

**INVESTIGATING TEACHERS' STRATEGIES IN TEACHING
ENGLISH TO STUDENTS' WITH SPECIAL NEEDS**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
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The Bachelor Degree of Education in English Language Teaching

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Investigating Teachers' Strategies in Teaching English to Students' with Special Needs

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, 13 Desember 2023

Saya yang Membuat Surat Pernyataan,



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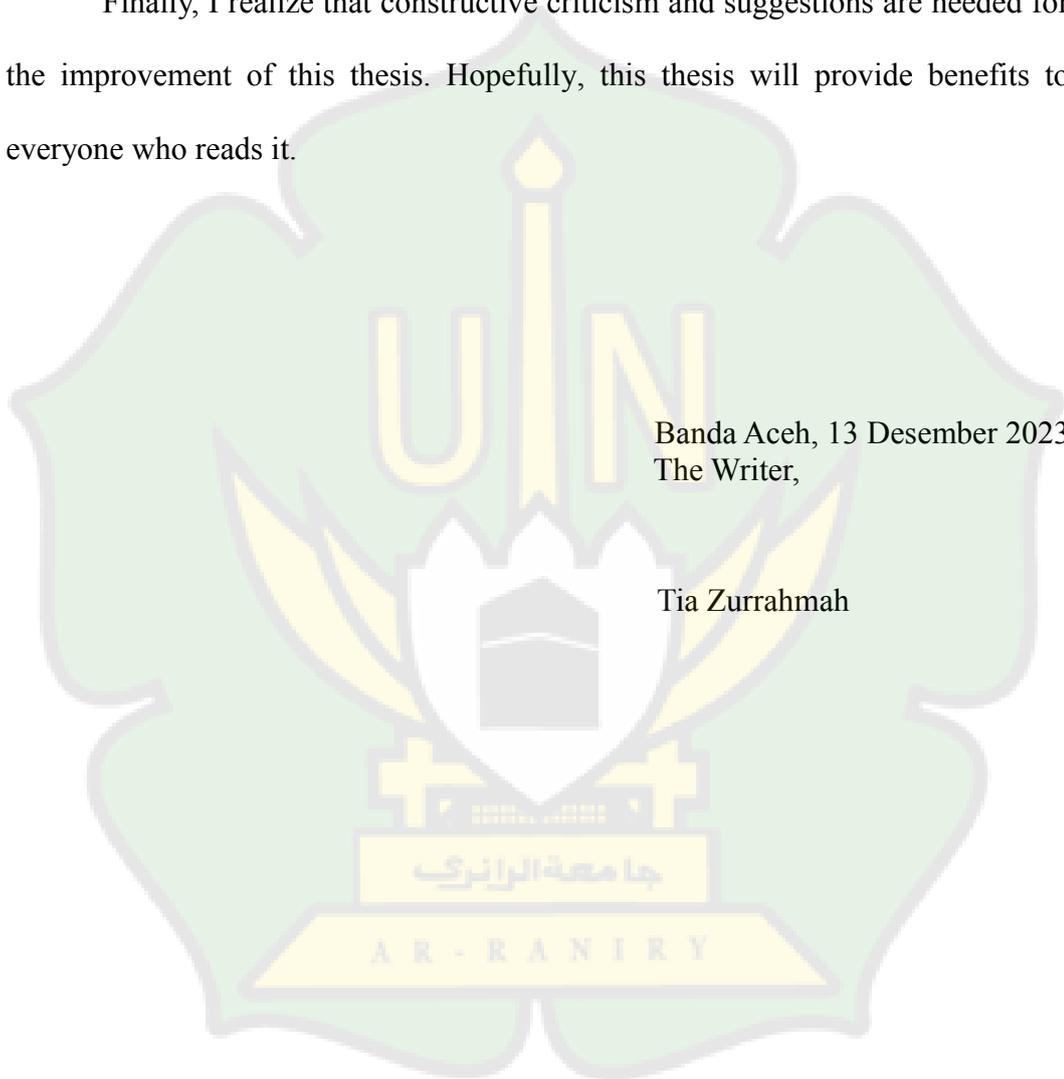
Next, the sincerely thank to my beloved mother Nurhanifah and my stepfather Awangku Yakub, and especially my biological father Alm. Usman. My two lovely sisters, Zahratul Fahni and Affria Asrina, my brother Agus Darmawan and my little brother and sister Awangku Salehuddin, Dayangku Maulidar Khairani and Dayangku Nursyahira. My beloved nephews and my big family for always supporting, motivating, encouraging, advising, offering solutions, and praying for me in everything I do. Furthermore, my deepest appreciation is

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ABSTRACT

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Teaching English as a foreign language is a challenging task for a teacher. It is considerably harder to teaching English to students with special needs than to teach students in general. This study is intended to find out the strategies used by English teachers to teach students with special needs at SLB and to discover the way English teachers deal with students with special needs in learning English. This study was conducted at SLB Negeri Pidie and SLB Negeri Bambi. This research used a qualitative method. Data collection was conducted by interview. Participants of this study were four English teachers in these two different schools. The results show that there are three strategies used by teachers to teaching students with special needs, namely applying a particular method, such as role-play, repetition, and direct instruction, using media in teaching, and teaching simple vocabulary and sentences. These strategies are used by teachers to teach all types of students with special needs. Besides having physical limitations, children with special needs also have intellectual and mental problems; they have uncontrolled emotions, less serious about learning and often leave the class. The teacher's strategy for overcoming such problems is to gently persuading them to return to the class and playing the game.

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CHAPTER I

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 The Study

Learning English is very important because it is an international language. Crystal (2003, as cited in Fatihaturasyidah and Septiana, 2019) stated that learning English is critical because it has developed into a global language that is used as a means of communication in various countries both as a first language, second language or as a foreign language. According to Faridatunnisa (2020), Indonesia is a member of the global community and is aware of the value of learning English, thus, it has long incorporated English instruction into its educational system. In Indonesia, English is learned at school starting from the elementary school level to college (Maduwu, 2016). That is why English in Indonesia is generally taught as a foreign language and students are expected to know English as early as possible.

Some students often have difficulties in learning English. As stated in research conducted by Kurniawati (2015), whose results of the study are divided into two factors, internal and external factors. Internal factors are physical condition, students' opinions, students' motivation, and learning opportunities. Meanwhile, the external factors include the material, teacher methods, place and

facilities, also infrastructure. The difficulties faced by these students can be a reference for teachers as a basis for determining objectives, methods, strategies, and learning materials that are relevant to students. Rusman (2010, as cited in Oktaviana, Emzir and Rasyid, 2020), revealed that there are seven teacher roles related to teacher competence, namely helping students with learning difficulties, making lesson plans, carrying out the learning process, developing self-potential, and developing student potential.

Teaching English as a foreign language is a challenging task for a teacher. It is considerably harder to teaching English to students with special needs than to teach students in general. As stated by the Indonesian Ministry of Women's Empowerment and Child Protection (2013), students with special needs are defined as children who have limitations or disabilities, whether they are physical, mental-intellectual, social, or emotional, that significantly affect their growth or development in comparison to other children. Therefore, as special needs students, they need specialized education and services to develop their abilities.

In teaching English to students with special needs, also, the appropriate strategies are needed. According to Dhermawati et al., (2019), students with disabilities need special teaching strategies and not all teaching strategies suit them. Thus, the teachers are required to know their students' needs and abilities. Additionally, Dhermawati et al., (2019) stated that there are several strategies applied by the teachers in teaching English for students with special needs. The strategies are: repeating the material, giving examples, using songs, giving rewards, explaining the subject matter, using flashcards, and asking the students to

draw the pictures. Furthermore, Oktari et al., (2020, as cited in Putra and Suyatno, 2021), stated that teachers' strategies to support the learning for special-needs students focus on 1) service for students that focused on the behavioral pattern of teachers to conduct educational interaction at school; 2) Curriculum adjustment aspect; and 3) learning implementation aspect using the method of demonstration and habituation. These strategies are designed to help students use a variety of approaches to collaborate on learning and boost motivation for studying that may be customized to each student's requirements. Thus, that is why it is important to take into account the variety of strategies and challenges in teaching students with special needs.

Some studies have been conducted to investigate on teachers' strategies in teaching English to students with special needs. Ananda (2021), investigated teacher's strategies in overcoming problems of students with special needs in learning English skills. The results shows that the teachers used various teaching strategies, namely; (1) using face-to-face discussion, (2) question and answer, (3) emotional control, (4) using pictures and media tools to expedite the process of learning activities, (5) selecting interesting ideas to discuss, (6) making material according to the reality around students' real lives, and (7) finding out the character in children individually. Teachers faced 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 and cannot control their emotions or contain their anger, and they look for ways to get out of the classroom.

Furthermore, Dewi (2019) investigated English teaching for Extraordinary Children (EC). The result shows that some of the main things that need to be considered in the learning process for children with special needs are the teacher, training, curriculum, facilities, evaluation and learning strategies. For teaching strategies, children with special needs can be taught in the form of prompts, lectures, discussions and question and answer. Teaching English can be delivered by using the direct method, Total Physical Response (TPR), and lexical approach. Also, it can run well with the support of learning media including the use of realia, slides, film strips, cards and interactive videos.

Additionally, Utami et al., (2021) investigated EFL teachers' problems and solutions in teaching English to students with intellectual and developmental disability. The findings revealed that problems faced by the teachers were related to teachers' English proficiency, methods and media used in teaching, and students' ability in learning. The teachers used different solutions to overcome the problems, but the most common solution was using repetition in teaching and practicing. This solution was used as the students had difficulties in understanding and remembering the lesson. The other solutions used during the teaching and learning process include YouTube videos, English learning application, and posters.

Based on the research above, it is was found that there are several strategies that teachers used in teaching students with special needs, including face-to-face discussions, question and answer, media aids, YouTube videos, English learning applications, and posters. Although some previous studies had conducted research

about EFL learning and students with special needs, it is necessary to conduct this study to investigate and explore more appropriate strategies for teaching English to students with special needs.

The difference between this research and previous research is the time, location and sources, this research also not only focuses on finding out the strategies used by teachers in teaching English to students with special needs, but also finding out the challenges faced by teachers in the classroom during the learning process at SLB. Therefore, the researcher is interested in examining the strategies used by teachers to teach students with special needs in learning English and identify the challenges faced by the teachers in teaching English and investigate the strategies used by English teachers in overcoming the problems of students with special needs in the classroom when learning English process. The results of the studies may be valuable for English teachers at SLB, schools, and the government in developing better policies to improve English Language Teaching (ELT) in SLB.

B. Research Questions

Based on the background, there are some problems which can be identified as follows:

1. What are the strategies used by English teachers in teaching students with special needs?

2. What are the challenges of English teachers experienced with student on special needs?
3. What are the teachers strategies in overcoming the problems of students with special needs in the classroom?

C. Research Aims

According to the statements of the problem, the objectives of the research are organized as follows:

1. To find out the strategies used by English teacher to teach students with special needs at SLB.
2. To Identify the challenges teachers English face in the teaching of students with special needs when learning English process.
3. To investigate the strategies used by English teachers in overcoming the problems of students with special needs in the classroom when learning English process.

D. Significance of the Study

The results of this study are expected to be useful for English language education students' at FTK UIN AR-RANIRY. Students can see and imitate the strategies used by teachers in SLB to teach students with special needs. As prospective teachers, English students' also receive guidance in dealing with students with special needs who have difficulty learning English. In addition, this research is expected to be useful for other special needs schools because this

research discusses the strategies used by teachers in teaching English. When the teacher can make students like the lessons being taught, it is hoped that students will more easily understand what is being taught.

E. Research Terminologies

1. Teachers' Strategies

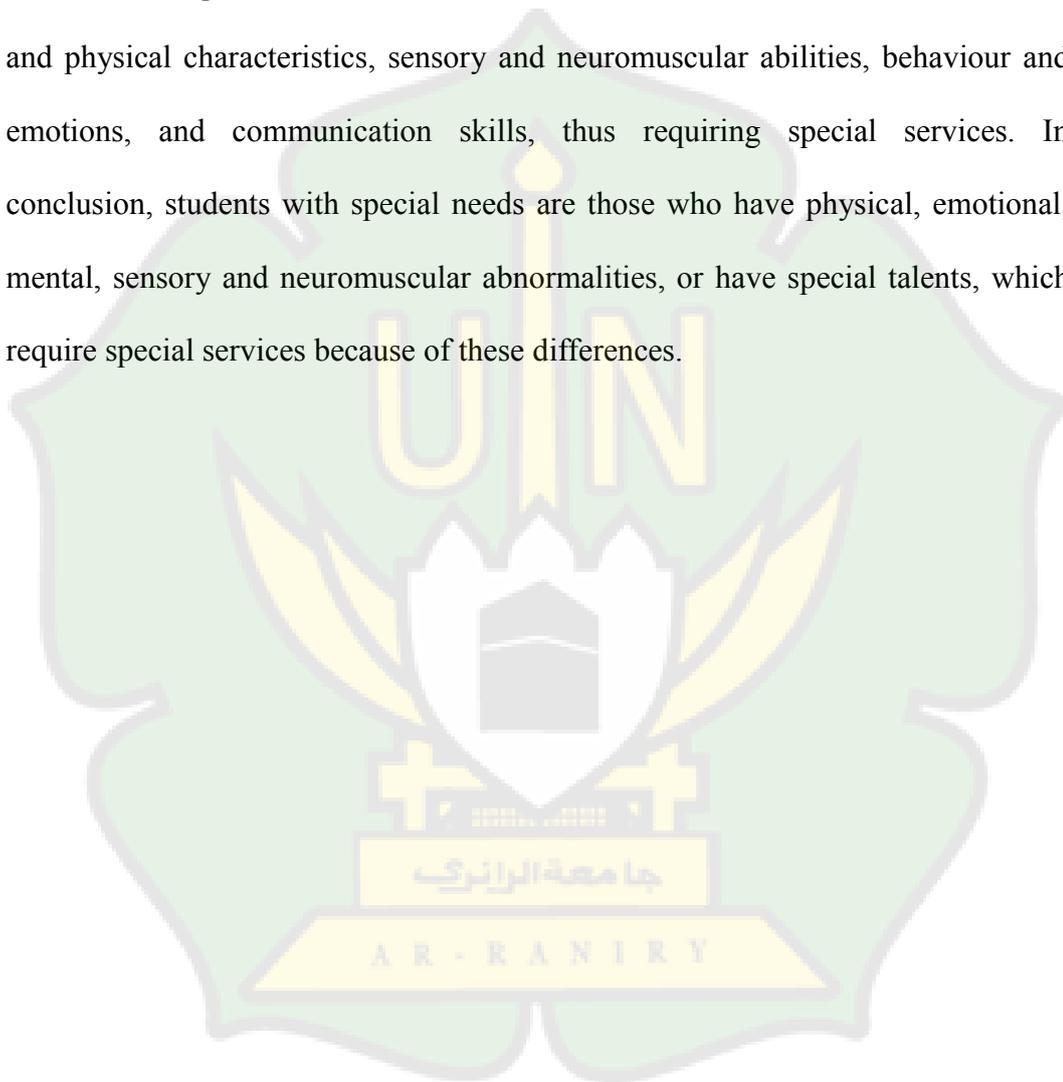
The teacher's strategies, according to Sudjana (2014), is the teacher's action in implementing a lesson plan that refers to the teacher's efforts in using various teaching variables (goals, materials, methods, and tools, as well as evaluation) in order to influence students to achieve predetermined goals. In this study, the meaning of teachers strategies is the teacher's effort in using all learning components such as methods, techniques, procedures and processes during learning.

2. Teaching English

Teaching is an interaction that occurs between teachers and students for the purpose of transferring knowledge. According to Brown (2007), teaching defines as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Therefore, teaching English according to Collins Dictionary (2023) refers to the practice and theory of teaching English to speakers of other language. In other word, teaching English is guiding learning, enabling the learner to learn about English, and setting the conditions for learning.

3. *Students with Special Needs*

Students with special needs are students with conditions that are different from other children. According to Mangunsong (2009, as cited in Kasman, 2020) students with special needs are children who have differences in terms of mental and physical characteristics, sensory and neuromuscular abilities, behaviour and emotions, and communication skills, thus requiring special services. In conclusion, students with special needs are those who have physical, emotional, mental, sensory and neuromuscular abnormalities, or have special talents, which require special services because of these differences.



CHAPTER II

LITERATURE REVIEW

This chapter presents the theoretical review related to this study in four subheadings. The first part explains students with special needs, the second part discusses teachers' strategies in teaching English to students with special needs, the third part describe about teachers' strategies in dealing problems of student with special needs, and the last part is previous study.

A. Students with Special Needs

1. Definition of Students with Special Needs

Students with special needs are students who grow and develop differently from students in general. Sometimes, there are some terms used to refer to students with special needs as mentioned by the World Health Organization (WHO), (as cited in Desiningrum, 2016), namely disability, impairment, and handicap. Disability, which is typically employed at the individual level, is a restriction or lack of ability (coming from impairment) to execute tasks according to the rules or yet within the bounds of normal. Impairment is a word that is often used at the organ level and refers to a loss or anomaly in terms of psychological, or anatomical structure or function. A handicap is a disadvantage that an individual has as a result of an impairment or disability that prevents or restricts them from performing their regular responsibilities.

Students with special needs are categorized as: visually impaired, deaf, speech impaired, mentally retarded, disabled, deafblind, learning difficulties, slow learners, autistic, motor impaired, multiply impaired, as well as children with potential intelligence and/or special talents and children with other abnormalities (Government Regulation No. 17/2010 on the Management and Implementation of Education, Paragraph 1 Article 129 (3) and Paragraph 2 Article 134). In line with this opinion, Damayanti (2015, as cited in Fauzan et al., 2021), stated that students with special needs are children with special characteristics that are different from children in general without always showing mental, emotional and physical disabilities. Children with special needs include: blind, deaf, intellectually disabled, physically disabled, hearing impaired, learning difficulties, behavioral disorders, gifted children and children with health problems. Other terms for children with special needs are extraordinary children, disabled children and special children. Children with special needs usually attend Special Schools (SLB) according to their special needs.

According to Sukadari (2019), students with special needs are children who require special services in education because they have obstacles in learning and develop their potential. Barriers that occur in students with special needs, according to Hallahan and Kauffman (2006, as cited in Suharsiwi 2017), they have intellectually disabled, learning difficulties, emotional and behavioural disorders, have physical disabled, have impaired in communication, vision, and hearing. In line with the opinion, Kryszevska (2017, as cited in Upa and Mbato, 2020), special needs educations meant for students with autism, emotional

behavioral problems, visual impairments, hearing impairments, communication difficulties, and physical learning and developmental disabilities. Special education is a key component of the education offered to children with special needs, particularly in formal educations. Educations for students with special needs should focus on helping them to develop skills that will help to take care of themselves, control their behavior, communicate effectively, and support other abilities in social situations.

Based on the statement above, students with special needs are children with conditions that are different from children in general such as hearing impaired, speech impaired, and autistic. It is clear that the conditions can interfere with the growth and development of children physically, spiritually, and socially, so they cannot attend proper education. In other words, they are children with potential problem, if they get appropriate services, their potential can grow optimally. Therefore, teaching for students with special needs requires specific patterns according to their individual needs that differ from one another. In the preparation of learning programs for study, the teacher should have the personal information of each student which contain the characteristics, specifications, abilities and weaknesses, competencies possessed and level of development.

2. Types of Students with Special Needs

The Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia (2013), stated that there are 12 types of special needs students, namely:

- 1) Students with visual impairment, who are in the form of total or partial blindness (low vision).
- 2) Hearing-impaired students are children who have partial or complete hearing loss and usually have difficulties with language and speech.
- 3) Students with intellectual disabilities are children whose intelligence is significantly below the average of their peers and is accompanied by behavioral adaptations that occur during development.
- 4) Students with physical disabilities are children who experience movement disorders due to paralysis, incomplete limbs, abnormalities in the form and function of the body or limbs.
- 5) Students with social disorders are children who have problems or obstacles in controlling emotions and social control, as well as deviant behaviour.
- 6) Students with attention deficit and hyperactivity disorder (ADHD) are children who experience developmental disorders, characterised by a set of problems in the form of self-control disorders, attention span problems, hyperactivity and impulsivity, which cause difficulties in behaving, thinking, and controlling emotions.
- 7) Students with autism spectrum disorders (ASD) are children who are impaired in three areas to varying degrees, namely communication and social interaction skills, as well as repetitive and stereotypical patterns of behaviour.

- 8) Students with multiple impairments are children who have two or more impairments that require specialized assistance, services, special education and learning aids.
- 9) A slow learner is a child who has slightly below average intellectual potential but is not yet mentally impaired. They take a long time and repeatedly to be able to complete academic and non-academic tasks.
- 10) Students with specific learning disabilities are children who experience barriers or deviations in one or more basic psychological processes in the form of hearing, thinking, speaking, reading, writing, spelling and counting disabilities.
- 11) Students with impaired communication skills are children who experience deviations in the areas of speech language development, sound, rhythm, and fluency from the average age caused by physical, psychological and environmental factors, both receptive and expressive.
- 12) Students with special intelligence and/or talent potential are children who have high intelligence scores (gifted), or those who excel in special areas (talented) such as music, art, sports, and leadership.

However, in this study the researcher only discussed four types of students with special needs, namely hearing impaired, visual impaired, mentally impaired, and physically disabled. The researcher discussed these four disabilities is because most of the teachers, in the school where the researcher conducted the study, taught English to children with these four disabilities.

1. Hearing Impaired

Hearing impaired are individuals who have permanent or non-permanent hearing loss. According to World Health Organization (WHO) (2023), hearing loss occurs when an individual cannot hear as well as someone with normal hearing, with hearing thresholds of 20 dB in both ears. The causes of hearing impaired include congenital or early onset childhood hearing loss, chronic middle ear infections, noise-induced hearing loss, age-related hearing loss, and ototoxic drugs damaging the inner ear. WHO (2023), also said that the impacts of hearing loss involve a loss of the ability to communicate with others delayed language development in children, which can lead to social isolation, loneliness and frustration, particularly among older people with hearing loss. In line with opinion, according to Kirk et al., (2009, as cited in Mu'awwanah et.al., 2021), children with hearing impairment are generally delayed in language, require alternative communication, have difficulty in articulating, experience voice problems and have limitations in speech. According to Suharsiwi (2017), hearing-impaired students difficulty in conveying their thoughts and ideas, needs and desires to others.

In the learning process of deaf students, Kelly et al. (2020, as cited in Mu'awwanah et.al, 2021), stated that teachers can use several strategies for students with hearing impairment:

- 1) Do not invite students to talk with their backs.

- 2) The child is placed at the very front, so they know the articulation of the teacher's lips.
- 3) Pay attention to the posture of students who often tilt their heads to listen.
- 4) Encourage the students to always look at the teacher's face.
- 5) Talk of them face-to-face, with the teacher's head at the same level as the student's head if possible.
- 6) The teacher speaks at a normal volume but with clear lip movements.

Meanwhile, according to Australian Disability Clearinghouse on Education and Training (ADCET), there are some specific strategies that are useful in teaching students with a hearing impairment:

- 1) Encourage students with a hearing loss to seat themselves toward the front of the teacher.
- 2) Ensure that any background noise is minimised.
- 3) Repeat clearly any questions asked by students in the class before giving a response.
- 4) Do not speak when facing the blackboard.
- 5) The teacher may need to adjust the lighting in teaching environment.
- 6) Allow students to record lectures or, preferably, make available copies of your lecture notes.
- 7) Any videos or films used should, where possible, be captioned. When this is not possible, teacher should to consider alternative ways for students with hearing impairment to access the information.

Meanwhile, Cawthon (2001, as cited in Mu'awwanah et.al., 2021), in the learning process, students with hearing impairments are invited to actively use books that have more pictures than writing. It is used to make it easier for them to understand information and make them more interested in what they are learning.

Therefore, it can be concluded that students with permanent or non-permanent hearing impairment, from mild to severe, need special education to help them get an education also need a special approach in the learning process.

2. Visual Impaired

Students with visual impairment are children with visual impairment in the form of total or partial blindness (low vision). According to the World Health Organisation (WHO) (2023), visual impairment occurs when an eye condition affects the visual system and visual function. The WHO also adds that there are several ways to describe the severity of a person's visual impairment. The definition of "low vision" is visual acuity between 20/70 and 20/400, with best correction, or visual field of 20 degrees or less. "Blindness" is defined as visual acuity worse than 20/400, with best correction, or a visual field of 10 degrees or less. Meanwhile, according to the Ministry of Health of the Republic of Indonesia, visual impairment is a condition where the eye's ability to see clearly or function optimally is impaired, which can include near and far sightedness, cataracts, eye infections, and blindness.

Therefore, it can be concluded that students with visual impairment are children who experience total or partial blindness, as defined by the World Health Organisation (WHO). This condition affects the visual system and function, which will interfere with the daily life and learning process of students with this disorder. So, a special needs school is needed that can help them optimise their potential.

Furthermore, Mu'awwanah et.al., (2021), stated that visually impaired students have obstacles in moving and interacting with their environment, have difficulty finding toys and friends, and have difficulty imitating their parents in daily life. It is feared that this will have an impact on their development, learning, social skills, and behavior. In other words, it can be said that blind students are students who experience visual impairment so that they cannot use their sense of sight functionally and in the education process special services are needed.

According to Maurya (2016), there are several strategies that are useful in teaching students with visual impairment, namely:

- 1) Provide clear, detailed information (verbal/written) about structure of the course, practical arrangements, assessment requirements and deadlines.
- 2) Use a multi-sensory approach by alternating PowerPoint, video, audio or role play.
- 3) If you are a teacher in English, use clear English to communicate content, instructions and questions.

- 4) Consider supplementing laboratory practicals, experiments or field trips.
- 5) Whenever possible, use the actual object and modify instructions for auditory.
- 6) Students with vision impairment may access information in a variety of ways, for example Braille, audio-tape, or enlarged print.

Heward (2017, as cited in Mu'awwanah et.al., 2021) mentioned, teachers who teach visual impairment students can help them through non-visual senses. Some forms of approach through non-visual senses include:

- 1) Braille, a tactile system of reading and writing in which letters, words, numbers, and other systems are made from arrangements of dots.
- 2) Tactile aids and manipulatives, effective tools for teaching maths skills.
- 3) Technological aids for reading print, which is software that converts printed or electronic text into spoken words.
- 4) Assistive technology, technologies that provide computers with the function of being able to magnify screen images, allow users to give commands to computers via voice messages as well as convert text files into synthesized speech.
- 5) Guide sticks.
- 6) Electronic travel aids, which are electronic travel aids that facilitate the orientation and mobility of individuals with visual impairments.

The approach that teachers take in an effort to help students is very beneficial in their learning process.

In conclusion, students with visual impairment refers to children with total or partial blindness. They face challenges in mobility, interaction and imitation, which can impact their development, learning, social skills and behavior. So, some approaches used by teachers can significantly improve the learning process for these students. Hopefully, teachers' efforts to help visually impaired students are beneficial in their overall learning experience.

3. Mentally Impaired

Students with mentally impaired, also known as tunagrahita, are children who have abilities below the average. According to Ashman & Elkins, (2012, as cited in Suharsiwi, 2017), stated that there are several terms used for the mentally disabled, such as mental retardation, mental retardation, mental deficiency, mental disability, etc. These terms actually have the same meaning, namely children whose intelligence is far below average and is characterised by limited intelligence and inadequacy in social interaction. According to American Psychiatric Association, Intellectual disability involves problems with general mental abilities that affect functioning in two area: Intellectual functioning (such as learning, problem solving, judgement) and adaptive functioning (activities of daily life such as communication and independent living).

Mentally impaired can occur with or without mental disorders or other physical disorders. Based on the Diagnostic and Statistical of Mental Disorder Fifth Edition (2013, as cited in Mu'awwanah et.al., 2021), mentally impaired is a disorder with onset during the developmental period that includes impaired intellectual and adaptive functioning in the conceptual, social, and practical domains. Intellectual developmental disorders can be diagnosed through the use of intelligence tests and behavioural standards (and cannot be determined by IQ alone) (Forlin, et.al., 1996, as cited in Mu'awwanah et.al., 2021). In conclusion, mentally impaired is an individual who has intellectual limitations that result in a decrease in his/her intellectual abilities needed to develop the capacity needed to meet the demands of his/her environment to become an independent person.

There are three learning strategies that can be implemented for students with mentally impaired according to Kirk et al., (2009, as cited in Suharsiwi, 2017), including:

- 1) The Respond to Intervention (RTI) model is a comprehensive approach to early identification and support for students with learning and behavioural needs. This model involves high-quality instruction, universal screening, and interventions of varying intensity. Progress is closely monitored, and decisions are made based on individual student responses. RTI can be applied in general and special education, guided by student learning outcome data.

- 2) The Contextual Learning Strategy (CTL) is a teaching method that uses students' understanding and academic skills in various real contexts within and outside school to solve simulated or real problems, either individually or together, particularly for students with mental disabilities who may struggle with information recall due to limited memories.
- 3) Positive Behaviour Support (PBS) is a behavior modification and management approach for children with intellectual disabilities. It focuses on training positive behaviours appropriate to the social context, preventing and intervening behavioural problems. It adheres to principles such as highlighting visible behaviour, allowing behavior to be learned and influenced by enforced rules, and considering the potential of the physical and non-physical environment for learning. PBS emphasizes systematic and individualized strategies, providing positive reinforcement for expected behaviours and avoiding punishment.

According to Australian Disability Clearinghouse on Education and Training (ADCET), there are some specific strategies that are useful in teaching to students with mental disabilities:

- 1) Provide an outline of what will be taught and provide reading lists well before the start of a course so that reading can begin early.
- 2) Consider tailoring reading lists and provide guidance to key texts.

- 3) Students may benefit from using assistive technology and use as many verbal descriptions as possible to supplement material presented on blackboard or overhead.
- 4) Use clear, succinct, straightforward language.
- 5) Reinforce learning by using real-life examples and environments.
- 6) Present information in a range of formats – handouts, worksheets, overheads, videos – to meet a diversity of learning styles.
- 7) Use a variety of teaching methods so that students are not constrained by needing to acquire information by reading only.

In conclusion, students with mentally impaired who have intellectual, emotional and social disabilities that require special treatment in order to develop to their full potential. They need a different approach to learning due to their limited abilities and often have difficulty taking care of themselves in the community.

4. Physically Disabled

Physical disabled are children who have abnormalities or disabilities in their bodies whether bones, muscles or joints. As said by Assjari, (1995 as cited in Suharsiwi, 2017), children with physical disabilities can be said to be a form of abnormality or disability in the muscular system, bones and joints that are primary or secondary in nature which can result in impaired coordination, communication, and developmental disorders. This can be due to illness, accidents, or it can also be inherited from birth. In line with the opinion of Desiningrum (2016), physical disability is an individual

who has movement disorders caused by neuromuscular and bone structure disorders that are congenital, sick or due to accidents, including cerebral palsy, amputation, polio, and paralysis. Desiningrum (2016) also explained that the level of impairment in these students are:

- 1) Low, which has limitations in performing regular physical activities and can still be improved through therapy.
- 2) Middle, which has motor limitations and sensory coordination disorders.
- 3) Severe, which has total limitations in physical movement and is unable to control physical movement.

There are four ways that teachers can help students with physical disabilities (Kirk et al., 2009, as cited in Suharsiwi, 2017), namely:

- 1) Presentation (repeated directions; reading, translating, learning language through letters, pictures and braille).
- 2) Response (marking answers in books; using computers; using push buttons, pointers, or other assistive technology such as dictating answers).
- 3) Classroom organization (providing access for wheelchairs or accommodations for other physical needs; special lighting; separate rooms or study areas).
- 4) Timing/scheduling (allowing extended frequent breaks to avoid exhaustion).

In conclusion, Physical disabled children have abnormalities in their bodies, such as bones, muscles, or joints, resulting in impaired coordination, communication, and developmental disorders. They can have movement disorders caused by neuromuscular and bone structure disorders, such as cerebral palsy, amputation, polio, and paralysis. Teachers can help students with physical disabilities through presentation, response, classroom organization, and timing/scheduling. These methods can help improve their ability to perform regular physical activities, develop motor skills, and maintain independence.

B. Teachers' Strategies in Teaching English to Students with Special Needs

Teaching is an interaction that occurs between teachers and students for the purpose of transferring knowledge. According to Brown (2007), teaching defines as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. In other word, teaching is guiding learning, enabling the learner to learn, and setting the conditions for learning. Meanwhile, according to Sanjaya (2006), teaching is the act of demonstrating something to a person through the usage of a sign or symbol meant to elicit or develop a reaction about an occurrence, individual, observation, discovery, etc.

Rajagopalan (2019), also defines teaching as an action that is conducted to foster learning in another. This distinguishes teaching from telling or just demonstrating. Face-to-face interactions are a part of teaching, and the teacher's

behavior encourages student learning. Typically, teaching actions include explaining, describing, exemplifying, exhibiting, directing, and so forth. In conclusion, teaching as interaction with students that enables them to comprehend and apply their information, concepts, and procedural skills. Included in this are design, learning materials, delivery, evaluation, and reflection.

English is taught as a foreign language in Indonesia and required subject in junior high and high school even though elementary school. Harmer (2001, as cited in Fatihaturasyidah & Septiana, 2019), stated that the success of learning English is determined by at least three main factors, namely:

- 1) Qualified teachers who have good English teaching competence.
- 2) Resources and facilities that support the learning process.
- 3) A good curriculum that outlines clear English learning objectives.

The teachers should to know the characteristics of children's language learning which are different from adults. Harmer (2001, as cited in Fatihaturasyidah & Septiana, 2019), also reveals the characteristics of children in learning language:

- 1) Children will respond quickly to meaning even though they do not understand all the words.
- 2) Children tend to learn from their surroundings.
- 3) Children have limited time for concentration. In other words, language learning in children must be well prepared and as interesting as possible, so

that children do not feel bored quickly, even have difficulty in capturing learning, and benefit from these activities.

The teaching and learning process requires appropriate methods and strategies. According to Ngalimun (2016), strategies in general have the meaning of an outline of direction for actions to achieve the desired goals. If associated with learning or teaching and learning, then the strategy can be interpreted as a general pattern of activities between teachers and students in a teaching and learning activity to achieve the goals that have been outlined.

Meanwhile, teaching strategies, in the opinion of Upa & Mbato (2020), are a sequence of an overall teacher's strategic actions in accomplishing the implementation of effective and efficient actual learning activities, for learning goals. Sudjana (2014), also argue that teaching strategies are the teacher's actions in implementing the teaching plan. A teaching plan that means is the teacher's efforts in using several teaching variables (goals, materials, methods, tools and evaluation) to influence students to achieve predetermined goals. Therefore, the selection of teaching strategies greatly influences the success of student learning. This statement is supported by Dunford et al., (2016, as cited in Upa & Mbato, 2020), argue that teaching strategies have an important role in the success of classroom learning goals. Thus, the teachers need to choose the right learning media to support the success of students in learning EFL.

Being a teacher in a special school is not an easy job. Besides having to know children with special needs, special school teachers are also required to have

a lot of patience. They should know the appropriate strategies for teaching students with special needs and how to deal with the behavior of these students during the learning process because they are students with special needs who can easily change their emotions (Upa & Mbato, 2020). Furthermore, the teacher's active encouragement of students through openness, familiarity, respectful dialogue, a desire to assist, and accompanying pupils is indicative of the interaction between students and instructors.

According to Mangunsong (2014), a teacher should have a strategy for handling the behavior of children with special needs, namely as follows:

- 1) Describe carefully the child's behavior that should be mastered by the end of the program. These behaviors 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 behavioral treatment plan.
- 4) Select or develop instructional materials supporters.
- 5) Keep a complete record of the child's progress toward the aim. The teachers can facilitate learning through materials, media, interactions, and experiences in a special way.

Learning strategies for students with special needs are carried out with certain strategies and methods according to the needs of students. According to Rahmawati, et al. (2021), there are several learning strategies used for normal

students that can be used for students with special needs, some that cannot be used, and there are several strategies that can be used by making modifications. Besides, Nugroho & Mareza (2016), argue that teacher strategies in learning about students with special needs include arranging seating positions and using methods that make students active in class. Teachers also conduct games and sing to attract attention so that students do not feel bored.

Meanwhile, according to Yunaini (2021), the teacher's strategy in teaching children with special needs is that the teacher delivers subject matter interspersed with a little game. Because students tend to have concentration levels that are below average. Besides, the evaluation technique is carried out by the teacher by reducing competence and lowering the level of material for students. The strategies or methods usually used by teachers such as questions and answers, and discussions are packaged using techniques owned by the teacher himself by adjusting the conditions of the students and the seating arrangements that are made in a circle and group.

Hornby (2014) stated that there are several learning strategies, namely :

- 1) Cooperative Learning. It consists of small groups of students who work each other to enhance each other's learning. The key characteristic is that instead grouping students with equal skills, every small group has variations in abilities. When there are kids with impairments in the class, cooperative learning is the best option.
- 2) Peer Tutoring. it is a set of instructional techniques that may be utilized with a single student, a small group, or a large number of students. It

implicates youngsters as tutors to other children under the supervision of the teachers. Peer tutoring is a learning technique in which the teacher allows one of the students to explain the subjects to their peers.

- 3) Formative assesment, evaluation, and feedback. The information concerning formative assesment, evaluation, and feedback on students' learning is gathered, and teachers offer feedback to students in order to change teaching techniques as needed and improve learning.
- 4) Direct Instruction. It is a teaching method that is commonly used to teach reading or speaking. The instructional activities include direct instruction from the teacher to a small group, face-to-face, or individual students.

Classification of language learning strategies according Dornyei (2006, as cited in Salam, 2016), there are four strategies; cognitive strategies, metacognitive strategies, social strategies, and effective strategies.

- 1) Cognitive strategies are behaviors or actions that learners use to modify incoming information for better learning. it is crucial for all students, helping them organize, understand, retain, and retrieve the material. Instruction in cognitive strategies is one of the most effective ways to help individuals with learning disabilities to improve their academic performance.
- 2) Metacognitive techniques encompass not only cerebral processes but also self-related aspects, such as personality, feelings, motivation, attitudes, and learning style. They are influenced by emotions and feelings, and

understanding these aspects is crucial for effective cognitive processes utilization.

- 3) Social strategies involving others in actions like seeking assistance, conversing in the target language, collaborating with classmates, and reviewing previous work. Oxford (1990, as cited in Salam, 2016), identifies four types of social strategies: posing inquiries, collaborating with classmates and native speakers, empathizing with others, and seeking opportunities to read, write, and chat with natives, teachers, and accomplished peers. These strategies aims to increase cultural knowledge, become aware of others' ideas and feelings, and foster a sense of community.
- 4) Affective strategies are essential learning strategies for students with learning impairments, as they involve controlling emotions, motivations, and attitudes. Research conducted by Javorsky et al (1992, as cited in Salam, 2016), shows that these students often perceive themselves as less capable, more worried, and less capable of mastering oral and written language skills. Therefore, affective strategies help students gain confidence, enhance motivation, and reduce anxiety.

Based on findings conducted by Hayati et al (2021), who found that six strategies that can be used by teachers in teaching English to students with special needs are direct instruction, discussion, small-group, role play, co-operative learning, and problem solving.

In conclusion, the strategy used by the teacher must be able to adjust the material and the ability of the students. The strategies plays an important role in creating more effective and active learning so that it makes students interested in learning. Also it can help the teacher to make it easier for students to understand the material.

C. Teachers' Strategies in Dealing Problems of Student with Spesial Needs

Children with special needs have physical and mental limitations. The teachers have overcome with a disability faces certain obstacles in every day. When problems arise, teachers may not always have the proper tools or experience to interact with children who have behavioral issues. According to Roniyati and Pertiwi (2020), the common problems that often occur to students with special needs are difficulty accepting material that has been delivered by teachers, lack of seriousness in learning and behavior and emotions that are hard to control.

Based on research conducted by Wulandari and Zainuddin (2022), it was also found that the problems faced by students with special needs include difficulty in receiving learning information, easily feeling bored, uncontrolled emotions and lack of interest in learning. Therefore, appropriate handling is needed by teachers in dealing with the problems of children with special needs in the learning process.

In dealing with students with special needs when making problems in class during the learning process, teachers must have a lot of patience and control

emotions. Based on the findings of Lestari et.al (2022), some strategies that can be implemented by teachers are that they have to understand students' situations and conditions, persuade them to learn and make the class active with creativity. In line with these findings, Ananda (2021) also found strategies for dealing with students with special needs in English classes. the strategies used are teachers motivate parents to give more attention to their children at home. Teachers also notice each student more often in class, so that students with special needs feel valued for their achievements. Then, the teacher motivates students to learn by connecting the subject matter with everyday life situations.

Based on the explanation above, it can be concluded that in dealing with students with special needs in classroom, teachers can use several appropriate strategies, but depending on the student's personality. These strategies are understanding the situation and conditions of students, persuading them to learn, making the class more conducive, motivating students to learn, and appreciating achievements in learning.

D. Previous Study

Based on research conducted by Upa and Mbato (2020), it is found that EFL learning for students with special needs requires appropriate strategies, varied techniques, and preparation of materials that pay attention to the needs of students so that the learning objectives that have been set can be achieved. Meanwhile, the selection of EFL materials for students with special needs is basic materials such as the introduction of vocabulary about the names of animals, fruits, and objects

in the classroom. In addition, the use of audio-visual media in teaching students with special needs is very helpful for teachers to achieve teaching objectives and make the classroom more interactive and lively because it brings the real world into the classroom.

Besides Rahmawati et al. (2021), research indicates that individual learning models, pull-out learning models, team teaching-learning models, learning models in the resource room, and learning models with curriculum modifications, offer numerous benefits that positively impact the academic, cognitive, social-emotional, affective, and psychomotor development of children with special needs in inclusive schools.

Meanwhile, research conducted by Tarigan et al. (2021), revealed that the application of the bingo game method to increase learning activities in learning vocabulary, speaking, and listening skills and can increase students' learning activities in learning English vocabulary and spelling. In line with this research, Ulfa and Inawati (2022), used educational games to improve the English language skills of students with special needs, so it was found that educational games can improve students' English language skills, especially for those with special needs. These games are designed to cater to students' learning styles, making them more engaging and effective in class. In addition, motivation and background significantly impact students' progress, especially in learning English.

In addition, to appropriate strategies during the learning process, teachers should be able to handle problems that may occur with students with special needs

both in the classroom or the school environment. Based on the results of research conducted by Ananda (2021), show how teachers handle behavioral problems of students with special needs, namely by approaching students, inviting students to discuss one by one, often giving appreciation and getting students involved in learning such as using media aids so that students like lessons more. Besides, the teacher also asks parents to pay more attention to students at home.

From the previous studies mentioned above, there are some similarities with the research that researcher will conduct, namely investigating teacher strategies in teaching English to students with special needs. However, there are differences from previous studies, which involve the place of research and participants of the research, the time of the research, and the focus of the research. This research also not only focuses on finding out the strategies used by teachers in teaching English to students with special needs, but also identify the challenges faced by teachers in the classroom during the learning process in SLB and investigate the strategies used by English teachers in overcoming the problems of students with special needs. To selection of sample criteria and variable indicators are also different from previous studies.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of methodology and it is followed by research location, research design, participant, method of data collection 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 Design

In this study, the researcher used qualitative research. According to Abdussamad, (2021), qualitative research is an approach in conducting research that is oriented towards natural phenomena or symptoms conducted in the field. Qualitative research has practically, no statistics. According to Burns & Grove (2001, as cited in Flackman, 2015), research design helps researchers plan and carry out research in such a way that they can obtain the desired results, thereby increasing the chances of obtaining information that may be related to real situations.

This research uses a case study method. Case study, according to Sutisna (2018), is a research method that is carried out intensively and in detail on a case, which can be an event, environment and certain situations that make it possible to reveal or understand something. The researcher chose to use the case study method because the method is in accordance with the research conducted by

focusing and paying attention to a case intensively and in detail, by extracting information and in-depth analysis that can be learned or obtained further knowledge from a case.

B. Research Site and Participant

1. Research Site

This study was conducted at two different SLB schools, namely; SLB N Pidie and SLB N Bambi. The researcher chose these two schools based on the largest number of students and the most well-known SLB in the Pidie district.

The first school was at SLB N Pidie, on November 1, 2023. SLB N Pidie school is located on Jln. Beureunuen-Tangse Km.1 Teureubue, Kecamatan Mutiara, Kabupaten Pidie, Provinsi Aceh. This school was built in 2014, with B accreditation. This school is under the auspices of the Ministry of Education and Culture Indonesia, which is Mrs. Hafriani is the principal. This school has 30 classrooms/study groups, 38 teachers, and 175 students with various categories of students with special needs, such as the visually impaired, the hearing impaired, the mentally impaired, the autistic, the physically disabled, etc.

The second school for research is SLB N Bambi, located on Jl. Bale Oen Bambi, Blang Raya, Kecamatan Peukan Baro, Kabupaten Pidie, Provinsi Aceh, on November 9, 2023. This school was built in 1984, with B accreditation. This school has 16 classrooms/study groups, 19 teachers and 106 students with 5 types of children with special needs, namely visual impaired, hearing impaired, mentally impaired, physically disabled and autistic.

The researcher chose these two schools based on the largest number of students and the most famous in Pidie district.

2. Participant

Participant for this study are English teachers from SLB N Pidie and SLB N Bambi. Two teachers from each school participated in the study and will give their honest and sincere opinions related to the study. Teachers in this study are those who teach English at the junior high school level with the criteria, the first is teachers who teach English to children with hearing impairments, visual impairments, mentally impairments and physical disabilities or one of the four disabilities, the second is at least 3 years of teaching children with special needs, and the third is teachers who know and understand the strategies used in teaching students with special needs. For this reason, based on the problem and objectives of this study, the chosen participants need to fulfil the criteria that have been described. Thus, the principal of each school recommended two teachers to be participants in this study. The participants were marked Teacher A and Teacher R as teachers at SLB N pidie, Teacher N and Teacher F as teachers at SLB N Bambi.

C. Method of Data Collection

According to Kabir (2016), data collection is the process of gathering and measuring information on variables of interest in a systematic manner that allows one to answer stated research questions, test hypotheses, and evaluate outcomes. In this study, data was collected with interview.

Interview is the way to collect research data. Ruslin et al (2022), defined interview as an interaction between two people on a particular occasion, where one acts as an interviewer and another as a respondent. Where the interviewer, organizes and asks questions about the conversion process, and the respondent, provides the answers. Interview can be conducted face-to-face, online, and by telephone. The researcher used the interview method to determine the approach of the English teacher in teaching to children with special needs. Researcher apply semi-structured interview; follow-up questions will arise during the interview process. On the other hand, the researcher uses in-depth interview to explore intensively the strategies of English teachers in teaching students with special needs. In the interview, the researcher made 5 main questions to each teacher.

D. Method of Analysis

In this study, researcher used the Miles & Huberman interactive analysis model. The analysis process in this model is carried out in four stages, as cited in Saleh (2017).

1. Data Collection

The data obtained from the interview was recorded in two parts, namely descriptive and reflective. First, descriptive notes are natural notes (about what is witnessed directly by the researcher without any opinion or interpretation of the phenomena experienced). Second, reflective notes are notes that contain the researcher's impressions, comments, opinions, and interpretations of the findings

encountered and are material for data collection plans for the next stage (Saleh, 2017).

2. *Data Reduction*

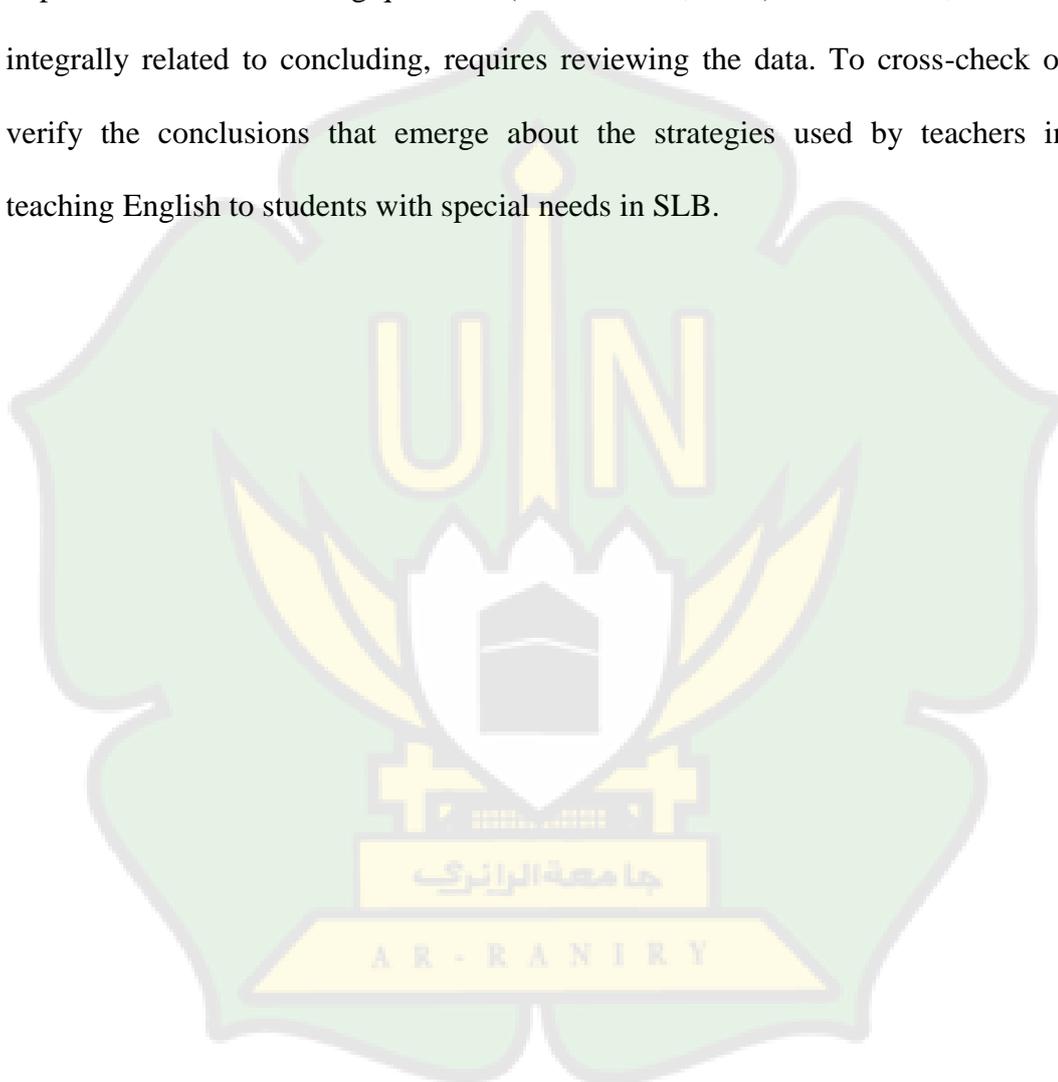
Data reduction entails summarizing, selecting the essential elements, and focusing on the most significant aspects of uncovering themes and patterns. As a result, the reduced data presented a better picture and made it easier for the researcher to collect further data. Data reduction is a type of analysis that sharpens, classifies, directs, discards extraneous information, and organizes data so that conclusions may be reached and validated (Saleh, 2017). In line with this opinion, Abdussamad (2021), data reduction is a sensitive thinking process that requires high intelligence and depth of insight so that it can reduce data that has significant findings and development.

3. *Data Display*

The next stage was to display the data once it had been reduced. The data is presented in such a way that the resultant reduction data is structured in a relationship pattern, making it easier to understand and plan for future study efforts. In this stage, the researcher attempted to assemble pertinent data so that it might be information that was concluded and had a certain significance. The process may be carried out by showing data and connecting phenomena to make sense of what happened and what needs to be followed up on to fulfill the study objectives. A decent data presentation is a critical step in conducting a valid and accurate qualitative analysis. (Saleh, 2017).

4. *Drawing Conclusion*

The last steps in qualitative data analysis is to conclude and verify. Drawing conclusions considering what analyzed the average data and assessing the implications for the existing questions (Abdussamad, 2021). Verification, which is integrally related to concluding, requires reviewing the data. To cross-check or verify the conclusions that emerge about the strategies used by teachers in teaching English to students with special needs in SLB.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter contains an analysis of the research data that consists of two sections, research findings and discussion. The research findings section tells everything that was found during the research that answered the two research questions proposed in this study. In the discussion section, the findings are drawn and connected to previous research and experts.

A. Research Findings

To answer two research questions proposed in this study, the researcher used interview to collect data. The researcher used a semi-structured interview to find more in-depth information from four English teachers in these two different schools. In the interview, the researcher asked 18 questions. The researcher asked the questions in Indonesian language to make it easy to answer the questions. The purpose of this research is to find out the strategies used by English teachers to teach students with special needs at SLB and to discover the way English teachers deal with students with special needs in learning English. After analyzing the data, the researcher figured out some findings related to this study. It is explained in detail below.

1. Teaching English to Students with Special Needs

Based on the interview, there are two things that teachers apply in teaching students with disabilities, namely teaching materials and teaching strategies.

a. Teaching Material

From the interview, it is known that the material for children with special needs is different for children in general. They have curriculum that is adapted to the abilities of children with special needs. This is acknowledged by teacher A and teacher R.

Teacher A:

“The materials in this school are adapted to the special needs curriculum, to ensure that the materials are suitable for students with special needs. They have their books adapted to their needs, and teachers must find suitable references and materials. If textbook material is too high for students, they must adjust it to ensure they can understand the material. The materials are not identical to the textbook but adapted to the student's needs and abilities”(Nov 01, 2023).

Teacher R:

“For children with special needs, they have their curriculum adapted to their abilities. Each child has different indicators, such as teaching them to read first if they cannot read yet. To ensure comprehension, teachers provide more vocabulary and focus on short and simple sentences for learning such as I go to school.” (Nov 01, 2023).

Similarly, teacher A and teacher R also explained that the materials used for each student are different.

Teacher N:

“Children with special needs cannot be equated with children in general schools. When we provide materials, we look at the child's abilities and then conduct evaluations and assessments. So that we can provide materials according to their abilities and needs. Usually, I teach them vocabulary about parts of the body, animals, fruits, members of the family, etc. We cannot equate child A with child B. For example, mentally impaired children have different IQ levels, some are in the severe, moderate, and mild categories.”(Nov 09, 2023).

Teacher F:

“The material for children with special needs and children in schools in general is the same, it's just that the level of material is different. SLB materials are lower than schools in general. They have their curriculum specifically for children with special needs. The material provided also depends on the child, because each child has a different level of ability. Usually, I teach vocabulary to them about animals, fruits, etc.” (Nov 09, 2023).

Based on the data, it was also found that the class for children with special needs is separated based on their disability group, but due to limited class space, some disability groups are put together in the class. However, teachers still use different materials and strategies for each child. As mentioned by teacher A and teacher N.

Teacher A:

“They should all be separated, but here the classes are limited. Some classes are separated, some are not. Like the hearing impaired, they are separated because they use sign language” (Nov 01, 2023).

Teacher N:

“They are put together in one class according to their disability, such as the visually impaired with their group, the hearing impaired with their group” (Nov 09, 2023).

Based on the findings described above, it can be concluded that children with special needs have a different curriculum from schools in general, which is adjusted to their respective ability levels. From the interviews that have been conducted, the teachers teach vocabulary to children such as everyday life, members of a family, parts of the body, animals, fruit, and simple sentences. The material taught is also different for each child, following their needs and abilities. Their classes are also differentiated based on their disability group, such as the

hearing impaired, so it is easier for teachers to explain to them because they use sign language.

b. Teaching Strategies

Based on the interview, it was revealed that there are three strategies usually use the teachers to teach students with special needs, namely applying a particular method, using media in teaching, and teaching simple vocabulary and sentences.

1. Applying a Particular Method

Based on the research, it was found that teachers apply a particular method in teaching students with special needs. The methods that are often used are role playing, repetition and direct instruction.

a) Role Playing

Based on the interview, teacher A usually uses role playing method to teaching students with special needs. As teacher A said.

Teacher A:

“I usually use role playing. Because it is played by one class, I give directions to students with different directions. To make learning more active. I also often make simple games. They learn more about learning vocabulary” (Nov 01, 2023).

Based on the findings above, it can be concluded that role playing is one of the strategies used by teacher A to teach students with special needs. By playing with one class but giving different instructions. It's used to make learning more interesting.

b) Repetition

Based on the interview, it was revealed that teacher R usually uses the repetition method as a strategy to teach students with special needs. As teacher R said.

Teacher R:

“I often used the repeating method. Usually, after I write the English vocab and its meaning, I explain it and tell them to read aloud one by one. Then, I tell them to repeat and correct their pronunciation. After that, I ask them about material around ten minutes, then I ask them to come forward to write again" (Nov 01, 2023).

Based on the findings above, it can be concluded that repetition is used by teacher R to teach students with special needs. By writing on the board then telling the students to read back what was written. Because students in SLB learn a lot of vocabulary, it is to help improve their pronunciation.

c) Direct Instruction

Based on the interview, it was revealed that teacher N and teacher F usually use the direct instruction method as a strategy for teaching students with special needs. As said teacher N and teacher F.

Teacher N:

“I teach more vocabulary to students with special needs. Like teaching daily vocabulary by practicing directly and improving their pronunciation. So they are not bored with learning activities” (Nov 09, 2023).

Teacher F:

“I usually used direct instruction strategies, such as teaching vocabulary of objects in the classroom, parts of the body, etc.” (Nov 09, 2023).

Based on the explanation above, it can be concluded that direct instruction is a strategy used by teacher N and teacher F to teach students with special needs. By teaching vocabulary and correcting pronunciation.

2. Using Media in Teaching

From the interview data, it was found that teachers usually use realia, pictures, audio and video media, as stated by teacher A, teacher R, teacher N and teacher F.

Teacher A:

“For media, I often use pictures, audio, and realia to teach students with special needs” (Nov 01, 2023).

Teacher R:

“I often also use realia media to teach students with special needs” (Nov 01, 2023).

Teacher N:

“The media that I often use varies, such as realia, and video. So they are not bored with learning activities” (Nov 09, 2023).

Teacher F:

“The media I often use are realia, pictures and videos.” (Nov 09, 2023).

Based on the interview above, it was found that teachers use a variety of media to teach students with special needs. the media that teachers often use are realia, pictures, audio and video. This is done by adjusting the ability and material being taught. The use of media is to make learning more fun and liked by students.

3. Teaching Simple Vocabulary and Sentences

Based on the interview, it is known that they have a curriculum that is adapted to the abilities of children with special needs. For subject matter, students with special needs have limitations, so the teachers only teach vocabulary and simple sentences. They have to explain the material one by one to students with special needs, like in a private class. This is acknowledged by teacher R, teacher N, and teacher F.

Teacher R:

“For children with special needs, they have their curriculum adapted to their abilities. To ensure comprehension, teachers provide more vocabulary and focus on simple sentences for learning English such as I go to school.” (Nov 01, 2023).

Teacher N:

“Usually, I teach them vocabulary about parts of the body, animals, fruits, members of the family, etc. We should teach in a private setting, dividing the class into groups with different levels.” (Nov 09, 2023).

Teacher F:

“SLB materials are lower than schools in general. The material provided also depends on the child, because each child has a different level of ability. Usually, I teach vocabulary to them about animals, fruits, etc.” (Nov 09, 2023).

Based on the findings above, it was revealed that teachers explain English subjects to students with special needs. They teach vocabulary and simple sentences. Although they are united in class, the subject matter is taught differently for each child depending on the needs and abilities of the child.

To ensure successful learning of English, teachers need to adapt strategies to children's abilities and make learning fun. As mentioned by teacher N.

Teacher N:

“To ensure successful English learning, it is essential to adjust the strategies to the child's ability and incorporate fun activities to make learning enjoyable. Additionally, some children may be silent or not respond well to class activities. To address this, teachers should teach in a private setting, dividing the class into groups with different IQ levels. The material is given to the child with the higher IQ first, followed by the child with the lower IQ.” (Nov. 9, 2023).

Based on the above findings, it is revealed that to ensure the success of English learning, teachers should incorporate fun activities to make learning enjoyable. In addition, some children may be less active in class activities. To

overcome this, teachers have to teach privately, by dividing the class into groups with different ability levels.

As a result, it can be concluded that teachers use different strategies for each material and for each child. The strategies they usually use are role-play, repetition, direct instruction, using media, and explaining the subject matter. These strategies are considered successful in directing students with special needs to learn English, as can be seen from their progress in learning vocabulary. Because students with special needs get bored quickly in learning, appropriate strategies are needed.

2. The Challenges of Teaching English to Students with Special Needs

Teachers have to deal with problems that often occur in the classroom during the teaching and learning process. The common problem that occurs with children with special needs is that they get bored quickly and often leave the class when learning. Based on interview, there are two strategies were found that teachers used to overcome the problems that occurred in the classroom during learning English, namely persuading and playing the game. The following details are below.

a. The Difficulties of Teaching Students with Special Needs

Based on the interview, it was found that teachers have difficulties in teaching English to students with special needs. These difficulties are difficult to explain the subject matter, limited time, different treatment for each student, and difficult to control student behaviour.

1) Difficult to explain the subject matter

Children with special needs have difficulties in learning, especially learning English. Based on interview data, teachers have difficulty teaching them. This was stated by teacher R and teacher N.

Teacher R:

“When explaining to deaf children, sometimes I have difficulty explaining the meaning of the word or sentence.” (Nov 01, 2023).

Teacher N:

“There are difficulties in delivering the material to the children because we have to categorize it first.” (Nov 09, 2023).

2) Limited Time

Teaching children with special needs requires a long time, while the time available for each subject is very limited. Based on the interview, teacher N revealed that she has difficulty in dividing her time, especially teaching English which will be difficult for students with special needs to understand. As mentioned below by teacher N.

Teacher N:

“Sometimes the small amount of time does not achieve maximum learning objectives. We also have to teach them one by one, like a private class” (Nov 09, 2023).

3) Different Treatment for Each Students

Children with special needs have different knowledge and abilities. So teachers have to categorise them into different categories into severe, moderate or mild. This is to provide appropriate materials and strategies to students with special needs. This was stated by teacher F.

Teacher F:

“Because the ability levels of children with special needs vary, they are classified into severe, moderate and mild categories. So, we have to teach each child individually with different materials and strategies” (Nov 09, 2023).

4) Hard to Control Students Behavior

Based on data, it was found that there are some common problems that occur in the classroom during the learning process is that they are less serious in learning and always leave the class because they are not interested in learning. As stated by teacher A and teacher R.

Teacher A:

“There are problems but they can be handled. The problem that often occurs is that many children often leave the class. When it's not time for recess, they buy snacks” (Nov 01, 2023).

Teacher R:

“The problem that often occurs in my class is that they often go in and out of class. But, I have special problems, during my teaching career, there was a time when one of the children had a convulsion. When that happened. I called all the teachers. Because I couldn't handle it. After that, the parents were called to be taken home and treated at home” (Nov 01, 2023).

Similarly, the same thing also happened in teacher N and teacher F's class. As mentioned by teacher N and teacher F.

Teacher N:

“There is a child with special needs, he often leaves the class and often sulks but there were no cases that required calling parents” (Nov 09, 2023).

Teacher F:

“For problems that often occur, children with severe mental categories. They often leave the class and there were no special cases that required me to call the parents.” (Nov 09, 2023).

Based on the explanation, it was discovered that the difficulties that teachers usually have when teaching students with special needs are the difficulty to

explain the subject matter for them, the time of limited, different treatment for each students and the teachers hard to control students behavior.

3. Teachers' Strategies in dealing with Student with Special Needs

Based on the research, it was found that in dealing with students with special needs, teachers use two strategies, namely persuading and playing the game.

1) Persuading

Based on interview data, teachers have their own strategies to deal with students' problems in class when learning. All teachers answered that the strategies are they use is gently persuading those who often leave the class and those who often sulk. There is no special strategy and it does not take long for them to be able to learn again. It was stated by teacher F and teacher N.

Teacher F:

“Those who often leave the class, I will gently persuade them, some even have to be held by the hand so that they want to be invited to enter. It does not take long, about 2-5 minutes after being persuaded, they will enter the class again and can immediately learn” (Nov 09, 2023).

Teacher N:

“I gently and patiently invited him back into the classroom. Sometimes some children need time, and some can learn directly. It depends on the child. In general, after being persuaded for about 30 minutes, they can continue learning immediately” (Nov 09, 2023).

Based on the explanation above, it can be concluded that teachers in SLB do not have a special strategy, students who make problems in class, only need to be persuaded to be normal as before. They generally do not need a long time to get back to learning as usual.

2) **Playing the Game**

Based on interview data, it was found that in addition to persuading students who made trouble in class, teachers also used another strategy, namely playing games. As mentioned by teacher A and teacher R.

Teacher A:

“I will persuade and guide them back to class again. When they are bored of learning, I will invite them to play games in class, such as putting together puzzles. Because if we study continuously, they get bored quickly, so we need to mix it up with games. If there is a problem in class, it takes about 30 minutes. Sometimes some children take longer, while others can learn immediately. It depends on the child" (Nov 01, 2023).

Teacher R:

“To overcome this, I give him plasticine, so that he sits and does not come out. After that, he followed my directions not to go out. The purpose of giving him plasticine is so that he wants to hold a pen to learn. In addition, when children do not want to learn and like to leave the class, I will persuade them to continue learning. If they don't want to study, I give them what they want, whether it is games, etc. The point is that they should not be forced to study.”(Nov 01, 2023).

Based on the explanation above, it can be concluded that teachers have various strategies to overcome problems that occur in the classroom. They can make the class more conducive when students are bored of learning, such as playing educational games and various other games.

As a result, it can be concluded that teachers have various strategies to overcome the problems that occur in the classroom, including persuading them, giving games, giving plasticine, and giving them what they ask for. This aims to make them want to learn because children with special needs are different from children in general, they should not be forced to learn.

B. Discussion

This section is a discussion of the findings described above. There are two research questions proposed in this study. Both research questions are answered by the data gained from the interview. The first research question is "What strategies are used by English teachers in teaching students with special needs?". From the research findings, it was revealed that there are three strategies used to teach students with special needs to learn English, namely applying a particular method, using media, and teaching simple vocabulary and sentences.

These findings are in line with Hornby (2014), who uses direct instructions as one of the strategies in teaching English to students with special needs because the instructional activities include direct instruction from the teacher to a small group, face-to-face, or individual students. This research is also in line with by Hayati et al (2021), who found that six strategies that can be used by teachers in teaching English to students with special needs are direct instruction, discussion, small-group, role play, co-operative learning, and problem solving.

Teachers apply materials that are appropriate to the abilities of students with special needs. This is based on the researcher's findings from interviews, which state that students with special needs have their curriculum and the material taught is at a lower level than students in general. The materials taught are related to vocabulary and simple sentences, for example, parts of the body, members of the family, animals, fruits, etc. These findings are in line with Upa and Mbato (2020), that the selection of EFL materials for students with special needs is basic

materials such as the introduction of vocabulary about the names of animals, fruits, and objects in the classroom.

Furthermore, to make children with special needs want to learn, we need to combine it with games. A study conducted by Tarigan et.al (2021), showed the positive effect of bingo games to increase learning activities in English. In addition, Ulfa and Inawati (2022), also mentioned that educational games can improve students' English skills, especially for those with special needs. These games are designed to cater to students' learning styles, making them more engaging and effective in the classroom.

The second research question proposed in this study is “How do English teachers deal with students with special needs in learning English?”. The findings of the interviews show that the participants had certain difficulties when instructing students with special needs. These difficulties include hard to explain the subject matter, limited time, different treatment for each students, and not easy to control students behavior. From these problems, the teachers generally use methods by persuading and playing the game, so that it does not take long for them to return to learning.

This finding is in line with the findings of Lestari et.al. (2022), who found that there are three strategies that can be implemented by the teacher, namely the teacher should understand the situation and conditions of students, persuade students to learn, and make the class active with creativity. In line with these findings, Ananda (2021) also found that the strategies can used by the teacher, namely the teacher motivates parents to give more attention to their children at

home. Teachers also should notice each student more often in class, so that students with special needs feel appreciated for their achievements.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter consists of conclusions from this study and suggestions from research findings and discussion. The data that has been analyzed along with the discussion of the research findings is concluded in the conclusions section. In addition, there are recommended suggestions related to this research.

A. Conclusion

In general, teachers use learning strategies that are easily understood by students with special needs. According to the research, teachers in SLB also only provide basic English materials to students with special needs, such as daily vocabulary, parts of the body, names of fruits, family members, etc. Due to physical and mental disabilities, they should not be forced to learn and the teacher who teaches them must be patient and loving person.

The teachers in special schools need to recognize what the level of disability is, whether it is classified as a severe or mild level category. After that, teachers can provide different strategies and materials to each child depending on the needs and abilities of the child. There are several strategies that teachers use when teaching students with special needs, namely applying a particular method, such as role playing, repetition and direct instruction, using media in teaching, and teaching simple vocabulary and sentences.

In addition, teachers in special schools also have challenges when teaching students with special needs. They have to deal with children with various

characters that may be different in general and difficult to overcome. The problem is difficult to hard to explain the subject matter, limited time, different treatment for each students, and not easy to control students behavior. From these problems, the teachers generally use methods by persuading and playing the game, so that it does not take long for them to return to learning. This also requires appropriate strategies for each child so that the child is interested in learning especially in learning English.

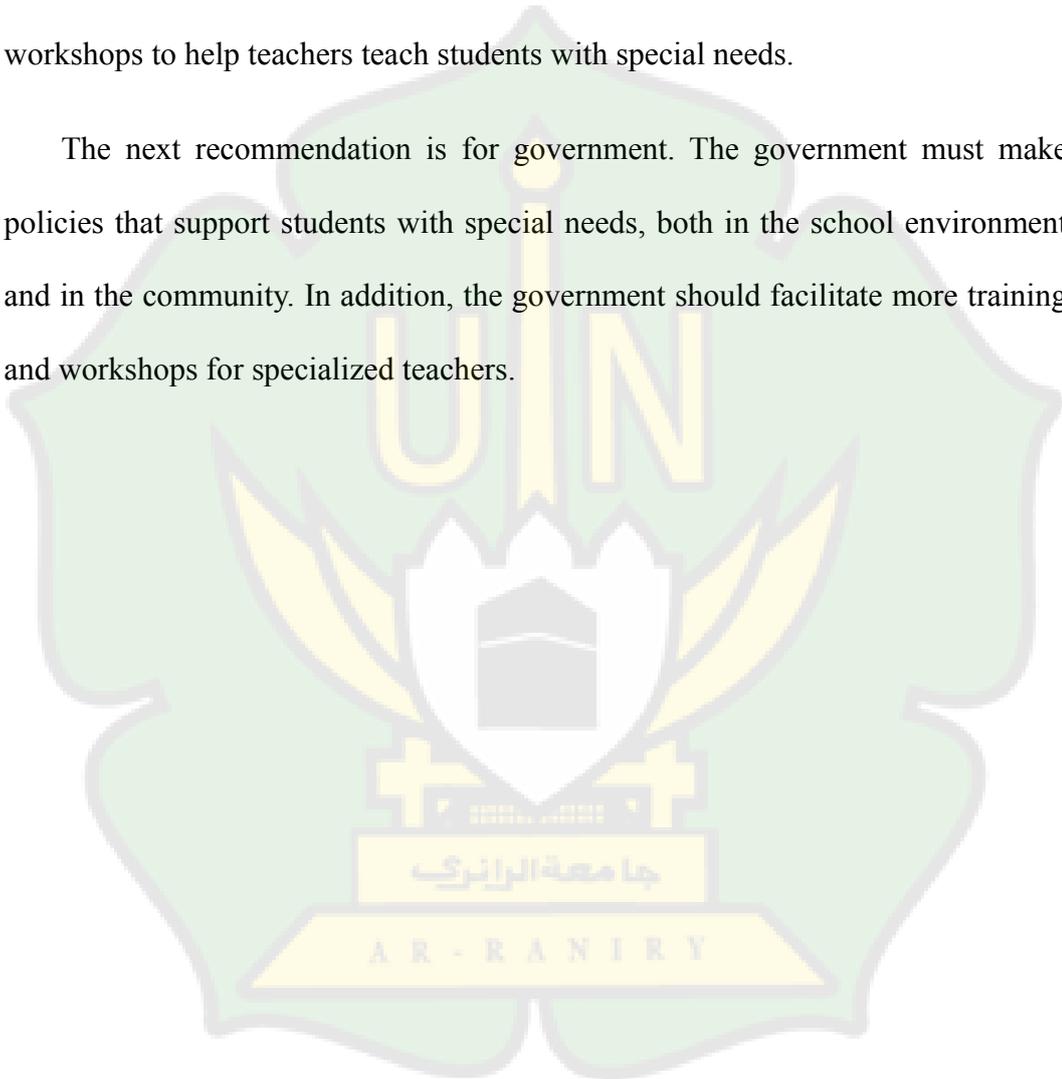
B. Recommendation

Based on these findings, the researcher offers some suggestions for English teacher who have teaching students with special needs, also for the special schools, and for government.

The first recommendation is for English teachers who have teaching to students with special needs. The teacher must be more varied in using media in teaching English to avoid students getting bored in learning with the same media. The researcher also recommended that teachers create an English-speaking environment for students with special needs starting from simple sentences such as take your book, please stand here, etc. So that over time students will get used to using it in everyday life. Additionally, the researcher suggested that during the learning process, teachers ensure that classroom conditions are safe for students with special needs and the classroom door is always closed so that students do not leave the classroom.

The second recommendation is for the special schools. The researcher suggests that schools provide the facilities needed by students with special needs. To make students with special needs feel safe and comfortable in the school environment. Besides that, schools provide teachers with regular training and workshops to help teachers teach students with special needs.

The next recommendation is for government. The government must make policies that support students with special needs, both in the school environment and in the community. In addition, the government should facilitate more training and workshops for specialized teachers.



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Appendix A Appointment Letter of Supervisor



SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-7634/UN.08/FTK/KP.07.6/07/2023

TENTANG
 PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
 UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang :
- bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
 - bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat :
- Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan UIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 192 Tahun 2003, tentang Pen dele gasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 - Keputusan Menteri Keuangan Nomor 293/KM/K (S/2011) tentang Penetapan Instansi Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
 - Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pen dele gasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 13 Juni 2023
- Menetapkan
PERTAMA :
- MEMUTUSKAN**
- Menunjuk Saudara:
- | | |
|-----------------------------------|----------------------------|
| 1. Syarifah Dahliana, M.Ed., Ph.D | Sebagai Pembimbing Pertama |
| 2. Fithriyah, S.Ag., M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- | | |
|---------------|--|
| Nama | : Tia Zurrumah |
| NIM | : 190203092 |
| Program Studi | : Pendidikan Bahasa Inggris |
| Judul Skripsi | : Investigating Teachers' Strategies in Teaching English to Students' with Special Needs |
- KEDUA : Pembayaran honorarium pembimbing pertama dan kedua tersebut dapat dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA, 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada tanggal: 21 Juli 2023
 Dekan

Arif M. Yusuf

Tembusan

- Rektor UIN Ar-Raniry sebagai laporan
- Ketua Prodi (B) Fak. Tarbiyah dan Keguruan
- Pembimbing yang bersangkutan untuk dimatikan dan dilaksanakan
- Mahasiswa yang bersangkutan
- Arsip

Appendix B Recommendation Letter from Fakultas Tarbiyah dan Keguruan to Conduct Field Research



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

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

Nomor : B-11661/Un.08/FTK.1/TL.00/11/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala SLB Negeri Pidie
2. Kepala SLB Negeri Bambi

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **TIA ZURRAHMAH / 190203092**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Ptuka I, Lor. Melati No.9, Gampong Ateuk Pahlawan, Kecamatan Baiturrahman, Kota Banda Aceh.

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 *Investigating Teachers' Strategies in Teaching English to Students with Special Needs*

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

Banda Aceh, 01 November 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 29 Desember
2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C Confirmation Letter from the School

A. SLB Negeri Pidie



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH LUAR BIASA NEGERI PIDIE
KECAMATAN MUTIARA

Alamat : Jln Beureunuen – Tangse Km.1 Teurcubue Kode Pos 24173. Email : slbnpidie14@gmail.com

SURAT KETERANGAN PENELITIAN
Nomor : 421.8/ 328 /2023

Dengan Hormat,

Sesuai dengan Surat Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor : B-11661/Un.08/FTK.1/TL.00/11/2023 tanggal 01 November 2023, tentang izin mengadakan Penelitian, maka Kepala SLB NEGERI PIDIE Kecamatan Mutiara Kabupaten Pidie dengan ini menerangkan bahwa :

Nama	: Tia Zurramah
NPM	: 190203092
Program Studi	: Pendidikan Bahasa Inggris
Universitas / Institut	: Universitas Islam Negeri Ar-Raniry

Benar yang namanya tersebut diatas telah melakukan Penelitian di SLB NEGERI PIDIE Kecamatan Mutiara Kabupaten Pidie pada tanggal 01 November 2023, dengan judul skripsi sebagai berikut :

Investigating Teachers' Strategies in Teaching to Students with Special Needs

Demikian Surat keterangan ini saya buat dengan sebenarnya, kepada yang bersangkutan untuk dapat dipergunakan seperlunya.

Teurcubue, 08 November 2023
Kepala SLB Negeri Pidie


Hafriani, S.Ag., M.Si
NIP. 197602012000122001

B. SLB Negeri Bambi



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH LUAR BIASA NEGERI BAMBI
Jln. Bale Oen Desa Blang Raya Bambi Kec. Peukan Baro Kode Pos 24172
KABUPATEN PIDIE



SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

Nomor: 421.8/68 /2023

Kepala SLB Negeri Bambi Kabupaten Pidie dengan ini menerangkan bahwa :

Nama	: TIA ZURRAHMAH
NIM	: 190203092
Perguruan Tinggi	: Universitas Islam Negeri Ar-Raniry
Program Studi	: Fakultas Tarbiyah Dan Keguruan
Jurusan	: Pendidikan Bahasa Inggris

Berdasarkan Surat Nomor : B-11661/Un.08/FTK.1/TL.00/11/2023 Perihal Penelitian Ilmiah Mahasiswa, Dengan ini kami terangkan bahwa saudari yang namanya tersebut di atas telah melaksanakan penelitian di SLB Negeri Bambi pada tanggal 09 November 2023 dengan judul skripsi :

"Investigating Teachers' Strategies in Teaching English to Students with Special Needs".

Demikian surat keterangan ini kami buat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Bambi, 09 November 2023
Kepala

KAERKAUSAR, ST., M.Si
NIP. 19710401 200701 1 005

Appendix D List of Interview Questions

The Question Interview Guide:

1. Is the subject matter in special schools the same as the subject matter in schools in general?
2. Are all children with special needs put together in one class or separated according to their need groups?
3. How do you develop teaching materials that suit the needs and abilities of the various categories of students with special needs?
4. Do you use different learning strategies for each student and for each meeting?
5. What strategies do you often use in teaching English?
6. Are the strategies appropriate to the needs of the students?
7. Do you think that the strategies are success to lead the students to learn?
8. What media do you often use in teaching English?
9. How active are students when learning English?
10. Do they always participate in each meeting or not?
11. Do you find some difficulties during teaching students with special needs?
12. What are the common problems that the teachers often face in the classroom learning process?
13. How do teachers deal with these problems?
14. Are there specials strategies for dealing with students with special needs when problems occur in class? What are they?
15. Are the strategies successful or not?
16. Are there any specials cases that cannot be handled that require you to call the student's parents? What are they?
17. If a problem occurs with a child, how long does it usually take for the child to return to normal?
18. Does the child take a long time to return to normal, or once the problem is solved, the child can immediately learn as before?