Strategies

Teachers are professional educators whose primary responsibility is to educate, teach, guide, direct, train, assess, and evaluate pupils in early childhood education, basic education, and education media. Teachers are one of the educational personnel who in a professional-pedagogical manner is a big

responsibility in the learning process towards educational success, especially the success of the students for their future.

Teaching strategies are needed by all teachers in teaching, especially children with special needs, because they are Students with special needs who can easily change their emotions. Difficulty communicating in learning and are also supported by each child has its characteristics.

According to Frieda [Mangunsong \(2014\)](#), a teacher must have a strategy for handling the behaviour of children with special needs, namely as follows:

1. Describe carefully the child's behaviour that must be mastered by the end of the program. These behaviours can be academic (such as matching pictures to words) or social (such as maintaining eye contact with the teacher).
2. Identify the most current level of achievement or conduct in the subject area.
3. Choose an instructional strategy or behavioural treatment plan.
4. Select or develop instructional materials supporters.
5. Keep a complete record of the child's progress toward the aim.

The strategies that can be used for children or students with special needs are: among others: remedial education and additional/competence education is a healing or repair, an increase in skills one's ability to be normal or close to normal, teaching hands-on, task analysis, step-by-step teaching, and motor perception exercises ([Frieda Mangunsong, 2014](#)).

[David Smith \(2012\)](#) gives characteristics or traits of effective teachers for students with disabilities. Regular class barriers include:

1. Have hope that students will succeed.
2. Provide frequent supervision of students' school assignments and provide feedback.
3. Provide standard explanations, directions, and expectations learner—flexibility in dealing with students.
4. Commit to treating each student reasonably open.
5. A teacher must have the characteristics of being able to master students from the physical, moral, social, cultural, emotional and intellectual ([Agung Iskandar, 2014](#)).
6. Be responsive to students' questions and comments.
7. Take a well-organized approach in the lesson.
8. Be warm, patient, humorous to students.
9. Be firm and consistent in expectations.
10. Have various attitude management approaches.
11. Be open and positive towards differences and abnormalities in children and adults.
12. Have a willingness to cooperate with special education teachers and be responsive in helping others.
13. Have self-confidence and competence as a personal teacher.
14. Have a high sense of professional involvement and satisfaction.

Carkhuff (1981, as quoted in Shinn, 1997) that teaching is an opportunity to help others change their lives for the better. The teacher has a special way to create conducive learning through materials, media, interactions and experiences. This can improve students cognition in class. Finally, it can provide opportunities for students to learn according to their respective styles and ways. In addition, it provides opportunities for students to conduct a self-evaluation of the process and learning outcomes.

The relationship between students and teachers is shown by the active attitude of the teacher in encouraging students, such as openness, familiarity, communication politely, like to help and accompanying students. Thus, the dynamic contribution of social support provided by the teacher can contribute to building student success at in achieving achievements.

Based on the explanation above, the writer can understand that strategies in learning need to be used to facilitate the learning process to achieve optimal results. Without a clear strategy, the learning process will not be directed so that the learning objectives have been determined to be challenging to achieve optimally. In other words, learning cannot take place effectively and efficiently.

D. Learning English Skills

There are four basic skills that one should master in learning English. The four skills are listening, speaking, reading, and writing. The first of these is in learning English. Listening is the strength we will need to master before we speak. First of all, it's essential to master when we listen to a native speaker before we talk and then speak according to the way the native speaker says a phrase.

The second skill is speaking, and after mastering listening skills, it will create a "language product," namely speaking. Through speaking, a speaker communicates to convey aims and objectives.

Next, the ability to read is no less important than other skills. The reading material normally discusses Skimming, Scanning, and Skipping in English. To get the meaning of the text to be read, these three points are important (main idea).

The last skill is Writing. Writing is a skill that creates 'language products' such as letters, poetry, novels and other language products to convey the intent and purpose in writing. One of the productive skills which are very important to be mastered by English learners is writing skill.

[Richard and Renandya \(2002\)](#) writing is the most difficult skill for second language and foreign-language learners. Furthermore, they claim that writing is not only generating and organizing ideas in our minds but also translating these ideas into readable text.

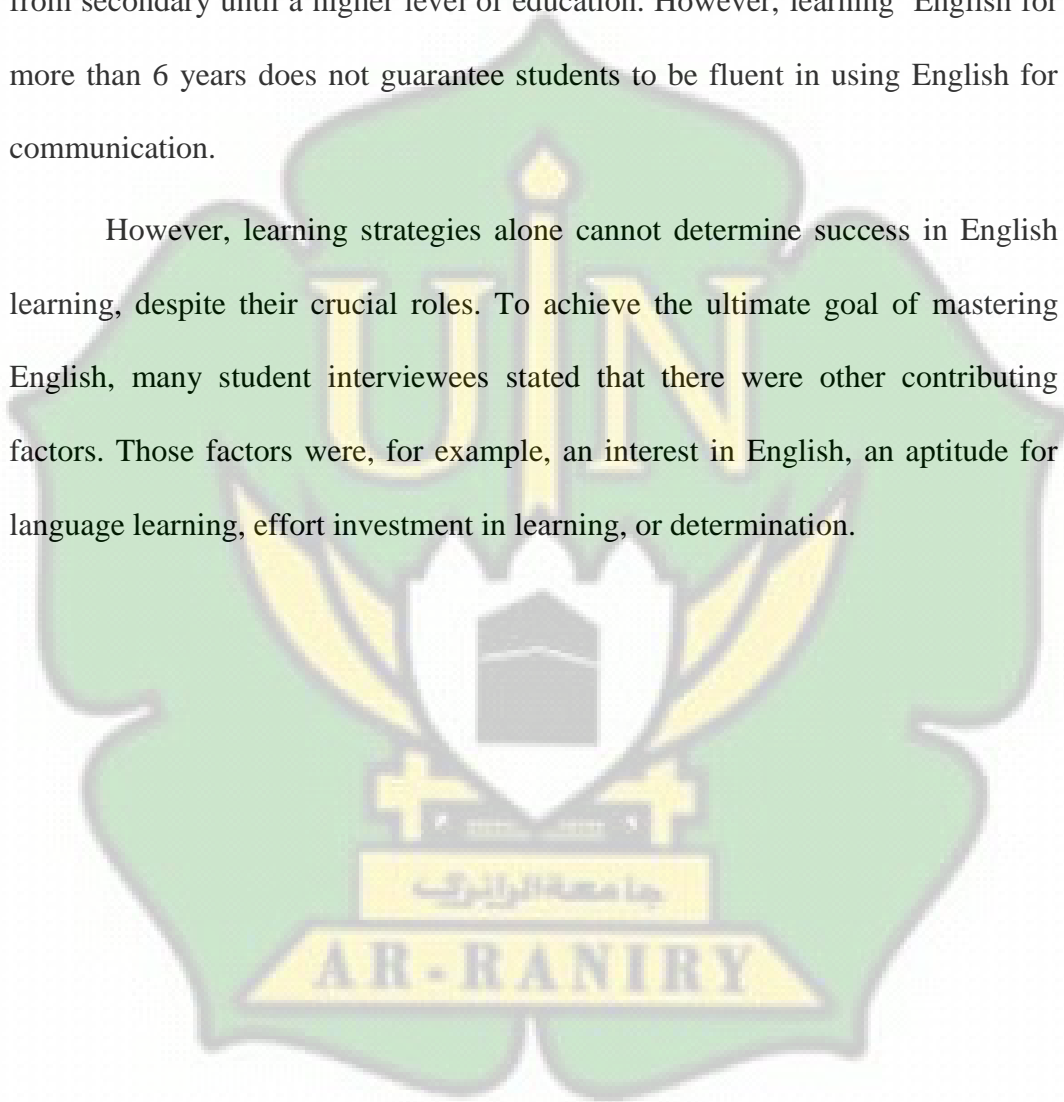
Based on their arguments, it seems common that many learners, particularly those foreign language learners, have some degrees of difficulties in writing. Therefore, some effort need to be made in order to maintain or improve the students' writing skills.

Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. This is supported by [Chitra and Thiagarajan \(2001\)](#). Learning English is a complex and long-term process, so it is necessary to have strategy to master the target language in the most effective way

and shortest time about 80% success in learning English is determined by strategy.

In Indonesia curriculum, English has been taught for 6 years, starting from secondary until a higher level of education. However, learning English for more than 6 years does not guarantee students to be fluent in using English for communication.

However, learning strategies alone cannot determine success in English learning, despite their crucial roles. To achieve the ultimate goal of mastering English, many student interviewees stated that there were other contributing factors. Those factors were, for example, an interest in English, an aptitude for language learning, effort investment in learning, or determination.



CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of methodology and it is followed by research location, research design, participants , and method of data analysis . each of them will be presented in the following discussion.

According to [Creswell \(2009\)](#), a research methodology is determined by the nature of the research question and the subject being investigated.

A. Research Location

This study was conducted at three different SLB schools , namely ;

1. SLB BUKESRA is private school which is located on Jl. Kebun Raja, Iemasen Ulee Kareng, Kec. Ulee Kareng, Banda Aceh.
2. SLB Negeri Banda Aceh is a state school located Jl. Sekolah, No. 6, Ateuk Pahlawan, Kp. Baru, Kec. Baiturrahman, Banda Aceh City,
3. SLB Pembina Provinsi Aceh (PPA) is a state school located in Jurong Peujeura, Kec. Ingin Jaya, Aceh Besar.

B. Research Design

The design of this study is a qualitative approach, in which the data were analyzed by using descriptive analysis. Qualitative research is mainly designed to find a goal behaviour, its connection to a specific subject matter or issue. It makes use of in-intensity evaluation of small groups of humans for constructing theories ([Prastowo, 2011](#)). Research method is away scientific data to obtain data with

specific purposes and uses. Therefore, the researcher chose to use qualitative research method to determine how to find, collect, process and analyze the research data ([Sugiyono, 2011](#)).

C. Participants

Participants are people who take part in an activity. Participants Take portions or inclusion of individuals or communities by giving a role (vitality, thoughts and materials) in achieving goals that have been decided together ([Sumarto, 2003](#)).

The participants of this study are three EFL teachers from three different schools in Banda Aceh and Aceh Besar. The participants were marked P1 as teacher at SLB PPA Aceh Besar, P2 as teacher at SLB Bukesra and P3 as teacher at SLB N Banda Aceh.

D. Method of Data Collection

Data collection techniques are the most strategic step in research because the main purpose of this research is to know teachers' strategies and problems of the student with special needs in learning English skills. Based on the focus and research objectives, the data collection in this study used three techniques: In-depth interviews and observation.

Methods used in this research are teacher interviews that teach and participation in class during the teaching process at SMPLB Banda Aceh and Aceh Besar.

1. Interview

The interview is an important way for a researcher to check the accuracy and to verify or refute the impression of the researcher, which has been gained through observation ([Fraenkel, 2012](#)).

This study used a semi-structured interview to find out what are the teacher's strategies in teaching English to children with special needs and what are the challenges in dealing with students with special needs in learning English skills that will be applied during the learning process in the class. The instrument used direct interviews. Nine questions are given to three English teachers who teach at three different SMPLB schools in Banda Aceh and Aceh Besar.

2. Observation

The observation is used to support this study. This method is carried out by recording the things that appears with the required information data on general situations and conditions. Observation method used researchers to collect all data related to schools, strategies teachers in handling children with special needs and the challenges of teachers in teaching English skills. The instrument used was the observation sheet.

E. Method of Data Analysis

The data are analyzed descriptively. According to [Sugiyono \(2011\)](#), data analysis is grouping, displaying, manipulating and abbreviating the data to be easily read.

According to Miles and Huberman, there are three steps to analyze the data. The steps are as follow :

1. Data Reduction.

In this step, the researcher will summarize the answers from the participants, choose the main thing, focus on the important things. Then, the reduced data will provide a clearer picture to enable the researcher to carry out further data collection.

2. Data display

After the data is reduced, the next step is to present the data. The researcher identified the teaching strategies and the problem of students with special needs in learning English skills.

3. Drawing/Verification Conclusion

The last step was conclusion drawing/verification of the data. The data was presented step by step based on the research question staging to get a good and clear narration of the explanation.

CHAPTER IV

RESULT AND DISCUSSION

This chapter discussed the result from data that are gained from interview analysis. The purpose of this research is to achieve the answers about Teacher's Strategies in Overcoming Problems of Students With Special Needs in Learning English Skills.

A. Result

1. Observation Result

The observation was conducted in three different schools, each school had only one participant. The first school was at SLB PPA Aceh Besar on December 4, 2021. PPA SLB school is located on Jl. Rel Kreta Api, Lambaro Aceh Besar. This school was built in 2017 by a head of school named Dra. Mariah M. Junus with B accreditation. This school has 8 classrooms, 6 PNS teachers, 23 honorary teachers, and 94 students. with 5 types of Children with Specil Needs (*Tunanetra, Tunadaksa, Tunarungu, Tunagrahita, dan Hyperactive.*)

The second school for observation is SLB Bukesra (*Bina Upaya Kesehatan Para Cacat*) at Ulee Kareng Aceh Besar on Desember 6, 2021. Bukesra SLB school is a private school built in 1983 by head of school named Mr. Munawarman, A.Ma, a graduate of the University of Yogyakarta with school accreditation B. This school has 8 classrooms, 2 PNS teachers, 35 honorary teachers, 4 education staff and 154 students with 8 types of Children with Specil

Needs (*Tunanetra, Tunadaksa, Tunarungu, Tunagrahita, Autis, Hyperactive, Tunalaras, dan Downsyndrome*).

The last school for observation was SLBN Banda Aceh at Ateuk Pahlawan Banda Aceh on December 13, 2021. SLBN school is a public school which was built in 1985 led by the head of school named Drs. Muhammad with school accreditation A . This school has 14 classrooms, 17 PNS teachers, 15 honorary teachers, and 102 students with 8 types of Children with Specil Needs (*Tunanetra, Tunadaksa, Tunarungu, Tunagrahita, Autis, Hyperactive, Tunalaras, dan Downsyndrome*).

The observation was conducted in three participants schools with each school had only one participant.

First participant, her name is Roslina S.Pd, live in Teupin Perahu. She is an honorary teacher who has worked for 4 years at the PPA SLB school, this participant does not have any basis regarding children with special needs, she is a graduate from Serambi Mekka University majoring in English, according to his experience to become a teacher who teaches children with special needs the most important thing is to have more strategy and patience than teachers who teach normal children. She is the only teacher who teaches English at the school from the elementary, junior and senior high school levels.

To find out the background to being able to become a teacher at SLB PPA school, the researcher conducted several related questions, namely:

1. *What are the special requirements to become a teacher at this school?*

Answer p1 : “for now maybe every general teacher needs to have a basis or know about children with special needs, because when I entered this school, there were no conditions that had to be given, but how about us whether we are able or not to deal with the child”

2. Can all of the teachers at this school read braille and use sign language?

Answer p1: some of the teachers here are not able to use sign language because they have special teachers who have been assigned to teach in their section, I myself am still considered lacking in sign language and reading braille

3. What are the basics that a teacher must have to be able to teach here?

Answer p1 : In my opinion, in order to carry out the teaching process effectively, the basis that must be possessed is to know the categories of children with special needs and have more patience.

4. Have all of the teachers here ever undergone government training to learn more about children with special needs?

Answer p1: every year, there must be training obtained through the government, but a random system is applied

5. What made you interested in teaching at this school?

Answer p1: starting from curiosity, Alhamdulillah, I was accepted to be able to teach here

Second participants, her name is Syarifah Khairani, S.Pd, live in Cot Masam.

Based on research conducted by researchers on December 6, 2021. She graduated from teacher training majoring in English at Abulyatama University. She is an honorary teacher who has taught at the BUKESRA school for two years, previously she was a teacher at a normal school in the Aceh Besar , but she admits that teaching children with special needs has its challenges, for two years she taught a lot of subjects that she had to learn such as using braille and learning sign language.

To find out the background to becoming a teacher at an extraordinary school, the researcher conducted several related questions:

1. What are the special requirements to become a teacher at this school?

Answer p2 : in Aceh, there are no special requirements because there are still many shortages of teaching staff.

2. Can all of the teachers at this school read braille and use sign language?

Answer p2 : Some teachers are proficient at using sign language and reading braille, but not all of the teachers here can use sign language or read braille.

3. What are the basics that a teacher must have to teach here?

Answer p2: In my opinion, you must have the basics to be able to achieve the material more effectively to be able to study at PLB in Bandung

4. *Have all teachers here ever undergone government training to learn more about children with special needs?*

Answer p2: usually in a year training is given two times, but during covid, there is no training provided by the government

5. *What made you interested in teaching at this school?*

Answer p2: At first, I was only looking for teaching hours because there was a shortage of hours. Alhamdulillah, I was accepted here as an honorary teacher

Third Participants, her name is Sofia Cytra, S.Pd, live in Banda Aceh. Based on research conducted by researchers on December 13, 2021. A teacher named Sofia Cytra S.Pd, She graduated from teacher training majoring in English at Serambi Mekka university. She is an honorary teacher who has taught at SLBN Banda Aceh school for six years, when she graduated from college, she immediately applied for a job as a teacher at a school for children with special needs, she said that his thesis was about children with special needs to,so she was very interested in teaching children with special needs.

To find out the background to becoming a teacher at an extraordinary school, the researcher conducted several related questions:

1. *What are the special requirements to become a teacher at this school?*

Answer p3 : There are no special requirements for now, only giving more ability to be accepted to work.

2. *Can all of the teachers at this school read braille and use sign language?*

Answer p3 : You don't have to sign language and read Braille because every school for children with special needs already has a master and has its field.

3. What are the basics that a teacher must have to teach here?

Answer p3 : Patience is the most important quality for a teacher who will be teaching children with special needs. When compared to others, having a lot of patience will give you a better experience.

4. Have all of the teachers here ever undergone government training to learn more about children with special needs?

Answer p3 : in a year, training is carried out TWO times but it is randomized so that all teachers can receive training as well

5. What made you interested in teaching at this school?

Answer p3 : I was initially interested in the world of disabilities, because the title of my thesis was also in the section for children with needs.

2. Interview Result

Based on the short interview above, it can be concluded all teachers who teach at schools for children with special needs are undergraduates with general English majors, according to the researcher's research. No specific lectures are taken from the three participants. It is understood that experience shapes the three

participants mentioned above. To educate children with exceptional needs, they must have experiences that develop their patience.

The first participant in the PPA SLB school had four years of teaching experience in the school of children with special needs, second participant in the BUKESRA SLB school had two years of teaching experience in the school of children with special needs and the last participant in the Banda Aceh SLBN school had six years of teaching experience in the school of children with special needs.

Based on the result of challenges and teacher's strategies. I interview three teachers of different schools. Although the researcher asked the interview questions in Indonesian Language to make them easy in answering the questions. The participants were marked as P1 as teacher at SLB PPA Aceh Besar, P2 as teacher at SLB Bukesra and P3 as teacher at SLB N Banda Aceh.

This interview was done to find out teachers strategies in overcoming problems of students with special needs in learning English skills. five questions were provided to be answered research question two about teacher's strategies and four question to answer research question one about challenges . All the answers regarding teachers strategies are as follows.

Question 1: *How is the learning process carried out with different categories of students with special needs?*

This question was pointed out to examine the participants perception of learning process with different categories (*ketunaan*). Their responses are as transcribed in the following:

P1: *"Children with special needs are easier to teach through learning media tools and practice with several types of children with special needs, the teaching process also varies depending on the type of class" (P1, Des 4, 2021)*

P2: *"Because each type of child has its unique flaws, I believe that the learning process with diverse categories of children with special needs necessitates a great deal of patience, time, and strategy" (P2, Des 6, 2021)*

P3: *"For me, learning doesn't happen by categorizing things into different groups; On the other hand, a teacher who handles children with special needs must understand the concept of individual competence. As a result, each child has his own unique method. Even if there are all visually impaired children in the class, fluency in teaching is not guaranteed because blind people suffer from various ailments that range from mild to severe"(p3, Des 13, 2021)*

Question 2: What is included in learning?

This question was asked to know what is included in learning process. Based on the interview result, the researcher found the answer to their effort to learning process.

P1: *"Even if they are in junior high school, children are still learning to recognize objects that are apparent around them, and they do not know the name of English, such as studying grammar." (P1, Des 4, 2021)*

P2: *“For now, the focus in junior high school is solely on studying numbers, letters, and vocabulary” (P2, Des 6, 2021)*

P3: *“We still have to repeat learning letters, numbers, and writing using tracing when studying English at the junior high school level since children with exceptional needs in some categories will not be able to understand grammatical theory instantly, even if they can speak and read. As a result, we must all repeat over and over. Because it is so tough to teach numbers in English, I am really proud when a children can memorize them” (p3, Des 13, 2021)*

Question 3: *How to develop teaching materials to suit the needs and abilities of students with special needs?*

This question was asked to know perception participants how to develop materials to suit the needs and abilities of students with special needs.

P1: *“I use real objects media, so the objects that I will explain I bring into class so that the child can see directly and touch it so that they are more interested in learning and doing questions and answers in class” (P1, Des 4, 2021)*

P2: *“Seeing from the child's shortcomings, I prefer to follow the flow of the child, because every child is different in class, so I prioritize the individual and full of patience” (P2, Des 6, 2021)*

P3: *“designing teaching resources for special needs children What I do is use pictures and signs to drill and relate all vocabulary utilizing*

natural settings such as school and home situations” (p3, Des 13, 2021)

Question 4: *What methods and strategies do you do in English class?*

In this part, participants explain their perception of methods and strategies in English Class.

P1: *“The method I use in class is usually question-answer and discussion between teachers and students face-to-face and the strategy I use is to make children interested in participating in the learning process by playing and using pictures, tools, and media even while drawing something and last invite students to think critically, creatively by inviting them to think with knowledge skills from light to heavy, enter into the world they like, feel appreciated, paid attention more intensely, sharing visit (looking for background family).” (P1, Des 4, 2021)*

P2: *“if grahita children prefer strategies using media, children with autism can use the leatoring method because they can still accept theory quite well. and I prefer to prepare teaching materials that can be done while playing, strategy used that is always reminding the activities carried out inside family, provoked by telling stories of the prophet's sirah and actions which gave advice messages, were given joyous support, and can be made friends.” (P2, Des 6, 2021)*

P3: *“There is no special method that I employ, but I have learned that children with special needs will be smart and enter their learning if the teacher and parents at home consistently repeat the material being taught, because this child will remember even if it takes a long time, and I believe that all of these children are smart in their fields. I don't have a lot of strategy, and when dealing with children whose emotions up and down by instilling a sense of security in students, eliminate the fear of the students concerned, explore by finding out the advantages, guided to be confident, give awards for their work (reward punism) and the surrounding media, pictures, and last nearby words like family” (p3, Des 13, 2021)*

Question 5: *How do you deliver lessons to students with special needs?*

P1: *“If the manner of deliver lessons is the same for all teachers of normal children and teachers of children with special needs, the only difference is that instructors of children with special needs must be more patient. The delivery mechanism remains the same as a discussion approach, utilizing sign language to ask and answer questions” (P1, Des 4, 2021)*

P2: *“how to convey theory of course with a discussion system between teachers and students, it is impossible to make discussions between students and students” (P2, Des 6, 2021)*

P3: *“as I explained in the previous question, the way of delivering learning to children with special needs is still using practical methods,*

and the tools that are carried out are brought directly to class or using photos Because in the classroom there is diversity characteristics and abilities of students, then the teacher applies the method according to the needs of the students to achieve common goals..” (p3, Des 13, 2021)

Of the three participants to answers above, they have varied responses to the first question to the fifth question. based on the three participations above. P1 emphasizes the learning process through the use of learning media, P2 emphasizes the need to increase patience in time and methods during the learning process, and P3 emphasizes individual competence when teaching children, it can be concluded that 3 participants have the same teaching materials, namely the junior high school level still teaches letters, numbers and vocabulary. However, the addition of p3 is writing using the tracing method.

The three participants can guarantee that teaching materials can be developed through hands-on practice, observing situations around the school and at home. A practical method that can be used in the learning process for children with special needs is one-by-one discussion. Because some children cannot accept theory through learning methods, children with special needs are limited to 3-5 people per class. The three participants used the same strategy, namely image media.

Next, questions regarding challenges in teaching children with special needs ;

Question 6: *What problems do teachers face in the learning process in the classroom?*

P1: *"In my opinion, the problem with teachers of children with special needs is usually the child's delay in catching a material" (P1, Des 4, 2021)*

P2: *"The current problem that I'm experiencing is controlling children in the classroom and during the learning process using sign language and braille letters because I can't understand what the child means" (P2, Des 6, 2021)*

P3: *"Every teacher must have a challenge when teaching in class. As far as I can feel, the issue is understanding the character of each individual child. If I don't know the child, it will be difficult for me to impart material" (p3, Des 13, 2021)*

Question 7: *Do you feel difficulties/difficulties during the teaching process?*

P1: *"yes, of course, every teacher will experience difficulties" (P1, Des 4, 2021)*

P2: *"Yes, there must be difficulties in many sectors, particularly when teaching children with special needs; of course, we all know of their shortcomings" (P2, Des 6, 2021)*

P3: *"Yes, as a teacher there must be positive and negative sides, so how do we deal with it well" (p3, Des 13, 2021)*

Question 8: *What challenges were found during the learning process?*

P1: *“The challenge for me is to control my emotions so that I can calmly deal with children with special needs. The next challenge is every day how these children with special needs can understand the material to be studied and during the teaching process hold children with special needs from leaving the classroom” (P1, Des 4, 2021)*

P2: *“the problem may be in the provision of tools at school, so it requires me to bring it from home and Did not know in the middle of learning already discouraged, keep permission but don't go back to class, sometimes even go home, especially to teachers who rarely know, meaning that they are rare interact, do not follow the teacher's orders” (P2, Des 6, 2021)*

P3: *“What I feel is that the problem that often occurs in class is that children will always find excuses to stay out of class Students are more focused on their own world, students don't obey at the same time as the teacher's orders, their grasping power is low, students get angry easily, play a lot, and another challenge is that as a teaching teacher I am also required to be a therapist so that children also get therapy in the classroom indirectly” (p3, Des 13, 2021)*

Question 9: *How are the efforts made in overcoming learning problems in the classroom?*

P1: *“Usually I look for new ideas through the internet and close the door during the learning process” (P1, Des 4, 2021)*

P2: *“how to solve it I always use teaching materials or tools that are already available in class” (P2, Des 6, 2021)*

P3: *“how to deal with problems that arise by remaining calm and looking for the best solution ” (p3, Des 13, 2021)*

Four questions above, all participants had the same 50% challenge, namely children with special needs cannot sit still in the teaching process, students will find ways to continue playing outside the classroom. Other challenges were also found such as media tools that were not available for teaching materials, self-control to keep emotions in check when children with special needs mood swing up and down, or even children with special needs would experience a relapse of the disease in the classroom.

B. Discussion

This section presents a discussion based on the findings of this research. The discussion provided the answer to two research questions related to teacher strategies. The first research question was “What are the challenges in dealing with students with special needs in learning English skills ?” The second question was " What are the teacher's strategies in overcoming the problems of students with special needs at SLB Banda Aceh in Learning English Skills? ". Based on research findings from class observations and interviews, it was found that

teachers used several strategies in overcoming problems students with special needs to learn English skills.

Strategies related to inviting students to be actively involved in the learning process, using media, parents' role, and choosing interesting topics to discuss. According to [Mangunsong \(2011\)](#) a teacher is expected to cooperate with parents. It is the parents who know the best about their child's condition to improve as a result of this collaboration. Regarding this statement, in this study, the researcher found that the most widely used strategy when teaching was to use picture media or learning tools that could actually make the learning process in the classroom more effective, each student with special needs had their way of dealing, which the problem for the teacher is to know the individual characters of the children one by one. each child has different limitations and competence abilities, so all participants simultaneously answer to apply face to face and discussion in learning methods.

The participants mentioned how to deal with children with needs when their feelings up and down, namely by instilling a sense of security in students, eliminating the fear of the students concerned, explore by finding out the advantages, guided to be confident. The strategy so that the learning objectives are successful, namely by how to use the method of discussion and question and answer, a learning system that fun, educate and train student discipline.

As stated by [David Smith \(2014\)](#) the characteristics of or the nature of effective teachers for students with barriers in the regular classroom is that the

teacher has expectations that students will succeed, providing frequent supervision of students' school assignments and providing feedback.

The next strategy, participants relate the material to real life, school and home, so that children with special needs more easily understand the material to be studied, starting from the spelling of objects in class and vocabulary about family such as the call " mother, father, brother, and sister "not only that, the teacher also uses Islamic religious stories as additional knowledge techniques.

The final strategy is to show appreciation to children with special needs on a daily basis, because every child will be pleased if what they do is recognized; it does not have to be a present; the teacher can give good words and applaud the outcomes of their assignments. Children with special needs will feel cared for by their teachers due to this strategy, allowing them to have a beneficial impact on their lives. [Jackson \(2014\)](#) explains how rewards are used to motivate students. Children with special needs really need to respect the expected behavior. Praise or special privileges can be used as gifts. Students will be motivated to follow the teacher's instructions if they are offered an attractive reward.

On the other hand, the observation and interview results indicate that the participants faced some challenges in teaching children with special needs. These challenges related to teacher feelings, classroom facilities, dealing with children with special needs who are always looking for ways to get out of the classroom, and finally getting the focus of children with special needs to listen to the material being taught.

Controlling emotions is the first challenge mentioned by all participants; not all teachers are ready to teach children with special needs. It takes a lot of patience to make sure that the teaching process is successful. Teachers face a problem in slowly and gently teaching children with special needs due to the differences in their personalities. Another challenge is the completeness of teaching materials; not all media tools utilized in the classroom are available. Teachers must develop ways to deal with these issues because children with special needs are usually more interested in objects that can be touched.

The conclusion, based on interview results. The teacher had difficulties controlling children with special needs to stay in the classroom, and it was difficult to get the children's attention to listen to the school subject, such that, in the problems, the teacher employs the above-mentioned effective ways to ensure that the classroom teaching process successfully.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter draws conclusions from this study and suggestions derived from research findings and discussion.

A. Conclusions

The purpose of this study was to analyze the strategies used by teachers in overcoming problems with special needs students. Based on the results of this study, teachers use several strategies. There is a teaching method using face-to-face discussion and question and answer, controlling emotions, using pictures and media tools to expedite the process of learning activities, choosing interesting ideas to discuss, and making material according to the reality around students' real lives, and finally finding out the character in children individually.

Teachers face some difficulties in dealing with the problems of students with special needs. The problem is related to class facilities, some students go outside the classroom, they ignore the material being taught, they cannot control their emotions or contain their anger, and they look for ways to get out of the classroom. Another problem is with students. This is because students lack of confidence and vocabulary. Some students vomit, pee, or even collapse in class.

B. Suggestions

From the conclusion of this study, the teachers applied four strategies in overcoming problems with special needs students. There is a teaching method using face-to-face discussion and question and answer, controlling emotions,

using pictures and media tools to expedite the process of learning activities, choosing interesting ideas to discuss, and making material according to the reality around students' real lives and finally finding out the character in children individually. Some suggestions are offered with regard to the findings of this study as follow:

1. Suggestions for English Teacher

Regarding class problems, researchers recommend the following suggestions for English teachers of children with special needs:

- Teachers should ask the school to provide suitable teaching media to help the disable students learn English better.
- Teachers are expected to learn sign language and be able to read Braille so that communication can function effectively during class. Teachers can learn through social media or through special training. More professionalism by participating in training on how to dealing with children with special needs.
- The researcher recommended that throughout the teaching process, the classroom door be shut so that students with special needs do not leave the class.

2. Suggestion for Researchers

. In this study, the researcher focused on teacher's strategies in overcoming students' problems with special needs in learning English skills. It is hoped that the next researcher could carry out further study in classroom management for students with special needs.

3. Suggestion for Government Policy

- Recruitment PNS, many teachers who teach of children with special needs do not get permanent jobs. I think that this honorary teacher pays more attention to this honorary teacher.
- Support for disabled person, facilitating children with special needs in public places, such as providing toilets, roads, high-rise buildings, transportation for people with disabilities.
- Training for teaching people with disability



REFERENCES

- Agung, I. (2014). *Kajian pengaruh kompetensi kepribadian dan sosial terhadap kinerja guru*. Jurnal Ilmiah VISI, 9(2), 83-92.
- Alfredo, j. Janette k.k. (2006). *University of Colorado at Boulder Forging a Knowledge Base on English Language Learners with Special Needs: Theoretical, Population, and Technical Issues*. Volume 108, Number 11, November 2006, pp. 2187–2194
- Alichael, C & Gill C (2005). *Listening to young people with physical disabilities' experiences of education*, *International Journal of Disability, Developmend and Education*, 52(3) 195-214, viewed' 22 Desember 2009. http://www.allacademic.com/meta/p_mla_apa_research_citation/1/8/4/3/5/PI84_356_index.html
- Amri, U. (2019) *Strategi guru dalam menangani anak berkebutuhan khusus (abk) pada siswa kelas iv di mi ma'arif kutowinangun lor*. Salatiga.journal skripsi
- Anggraheni, D. Daryono, & Anandha. (2019). *Pelatihan bahasa Inggris dan pendidikan agama Islam Menggunakan metode tpr (total physical response) Kepada anak berkebutuhan khusus*. Culture vol.6 no.1 mei 2019
- Artiles, Alfredo, J., Ortiz, & Alba, A.,(2002) *English language learners with special education needs*. Center for Applied Linguistics, Washington, DC.
- Baharuddin. Dalle, J. (2014). *Transforming Learning Spaces for Elementary School Children with Special Needs*. Journal of Social Studies Education Research. 2019:10 (2),344-365
- Brophy, J. (1996). *Teaching problem students*. New York: Guilford Press
- Bricklin, B., & Bricklin, P. (1978). *Leisman/Basic Visual Processes and Learning Disability: Johnston/Development Disorders: & Magrab Assessment, Treatment, Education*. *Journal of Learning Disabilities*, 11(4), 67-69.
- Chitra, J. U., & Thiagarajan, A. P. (2001). *Teaching writing skills through a silent movie: An experiment*. Indian Journal of Open Learning, 10(1), 93-99.
- Creswell, J. W. (2009). *Research design. Qualitative, quantitative, and mixed method approaches*. 3rd ed. Thousand Oaks: SAGE Publications.

- Creech, Kimberly. 2014. *A Phenomenological Exploration of Teacher Experiences in Creating and Teaching at Senior Year English Translation Course*. Dissertations-Curriculum and Instruction.
- David,S (2012). *Autism spectrum disorders: Historical, legislative, and current perspectives*. In *Educating students with autism spectrum disorders* (pp. 14-23). Routledge.
- David Smith (2014). *Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study*. journal skripsi.
- Dhermawati. Astuti. Windiarti. & Ahsani. (2019). *Teachers' strategies in elt for students with disabilities*. International journal of scientific & technology research volume 8, issue 10.
- Delphie, Bandi, Pembelajaran Anak Berkebutuhan Khusus. Bandung: Refika Aditama, 2006
- Dermawan, O., (2013). *Strategi pembelajaran bagi anak berkebutuhan khusus di slb*. Jurnal Ilmiah Psikologi. Vol. VI, No.2 Hal: 886 – 897
- Desiyani, Ryan, & Wahyu. (2010). *Pengaruh dukungan sosial terhadap kemampuan sosialisasi anak berkebutuhan khusus*. Purwokerto
- Dewi, T. N. (2020). *Strategi guru dalam mendidik anak berkebutuhan khusus (abk) pada masa pandemi covid-19*. Bengkulu
- Edi, F. R. S. (2016). *Teori wawancara psikodignostik*. Yogyakarta: Leutikaprio.
- Efendi, M (2008). *Pengantar psikopedagogik anak berkelainan*, Bumi Angkasa, Jakarta
- Efendi, M. (2006). *Pengantar Psikopedagogik Anak Berkelainan*. Jakarta: PT. Bumi Aksara
- Efendi, M. (2017). *The effectiveness of the pictorial book to improve the understanding of deaf students about nature and environment in elementary school*. Journal of ICSAR, 1(2), 103-108.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*.
- Hadith, Abdul. 2006. *Education for Children with Special Needs Autistic*. Bandung: Alfabeta.

- Joseph P. A., Lawrence A. B. (2016). *Using Constructivist Teaching Strategies to Enhance Academic Outcomes of Students with Special Needs*. Universal Journal of Educational Research 4(2): 392-398, 2016 DOI: 10.13189/ujer.2016.040211
- John R. K. Robert, S. Beth, H. A. Rauno, P. & Chantal, B, L, F. (2008). *Learning strategies and study approaches of postsecondary students with dyslexia*. Journal of Learning Disabilities. Kirby et al. / Learning Strategies and Study Approaches
- Jackson S. (2014). Teaching children with attention deficit hiperactivity disorder. Washington DC: ED Pubs, Education Publications Center. Diunduh dari www.ed.gov/teachers/.../adhd-resource-pt2.doc
- Manisah, M, A., Abdullah, R. & Rosadah, A.M. (2014). *Teacher Trainees' Strategies for Managing the Behaviours of Students with Special Needs*. Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia. Vol. 7, No. 13; 2014
- Mangunsong, Frieda. 2014. *Psikologi dan Pendidikan Anak Berkebutuhan Khusus*. Depok: LPSP3 UI.
- Mangunsong, N. (2011). *HAM Beragama Dalam Perspektif Filsafat Ilmu Hukum*. Asy-Syir'ah: Jurnal Ilmu Syari'ah dan Hukum, 45(2).
- Milgram, R. M. (Ed.). (1991). *Counseling gifted and talented children: A guide for teachers, counselors, and parents*. ABC-CLIO.
- Milla, I. (2016). *Problematika pembelajaran anak berkebutuhan khusus anak autisme*. Malang
- Muhammad, Jamila.(2008). *Special Education For Special Children (Panduan Pendidikan Khusus Anak-anak Dengan Ketunaan dan Learning Disabilities)*. Jakarta, Hikmah (PT. Mizan Publika)
- Nugroho, A., Mareza, L. (2016). *Model dan strategi pembelajaran anak berkebutuhan khusus dalam setting pendidikan inklusi*. Jurnal pendidikan dasar perkhasa, Vol 2(2)
- Nugraheni, N., Hartati, S., & Ariati, J.(2015). *Teacher strategy handle behaviour problems students With disabilities in regular classes*.(Case Studies On A National English-language School In Semarang) (Studi Kasus Pada Sekolah Nasional Berbahasa Inggris di Semarang)

- Padurean, A, N.(2014) *Teaching English Language to Children with Special Educational Needs*. TEM Journal – Volume 3 / Number 4 / 2014. www.temjournal.com
- Prastowo, Andi. (2011). *Metode Penelitian Kualitatif dalam PERSpektif Rancangan Penelitian*. Jogjakarta: Ar-Ruzz Media.
- Resnik, Linda J.; Allen, Susan M (2007). *Using International Classification of Functioning, Disability and Health to understand challenges in community reintegration of injured veterans*. Journal of Rehabilitation Research & Development, Vol. 44. Issue 7, p991-1005. 15p. 1 Diagram, 2 Charts.
- Richard, J. C., & Renandya, W. A. (2002). Approaches to teaching. *Methodology in language teaching: An anthology of current practice*, 1-5.
- Sugiyono, (2011). *Metode penelitian kualitatif fan R&D*, Bandung : Alfa Beta hlm.236
- Sumiarningsih, L (2008). *Hubungan antara dukungan sosial terhadap tingkat kemampuan sosialisasi anak retardasi mental Di SLB Negeri 1 Yogyakarta*, Fakultas Kedokteran UGM, Skripsi
- Sumarto, S. & Rahayu, S. K., (2003). *The practice of industrial relations in indonesia*. SMERU.
- Ulul Albab, Hayyan Ahmad. (2015), *Problematisasi Pembelajaran Agama Islam Bagi Siswa Autis (Studi Kasus Di SMA Galuh Handayani Surabaya)*, Tesis universitas islam negeri sunan Ampel Surabaya
- Winarsih, Sri. Dkk. (2013). *Panduan penanganan anak berkebutuhan khusus bagi pendamping (orang tua, keluarga, dan masyarakat)*. Jakarta: Kementerian pemberdayaan perempuan dan perlindungan anak republic.
- Wolfberg, A, MD. (2013). *Postnatal Outcome of Fetuses With the Prenatal Diagnosis of Gastroschisis*, Journal of Ultrasound in Medicine, Vol. 32, Issue 3.

Appendices

Appendix

The question interview GUIDE :

1. How is the learning process carried out with different categories of students with special needs?
2. What is included in learning?
3. How to develop teaching materials to suit the needs and abilities of students with special needs?
4. What methods and strategies do you do in English class?
5. How do you deliver lessons to students with special needs?
6. What problems do teachers face in the learning process in the classroom?
7. Do you feel difficulties/difficulties during the teaching process?
8. What obstacles were found during the learning process?
9. How are the efforts made in overcoming learning problems in the classroom?

Data identitas sekolah SLB

IDENTITAS SEKOLAH

1. Nama Sekolah :
2. NISM / NPSN :
3. Terakreditasi :
4. Alamat :
5. nama kepala sekolah :
6. nama kepala yayasan :
6. Tlp / Kode pos :
7. Luas Tanah :
8. Luas Bangunan :
9. Status Sekolah : Swasta / Negeri
10. tahun didirikan sekolah :

Jumlah kelas :

Jumlah katagori kelas :

Jumlah siswa/kelas :

Pembayaran iuran SPP:

BIODATA GURU

NAMA :

Tempat/tgl Lahir :

NIP :

PENDIDIKAN AKHIR :

JURUSAN :

AGAMA :

JENIS KELAMIN :

JABATAN :

TELEPON/HP :

EMAIL :

Beberapa pertanyaan latar belakang guru yang mengajar di sekolah anak

berkebutuhan khusus

Pertanyaan

1. Apakah ada syarat khusus untuk menjadi guru disekolah luar biasa ini buk?
2. Apakah ada pelatihan yang di berikan pemerintah atau yayasan untuk mendalami pengajaran ?
3. Apakah semua guru yang mengajar di sekolah luar biasa bisa bahasa isyarat dan membaca huruf braille?
4. Untuk bisa mengajar di sekolah luar biasa apakah harus ada basic dalam penanganan anak berkebutuhan khusus,seperti memiliki keluarga yang berkebutuhan khusus sehingg.
5. Apakah fresh graduated keguruan s1 biasa dapat menjadi guru disekolah ini?
6. Apakah ibu PNS/NON-PNS ?



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-16405/Un.08/FTK-4/TL00/11/2021

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Sekolah SMPLB BUKESRA
2. SMPLB YPPC (Yayasan Penyantunan Penyandang Cacat)
3. Kepala Sekolah SMPLB Negeri PPA (Pembina Provinsi Aceh)

Assalamu'alaikum Wr.Wb,

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AMELIA PUTRI ANANDA / 160203149**

Semester/Jurusan : XI / Pendidikan Bahasa Inggris

Alamat sekarang : Ateuk Munjeng

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *Teacher's strategies in Overcoming Problems Of Students with Special Needs in Learning English Skills*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 02 November 2021

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Dr. M. Chalis, M.Ag.

Berlaku sampai : 22 November
2021



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH LUAR BIASA (SLB) NEGERI
Jalan Sekolah No.6 Kelurahan ATEUK Pahlawan Kec. Baiturrahman
BANDA ACEH

E-mail : sdbnegerilabunz@gmail.com

Email : slbnegerihandaaceh84@gmail.com

Kode Pos: 23249

SURAT KETERANGA PENELITIAN

Nomor: 422/SLBN-BA/ 146 /XII/2021

Yang bertanda tangan dibawah ini Kepala Sekolah Luar Biasa (SLB) Negeri Banda Aceh menerangkan bahwa :

Nama : Amalia Putri Ananda
Nim : 160203149
Program Studi : Tarbiyah dan Keguruan Bahasa Inggris

Benar yang namanya tersebut diatas telah melakukan Penelitian pada SLB Negeri Banda Aceh pada Tanggal 13 Desember tahun 2021 untuk kelengkapan Penyusunan Tesis dengan judul **"TEACHER'S STATEGIES IN OVERCOMING PROBLEM OF STUDENTS WITH SPESIAL NEEDS IN LEARNING ENGLISH SKILLS"**.

Demikian surat keterangan ini kami buat agar dapat dipergunakan seperlunya

Banda Aceh, 13 Desember 2021
Kepala SLB Negeri Banda Aceh



Drs. Mubandamad
Nid. 196202031983031006



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH LUAR BIASA NEGERI PEMBINA PROVINSI ACEH
Alamat: Jln Rel Kereta Api Desa Jurong Penjara Ker. Ingin Jaya, Kab Aceh Besar, kode pos 23371
Telp. Hp 0813 7344 7744, 0852 7009 6629, email: slupemlinaaceh17@gmail.com

Nomor : 740/SLBN/P2.ACEH/XII/2021
Lampiran : -
Perihal : *Balasan Izin Penelitian Ilmiah*

Kepada yth,
Wakil Dekan Bidang Akademik dan Kelembagaan
Di
Tempat

Dengan hormat,

1. Sehubungan dengan surat ketua program studi Terapi Gigi Nomor : B-16405/Un.08/FTK-I/T1.00/11/2021 Tanggal 06 November 2021 perihal Penelitian Ilmiah Mahasiswa.
 2. Maka yang bernama dibawah ini telah Melakukan Penelitian di SLB Negeri Pembina Provinsi Aceh mulai tanggal 27 November 2021 sampai dengan selesai dengan judul Penelitian **"Teacher's strategies in Overcoming Problems Of Students with Special Needs in Learning English Skills"**.
- Nama : Amelia Putri Ananda
Semester/ Jurusan : XI/Pendidikan Bahasa Inggris
3. Demikian surat ini kami buat untuk dapat dipergunakan seperlunya.

Aceh Besar, 7 Desember 2021
Kepala Sekolah

Dra. Mariah M. Jusus
NIP. 196207071990032004



PEMERINTAH ACEH
DINAS PENDIDIKAN
BINA UPAYA KESEJAHTERAAN PARA CACAT
SLB BUKESRA

Jalan Kebun Raja Nomor 7 Doy Ulee Kareng Kota Banda Aceh
Email: slb_bukesra@yahoo.com Hp: 081360293141 kode pos 23117

SURAT KETERANGAN
NOMOR :0191/SLB/BKS/XII/2021

Yang bertanda tangan di bawah ini :

Nama : Munawarman, A.Ma
NIP : 19631226 198902 1 001
Jabatan : Kepala SLB BUKESRA
Unit Kerja : SLB BUKESRA

Dengan ini menerangkan bahwa :

Nama/NIM : AMELIA PUTRI ANANDA/160203149
Semester/Jurusan : Komunikasi dan Penyiaran Islam
Alamat Sekarang : Ateuk Munjeng

Benar nama tersebut diatas telah Melakukan izin Penelitian Ilmiah pada SLB BUKESRA Banda Aceh, dalam rangka penyusunan Skripsi dengan Judul " *Teacher's Strategies In Overcoming Problems Of students with Special Needs In Learning English Skills*".

Demikianlah keterangan ini dibuat yang sebenarnya dan untuk dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 06 Desember 2021

Kepala SLB BUKESRA Banda Aceh



Munawarman, A.Ma
NIP 19631226 198902 1 001

Profil Sekolah

1. Identitas Sekolah

1 Nama Sekolah	:	SLBN Pembina Provinsi Aceh
2 NPSN	:	69969844
3 Jenjang Pendidikan	:	SLB
4 Status Sekolah	:	Negeri
5 Alamat Sekolah	:	Jl. Rel Kereta Api
RT / RW	:	/
Kode Pos	:	23371
Kelurahan	:	JURONG PEUJEURA
Kecamatan	:	Kec. Ingin Jaya
Kabupaten/Kota	:	Kab. Aceh Besar
Provinsi	:	Prov. Aceh
Negara	:	Indonesia
6 Posisi Geografis	:	5,523652 Lintang 95,3553646 Bujur

3. Data Pelengkap

7 SK Pendirian Sekolah	:	421.5/DPMTSP/2806/2017
8 Tanggal SK Pendirian	:	2017-11-06
9 Status Kepemilikan	:	Pemerintah Daerah
10 SK Izin Operasional	:	421.5/DPMTSP/2807/2017
11 Tgl SK Izin Operasional	:	2017-11-06
12 Kebutuhan Khusus Dilayani	:	
13 Nomor Rekening	:	01001880028881
14 Nama Bank	:	Bank Aceh
15 Cabang KCP/Unit	:	cabang
16 Rekening Atas Nama	:	SLB PEMBINA PROVINSI ACEH
17 MBS	:	Tidak
18 Memungut Iuran	:	Tidak
19 Nominal/siswa	:	0
20 Nama Wajib Pajak	:	BENDAHARA SLBN PEMBINA PROVINSI ACEH
21 NPWP	:	832775027101000

3. Kontak Sekolah

20 Nomor Telepon	:	081377447744
21 Nomor Fax	:	
22 Email	:	slbpembinaaceh17@gmail.com
23 Website	:	http://

4. Data Periodik

24 Waktu Penyelenggaraan	:	Pagi/6 hari
25 Bersedia Menerima Bos?	:	Ya
26 Sertifikasi ISO	:	Belum Bersertifikat
27 Sumber Listrik	:	PLN
28 Daya Listrik (watt)	:	7700
29 Akses Internet	:	Telkom Speedy
30 Akses Internet Alternatif	:	Tidak Ada

5. Sanitasi

Sustainable Development Goals (SDG)

31 Sumber air	:	Ledeng/PAM
32 Sumber air minum	:	Disediakan oleh siswa
33 Kecukupan air bersih	:	Cukup sepanjang waktu
34 Sekolah menyediakan jamban yang dilengkapi dengan fasilitas pendukung untuk digunakan oleh siswa berkebutuhan khusus	:	Tidak
35 Tipe jamban	:	Leher angsa (toilet duduk/jongkok)
36 Sekolah menyediakan pembalut cadangan	:	Menyediakan dengan cara memberikan secara gratis
37 Jumlah hari dalam seminggu siswa mengikuti kegiatan cuci tangan berkelompok	:	3 hari
38 Jumlah tempat cuci tangan	:	0

39	Jumlah tempat cuci tangan rusak	:	0			
40	Apakah sabun dan air mengalir pada tempat cuci tangan	:	Ya			
41	Sekolah memiliki saluran pembuangan air limbah dari jamban ke badan air atau ke tangki septik atau IPAL	:	Ada saluran pembuangan air limbah ke tangki septik atau IPAL			
42	septik dalam 3 hingga 5 tahun terakhir dengan truk/motor sedot	:	Ya			
Stratifikasi UKS						
43	Sekolah memiliki selokan untuk menghindari genangan air	:	Tidak			
44	di setiap ruang kelas (Sesuai permendikbud tentang standar sarpras)	:	Ya			
45	Sekolah menyediakan tempat sampah tertutup di setiap unit jamban perempuan	:	Ya			
46	Sekolah menyediakan cermin di setiap unit jamban perempuan	:	Ya			
47	pembuangan sampah sementara (TPS) yang tertutup	:	Ya			
48	Sampah dari tempat pembuangan sampah sementara diangkut secara rutin	:	Ya			
49	Ada perencanaan dan penganggaran untuk kegiatan pemeliharaan dan perawatan sanitasi sekolah	:	Ya			
50	Ada kegiatan rutin untuk melibatkan siswa untuk memelihara dan merawat fasilitas sanitasi di sekolah	:	Ya			
51	Ada kemitraan dengan pihak luar untuk sanitasi sekolah	:	<input type="checkbox"/> Ada, dengan pemerintah daerah <input checked="" type="checkbox"/> Ada, dengan perusahaan swasta <input checked="" type="checkbox"/> Ada, dengan puskesmas <input type="checkbox"/> Ada, dengan lembaga non-pemerintah			
52	Jumlah jamban dapat digunakan	:	Jamban laki-laki: <input type="text" value="0"/> Jamban perempuan: <input type="text" value="0"/> Jamban bersama: <input type="text" value="0"/>			
53	Jumlah jamban tidak dapat digunakan	:	Jamban laki-laki: <input type="text" value="0"/> Jamban perempuan: <input type="text" value="0"/> Jamban bersama: <input type="text" value="0"/>			
Sekolah memiliki kegiatan dan media komunikasi, informasi dan edukasi (KIE) tentang sanitasi sekolah						
Variabel	Kegiatan dan Media Komunikasi, Informasi dan Edukasi (KIE)					
	Guru	Ruang Kelas	Toilet	Selasar	Ruang UKS	Kantin
53 Cuci tangan pakai sabun	✓		✓		✓	
54 Kebersihan dan kesehatan	✓	✓	✓	✓	✓	✓
55 Pemeliharaan dan perawatan toilet	✓	✓	✓	✓	✓	
56 Keamanan pangan	✓	✓	✓	✓	✓	
57 Ayo minum air	✓	✓	✓	✓	✓	



PEMERINTAH ACEH
DINAS PENDIDIKAN
BINA UPAYA KESEJAHTERAAN PARA CACAT
SLB BUKESRA

Jalan Kebun Raja Nomor 7 Doy Ulee Kareng Kota Banda Aceh
Email : slb_buk@aceh.go.id Hp : 081360293141 kode pos 23117

PROFIL SEKOLAH

A. Identitas Kepala Sekolah :	
1. Nama dan gelar	: Munawarman, A.Ma
SK Kepala Sekolah	: 22/BKS.06/2012
Pendidikan terakhir	: SPGLB N-C 1986 Yogyakarta
Perguruan Tinggi	: SPGLB.N-C Yogyakarta
Alamat	: Komplek perumahan Guru Jurong peujera Ingin jaya Aceh Besar
2. Nama Sekolah	: SLB Bukesra Banda Aceh
3. Tempat	: Ulee Kareng Banda Aceh
4. SK Pendirian Sekolah	: 421.8/DPMPTSP/868/2020
5. Tanggal SK Pendirian	: 18 Maret 2020
6. Nomor Izin Operasional	: 421.8/DPMPTSP/869/2020
7. Tgl SK Izin Operasional	: 20 Maret 2020
8. NPSN	: 10105331
9. Nomor Statistik	: 102020302227
10. Sekolah Dibuka Tanggal/Tahun	: 01 Januari 1983
11. Alamat Sekolah	: Jl Kebun Raja No 7 Doy Ulee Kareng Banda Aceh
12. Kecamatan	: Ulee Kareng
13. Kabupaten/Kota Madya	: Banda Aceh
14. Provinsi	: Aceh
15. Gedung Milik Sendiri/Menumpang	: Milik Sendiri
16. Permanen/Semi Permanen/Darurat	: Permanen
17. Jumlah Ruang	: 8 Ruang

18. Jumlah Pelajaran Seminggu : 24 Jam (Guru Kelas)
19. Jumlah Guru :
- a. Guru Tetap PNS : 1 Orang Pria (Kepsek)
1 Orang Pria Mapel PJOK
 - b. Guru Tetap Yayasan : 35 Orang Wanita/Pria
 - c. Tenaga Kependidikan : 1 Orang Wanita (Operator)
1 Orang Pria (Tata Usaha)
1 Orang Wanita (Tenaga Perpustakaan)
1 Orang Wanita (Tenaga Kebersihan)
20. Jumlah Peserta Didik :
- a. Laki-laki : 99 Orang
 - b. Perempuan : 55 Orang
21. Ter Akreditasi : B
22. Kebutuhan Khusus Yang dilayani : Tunanetra, Tunarungu, Tunadaksa,
Tunagrahita, Autis, Hiperaktif, Tuna Laras,
Downsindroem
23. Nama Wajib Pajak : YAYASAN BINA UPAYA
KESEHJATERAAN PARA CACAT
(BUKESRA)
24. Nomor Wajib Pajak : 026888693101000
25. Email : slb.bukesraaceh@gmail.com

Mengetahui,
Kepala SLB Bukesra Banda Aceh


Dina P. Man, A. Ma
Nip. 196312261989021001