

## **The Problems and Challenges English Teachers Face in Teaching Students with Disabilities**

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### **Abstrak**

This research dealt with the analysis of teaching challenges faced by English teacher in teaching disabled students. The objectives of the research were to describe problem faced by English teachers, factors caused the problems and solutions taken to face the problems. Descriptive qualitative method was applied in conducting this study. The data were taken from the English teachers who taught English at the VIII grade at SMPLB Negeri 1 Lombok Barat, province of West Nusa Tenggara, based on the observation, documentation and interview from August 9 until September 5, 2021. It was found that the challenges faced by the teacher in teaching there are of management class, Lack of communication between teachers and students, and Lack of reading and writing skills. It was also found the factors of causing the problems such as students have intellectual disability and teacher's education background and physical. The solutions were found as using TPR method, double assistances and private assistant. Finally, this research finding could be useful for English teachers to teach English for mild intellectual disability in a better way despite the many challenges that probably appeared.

**Keywords:** English Teacher, students with disability, difficulties.

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### **A. INTRODUCTION**

Every child is unique and has their own needs, and all children must get an education, including children with mental and physical disorders. Indonesian has the right to get an education. Based on Law No. 20 of 2003, article 7 states that "every

citizen has the same right to receive education, and citizens who have physical, emotional, intellectual, mental and or social disabilities are entitled to special education." The Indonesian government built a particular school for the so-called SLB (Sekolah Luar Biasa) to facilitate disabled students.

Nowadays, English is one of the subjects needed by human beings. Currently, almost all the latest technology tools (gadgets, laptops, Television, etc.) use English in their use. Besides that, it is essential in politics, international diplomacy, economics, business, science, technology, and culture. So that English is considered even for children with special needs. Hence, English has been studied as a compulsory subject at junior high school, senior high school, special school (SLB), and in all departments of University.

According to Government regulation, No.19 years 2005 about National Education Standard section 6 verses 1 c stated that English should become one of the subjects for students with intellectual disabilities. Krapez (in Mohammadian dan Dolatabadi, 2016, p. 96) also describes research that a child's foreign language communicative ability can be provoked even if a child is mildly mentally disabled by using a professional approach to teaching and learning.

However, the implementation of the learning process still has many obstacles, and one of the compulsory subjects that are challenging to teach at SLB is English. According to Muslim (2019, p. 41) there are several problems in teaching English to disabled students. Students with hearing impairment have difficulties in verbal communication, the use of vocabulary and the translation, pronunciation, and how to make students understand.

English has become one of the compulsory subjects in SLB (sekolah luar biasa) yet teaching English is not easy. Teachers have an important role in the learning process. Muslim (2019, p. 1) to achieve learning objectives and to produce an effective learning process, the teacher must be able to connect the knowledge that students had with the subject being studied. Teachers are one of the most importance factors for students' success.

Teaching English as a foreign language to disabled students is more complex than normal students. Nurcahyo (2013, p. 7) states that teaching students with intellectual disabilities is very difficult because of the differences in disability that each student has. Teachers should be professional in teaching disabled students. According to Rosdiana (in David 2018, p. 2), disabled students are more sensitive to normal students. It requires sincerity, patience, and readiness to deal with all conditions that will occur when doing approach and behave together with disabled students so that learning material can be well presented. This also causes the SLB teacher who indirect teaching also play a role in helping students discover the strengths that exist in them while understanding each student's uniqueness, strengths, or different characteristic.

Teacher teaching is an issue in our special education today. Lack of teaching staff or teacher competence in SLB especially causes the special education system not to work properly. Teaching English as a subject of lessons in SLB is more complicated than we think. The importance of doing the study is to find out the difficulties teachers face. This is the main reason why a study *"Identify Problems and Factors Causing These Problems as well as The Proposed Solutions"* is conducted. This study tries to find out what the teachers perceive as the main factors causing the difficulties. It is hoped that the finding of this study may be helpful as a solution or suggestion for the future improvement of teaching English, especially in SLB.

This research was conducted at SLB Negeri 1 Lombok Barat as the research place. This school is located in Jalan Sonokeling No. 1 Dasan Geria Lingsar, Lingsar - West Lombok, Province of Nusa Tenggara Barat.

This study aims to investigate the difficulties English teachers encounter in delivering the materials of English in class, identify factors causing the difficulties in teaching English in SLB and identify how the teachers deal with the problem they faced in teaching English in SLB.

## **B. RESEARCH METHOD**

This study used the qualitative method and focused on the growth of social phenomena. Qualitative research is focused on the analysis of the environment. Sugiyono (2013, p. 8) stated, "Qualitative research is... methods naturalistic because the research is carried out in natural conditions (natural settings)... because the data collected and the analysis is more qualitative".

This study used primary and secondary data sources, particularly normative research based on documents or reading sources. The primary sources of this research were the principal of SLB Negeri Lombok Barat, the teachers SLB Negeri 1 Lombok Barat, and the course files and documents. This study relied on data collecting to conduct descriptive qualitative research. Because the qualitative approach was a type of research that did not involve any calculation or statistical approach, I gathered, organized, and presented the data.

During the data analysis, some techniques were applied. The collected data went through reduction for prioritizing the most crucial information, categorizing the data, and discarding the unrelated data to the study. The data then to be displayed during the data display, a brief explanation, a diagram of category relationships, a flowchart, and others were conducted to clarify the claim. The displayed data then were narrated.

The last step is to draw inference including for verification. The process of analysis lasted through data interpretation. The coded data were interpreted by

enriching information using comparison analysis, removing all of the original contexts. As a result, a pictorial presentation of the situation and symptoms was created in the form of narrative exposure. The drawing of conclusions was the last phase in the data analysis process.

## **C. FINDING**

To answer questions based on the research's emphasis, what has been experienced by English teachers at SLB Negeri 1 Lombok Barat will be used along with all information related to problems questioned in this research.

### **a. The difficulties English teachers encounter when delivering the materials of English in the class.**

#### **Classroom management**

The teacher's first issue was how to manage the class. Classroom management is one of the most crucial aspects of the learning process; without it, class efficacy can be lowered, and even no improvements in information transfer can be achieved. Meanwhile, students with intellectual disability are extremely difficult to manage in the classroom. As the teachers pointed out,

“memang atau dalam memberikan pelajaran pada anak (*siswa yang mengalami gangguan intelektual*) sebab kadang-kadang mas kita sedang mengajar apalagi saya netrakan (*pak sahwan menderit tuna netra*) gak bisa namanya anak (*siswa yang mengalami gangguan intelektual*), kita sedang menerangkan (*menjelaskan pelajaran*) kadang-kadang, dia gak ada di depan kita menghilang (*siswa yang mengalami gangguan intelektual keluar dari dalam kelas*) kadang-kadang pergi datang pergi datang, ketika kita tanya sepi gak ada di ruangkan. Jadi guru kalo kita ya

banyak sabar, sabarnya kita mengajar anak itulah salah satunya, mereka (*siswa yang mengalami gangguan intelektual*) masih kayak anak SD.” (Interview with the teacher on August 12, 2021)

(Managing or in giving lessons to children (students with intellectual disabilities) because sometimes when I am teaching, mainly I am blind (Mr. Sahwan is blind) I can't, the name of the child (students who have an intellectual disability), when I explain (explaining the lessons) sometimes, they are not there, they are gone (students with intellectual disabilities leave the class) sometimes they go outside and come inside again, when I ask them, all of them is quiet; actually they are not in the room. That is why the teachers must have a lot of patience, and we have to be patient in teaching children with intellectual disability. They are still like elementary school children.”)

According to the statements above, children with intellectual disabilities are challenging to handle. In particular, to ensure that they learn systematically in the classroom.

### **Lack of communication skill**

The Lack of communication is the next issue. It indicated that the students had difficulty in speaking. One of the competency levels that must be taught to children with an intellectual disability is speaking ability.

The students' speaking limitations were poor pronunciation and a lack of knowledge of English speaking standards and agreement. Despite their best efforts, the students were unable to master the language. According to the teacher

“Anak-anak (students with intellectual disability) kadang males bersuara. dia yang tuna grahita berat (level dari

siswa yang mengalami gangguan pada intelektual) sulit sekali (tidak mau berbicara) padahal mereka punya suara.”(Interview with the teacher on August 16, 2021).

(Children (students with intellectual disability) are sometimes lazy to speak. Those who are severely mentally disabled (the level of students who have intellectual disabilities) are complicated (don't want to talk) even though they have a voice.)

Even though a result, it was acceptable if students with intellectual disabilities had more limited communication than average students. The students had difficulty pronouncing English words, as spelling and pronunciation varied, and they had fewer vocabularies than normal students.

However, it wasn't easy while the teacher was teaching vocabulary materials orally and physically. The teacher needed the students to say the words, but the students refused to do so. They simply listen and see the teachers, despite the teacher stating the words and presenting the pictures or things first. Furthermore, the students had difficulty pronouncing the words. Even when translated into Indonesian, a few terms remained unfamiliar to the students.

### **Lack of reading and writing abilities**

The third issue is a lack of reading and writing abilities. The capacity to read is a skill that every student should have because it is how people obtain knowledge from written sources.

Teachers face a difficult task in educating a student with an intellectual disability to read and write, especially in the case of teaching English. Observational data indicated that reading teaching English vocabularies for children with intellectual disabilities in English class was done through pictures but not as easy as preparing a normal student. When students learned the

words, they paired them up with photos, real items, or the translation shown to them in the classroom. Before mixing the letters in a word, they took the time to identify the letters. They could not fully comprehend what they were reading because most of them could not fully understand what they were reading fully. Reading comprehension was not incorporated in instructional materials based on observations. Students with intellectual disabilities had a low vocabulary, grammatical understanding, and a limited ability to use context when reading in English. It was not only happened in reading but also in writing. When teachers ask the students with intellectual disabilities write the words, it can be done if only the teachers write that in their book as Mr. Sahwan stated.

“Apalagi (students with intellectual disability) grahita belum bisa baca, banyak yang gak bisa baca.” (Interview with the teacher on August 16, 2021)

(Moreover (students with intellectual disability) grahita can't read yet, many of them can't read.)

“Kalau menulis sendiri mereka tidak bisa iya rata-rata, mereka bisa nulis jika mengikuti dipapan, dia nyontok (melihat dengan seksama tulisan dipapan), biar pun yang ringan apalagi yang berat gak bisa sama sekali.” (Interview with the teacher on August 12, 2021)

(If they write on their own, they can't, on average, they can write if they follow the board, they stick (looking carefully at the writing on the board), even if it's light or heavy, they can't do it at all.)

According to observation data, the students wrote their thoughts verbally in their native tongue. They were unaware of the importance of creating a concept, planning, composing, and editing in the

writing process. Meanwhile, in the reading skills, students need additional time to read English words and cannot understand English texts. Due to this inability to form inferences about new terms, students with intellectual disabilities were unable to grasp the text as a whole.

## **b. Factors causing the difficulties in teaching English in SLB**

There are various internal and external factors that might influence the teaching and learning process, whether they come from students or teachers themselves. According to the findings of my observations and interviews, several internal and external factors affect teaching English activities for children with intellectual disabilities at SLB Negeri 1 West Lombok.

### **External factor**

Students with intellectual disability are one of the types of students with mental impairments who have lower-than-average intellectual ability and cognitive limits. Children with intellectual disability have brain abnormalities that impact their cognitive abilities and intellect. Resulting in difficulties adapting, a lack of motor skills, a lack of desire, easily diverted focus, and a high rate of fatigue, all of which contribute to boredom. Students with intellectual disability frequently make mistakes in grasping the content or do not understand the material at all as a result of this disease.

There are several groups of Students with intellectual disability based on Sulthon (2020 p. 22) "mild intellectual disability IQ 50-70, moderate intellectual disability IQ 30-50, severe Students with intellectual disability and very heavy IQ - less than 30". According to the statement above, it is feasible to assess the level of students with intellectual disability by testing IQ, students with an IQ of less than 30 are classed as severe or extremely Students with

intellectual disability. Students with intellectual disability have difficulty in learning although teaching Students with intellectual disability is considered easier in learning than moderate and severe intellectual disability. As Mr. Sahwan said

“Ya seperti kata-kata saya tadi, kalau (*siswa yang memiliki keterbatasan pada intelektual*) tuna grahita ringan itu mudah walaupun ringan pun tetap kita berulang-ulang terus, jadi repetition, kalo yang berat lebih banyak ngulangan lagi.” (Interview with the teacher on August 12, 2021).

(Yes, as I said earlier, if (students with intellectual limitations) mild mental retardation is easy, even though it is light, but we must keep repeating it, and repetition, if the heavy one is repeated more than the light one.)

In terms of IQ, they face the same challenges, but when it comes to learning in class, Students with intellectual disability are typically more appealing than children with moderate or severe intellectual disability. Students with intellectual disability have several flaws, particularly in terms of intelligence. This is what obstructs the learning process, As Mr. Sahwan pointed out

“Tantangan berat (*mengajar siswa dengan keterbatasan intelektual*) bagi kita sebab artinya kalau sudah namanya mengajar di SLB banyak sabar! ya banyak sabar mas. Kenapa? karena beda dengan anak umumkan (*anak yang normal*) terutama yaa. Salah satunya terutama bagaimana supaya pembelajaran itu bisa diakses oleh anak itu sendirikan karena faktor yang artinya kelemahan atau IQ nya itu tantangan bagi saya sangat Subsequently, berat artinya”

(It's a tough challenge (*teaching students with intellectual disabilities*) to

us because it means that when you teach at special schools, you must have a lot of patience! Yes, a lot of patience. Why? Because its students are different from general children (normal children), especially yes, one of them is especially how to make learning accessible to the child himself because the factor which means his weakness or IQ is a challenge for me.)

Learning is a challenge for Students with intellectual disability. However, we can acknowledge that these limitations provide a barrier for teaching and learning. Students with intellectual disability may have difficulties in school, according to Shree and Shukla (in Dalilah, Sartika and Lestari, 2021, p. 4).

#### Internal factors

Teachers, who are members of the teaching staff in schools, are educators whose primary responsibility is to educate at a level appropriate to their students' abilities. Teachers and lecturers are protected by Law No. 14 of 2005.

"Professional educators who have the main task of educating, teaching, guiding, directing, *training*, assessing and evaluating students in early childhood education through formal channels of early childhood education through formal primary education and secondary education." (Safitri, 2019, p.7)

Teachers are similar to parents in that they instill excellent character in their students' minds. Additionally, teachers are tasked with imparting information that students may utilize in their daily lives.

Every parent, in general, wants the best educational services with professional teachers so that every school will continue to develop the quality of the school from educators, education staff, and infrastructure facilities to the greatest extent possible so

that they are professional in providing educational services so that schools can receive high marks and are also feasible.

With the above in mind, the professions make various efforts such as conducting various trainings, discourses, and various activities that support the professionalism of a teaching profession equally.

Teachers at special schools are typically not the same as those in normal schools. This is true because educated kids have mental or physical disabilities or are recognized to be exceptional children. According to National Association of Education.

"The position that deals with a specific body of knowledge, we know kindergarten teachers, elementary school teachers, SLB A teachers, SLB B teachers and so on. Science teachers in their education are in a special field. SLBA teachers, for example, specialize in the field of blindness and muteness and so on. The fact is that the evidence that the teacher's position has special sciences." (Safitri, 2019, p. 99)

The teacher's position or abilities must be changed in accordance with his or her understanding of teaching. Teachers' teaching abilities are tailored to the needs and circumstances of their pupils. Teachers of SLB must have specialized skills that are adjusted to the students' disabilities.

Meanwhile, the English teacher at SLB 1 Lombok Barat has a background in general English education, indicating a lack of expertise in teaching ABK. He also has a physical impairment, which is blindness. As the principal pointed out,

"Guru Bahasa Inggris kita mohon maaf dia tuna netra, dia pindahan, karena dia namanya Pak Sahwan, dia itu tuna netra, tuna netranya dewasa, dia udah tua baru tuna netra dia pindahan dari

sekolah umum. dan satu lagi guru Bahasa Inggris kita, tapi kita arahkan untuk mengajar, memegang kelas bukan bidang studi."

(Our English teacher sorry to say this he is blind, he is transferring, his name is Mr. Sahwan, he is blind, the blind are adults, he get old and then he is blind, he transferred from a regular school. There is one more of our English teacher, but we direct to teach, holding classes not fields of study.)

At SLB Negeri 1 West Lombok, Mr. Sahwan is the only English teacher. Mr. Pak Sahwan's physical weakness is a difficulty element in teaching activities, despite the fact that he is tuna netra. Physical inadequacies in Sahwan are in sharp contrast to Oemar Hamalik's remark (in Safitri 2019, p. 108) that teaching professionals must be physically and psychologically sound and free of physical abnormalities that may generate scorn or sympathy from students.

### **c. The solution of the problems that faced by the teachers**

#### **Using the TPR method**

Teaching students with intellectual disability was difficult. The teacher needed to be patient and acquire unique approaches. TPR is a term that refers to a set of techniques that teachers employed to teach students with minor intellectual disabilities. According to the teachers,

"Iya itu metode mengajar, nah kebetulan saya kan juga karna berasal dari sekolah umum dulu tapi pernah mendapatkan semacam teknik cara mengajar lebih. DKG namanya itu ada asher model namanya. Asher model namanya adalah seorang ahli dari Amerika itu menggunakan tehnik belajar namanya TPR total physical response nah itu untuk sekolah umum cocok untuk kelas 1 SMP kalo dulu

pelajaran kosa kata kalo sekarang SLB semua cocok (dapat digunakan) dia (TPR) untuk SMP cocok kelas 7, 8, untuk SMA 10, 11, 12 cocok dia karena pendekatannya adalah melalui real object, gambar atau fisik langsung atau gerak, berdasarkan interupsi kemudian real objek bendanya langsung, kemudian media gambar itu salahsatu pendekatan.” (Interview with the teacher on August 12, 2021).

(Yes, a teaching method, by chance I had been taught, because I came from a public school before but I've got some kind of more teaching technique. DKG's name is Asher model. Asher, the model, whose name is an expert from America, uses a learning technique called TPR, total physical response. Now, for public schools, it is suitable for grade 1 junior high school. In the past, vocabulary lessons, now SLB, are all suitable (can be used) it (TPR) for junior high school is suitable for grade 7 , 8, for SMA 10, 11, 12 it is suitable because the approach is through real objects, images or direct physical or motion, based on interruptions then real objects directly, then image media is one approach.)

Mr. Sahwan used a technique called TPR (total physical reaction). It has been modified a little bit. Body language is emphasized in the TPR technique. TPR stand for total physical response. James Asher is the designer of TPR. Students' conduct is controlled by the teacher using this approach. According to the description above, teachers must be more physically and verbally engaged. Mr. Sahwan also utilized a genuine object to assist students with intellectual disability in memorizing and understanding vocabulary.

Confirms Mr. Sahwan's concept in language learning. Many teachers, particularly foreign language teachers,

employ the TPR technique, indicating that it is appropriate for language instruction. Meanwhile, you may utilize current methods, curricula, syllabuses, and lesson plans to educate children with children with intellectual disability, with notes customized to the student's situation. Pak Sahwan modifies the TPR technique by displaying actual things and repeating the process. As pak Sahwan said

“pendekatan yang saya gunakan adalah medianya real object langsung maksudnya ya benda disekitar kemudian gambar kemudian gerak”. (Interview with the teacher on August 19, 2021).

(The approach I use is real object media, it mesans the real object around it, such as the image and body language).

The use of the TPR method in teaching children with special needs is supported by

"In general, the use of TPR is an easy and easy way to be applied in language classes. Activities using physical activities also please students and teachers. Learning about vocabulary is the most appropriate material to be taught with TPR." Safitri (2019. P. 45)

Vocabularies are difficult to teach to children with intellectual disability. However, educating student with intellectual disability orally and physically to make them memorize is insufficient; they must be taught with techniques that include real-world examples or visuals, as well as the TPR method. Data from observations revealed that the student just repeated what the professors stated. Students with intellectual disability have a hard time remembering words or things, therefore they need to visualize objects in order to learn vocabulary in a short period of time.



### **Double assistant**

Starting with children with intellectual disability who can care for themselves until they are able to educate themselves. If given direction from teachers and parental assistance, these children with intellectual disability will behave similarly to other children their age, despite the fact that in the field of education. Children with intellectual disability differ from normal children.

In the teaching and learning process, parents must monitor children with intellectual disability. Teachers and parents are also requested to remain in class or outside the classroom to continue to accompany or offer guidance to students who are becoming bored in order to ensure a healthy learning experience. Mr. Sahwan stated,

“disini ada pendampingan daripada orang tua (orang tua berperan membantu guru dalam mengajar didalam kelas), kembali sebelum covid corona itu kan, sebelum covid itu, biasanya kalo orang tua kalo anak-anak yang grahita berat itu, dia bisa mendampingi, kadang-kadang bisa seperti itu, jadi untuk mendampingi ya sekedar menjaga dari luar pintu nanti kalo anaknya keluar diarahkan juga gitu kan jadi salahsatu cara kita butuh kolaborasi antara orang tuanya atau kita sesama guru.” (Interview with the teacher on August 19, 2021).

(here, there is assistance from parents (parents play a role in helping teachers in teaching in the classroom), back before covid corona, right before covid, usually for parents of children with severe mental disorders, they can accompany their children, sometimes they can do that, so to accompany, just guard from outside the door later if the child comes out, it's also directed like that, so one of the solution to control

the students, we need collaboration between parents or us fellow teachers.)

The teacher collaborates closely with other teachers and parents to address the scarcity of children with intellectual disability in the classroom learning process. The learning process is more effective with double support. Individual learning support, provided by both teachers and parents, is extremely beneficial children with intellectual disability's growth.

As previously stated, children with intellectual disability require particular help in order to improve their growth and conduct, as they are unable to perform things on their own. The availability of learning support allows teachers and students to study in a more organized fashion.

### **Private assistant**

A personal assistant is the next option. After he became blindness, Mr. Sahwan was transferred and taught at an SLB school. According to the principal,

“guru Bahasa Inggris kita mohon maaf dia tuna netra, dia pindahan, karena dia namanya pak Sahwan, dia itu tuna netra, tuna netranya dewasa, dia udah tua baru tuna netra dia pindahan dari sekolah umum. (Interview with the teacher on August 05, 2021).

(Our English teacher sorry to say that he is blind, he is transferring from regular school, his name is Mr. Sahwan, he is blind, when he get old and he start to suffer blindness.)

Mr. Sahwan became blind as he grew older, forcing him to teach in a special school. Mr. Sahwan's blindness makes it hard for him to manage all of his instructional needs on his own. As a result, Mr. Sahwan requested his daughter to work as a personal assistant in the classroom, developing lesson plans according to the

curriculum, maintaining a lesson schedule, and assisting Mr. Sahwan in the classroom. Ms. Aflah stated

“nggak, saya (aflah, anak dari pak sahwan) membantu seperti hubungan anak dan orang tuanya, saya mengecek kurikulum dan menyiapkan materi untuk anak-anak sebelum kita pergi mengajar, saya mulai membantu bapak sejak tahun pertama kuliah, tahun-tahun sebelumnya bapak didampingi oleh kakak saya, kemarin kakak saya nikah jadi saya yang gantiin.” (Interview with the teacher on August 19, 2021).

(No, I (aflah, sahwan's daughter) help the teacher, it's the relationship between children and their parents, I check the curriculum and prepare materials for the children before we go to teach. I have started helping my father since the first year of college, in previous years my father was accompanied by my sister, last year my sister got married so I replaced her.)

Aflah being Mr. Sahwan's assistant is not part of the work contract but is based on the relationship between children and parents. The fact that Aflah is Mr. sahwan's assistant is not due to a job contract, but rather to the children's and parents' relationship. Aflah received her bachelor's degree in mathematics education from UNRAM in 2021.

Despite the fact that she is not a special education graduate, she does know how to create lesson plans based on the Curriculum. Four strategies that can be recommended for handling students with learning disabilities including students with special needs are: co-teaching, differentiated instruction, and peer-mediated instruction and interventions (Ford, 2013). Aside from these models, the two teachers can work together in the same classroom and take turns giving directions to the students, or

both can help kids while the other delivers instructions to other students. To achieve the school's goal as a bilingual school, the techniques employed are mediated through the usage of two languages (English and Bahasa Indonesia).

The primary instructor, who has a background as an English teacher, uses English completely, and if the meaning is unclear, the assistant teacher / shadow teacher can utilize Bahasa Indonesia to clarify the meaning.

#### **D. DISCUSSION**

The following conclusions were revealed for the first research question based on the results of data analysis: 1) classroom management 2). Lack of communication 3) Lack of reading and writing skills. Initially, it was discovered that English teaching process in students with intellectual disability differed from the ordinary students. The outcomes of the study revealed that the initial challenges of English teaching in students with intellectual disability were students who had difficulty setting up the class. It is consistent with Jumadiyono (2018 p. 69) In his research showed it is acknowledged that there are often tiny commotions among the students in teaching and learning activities at SLB Tamanwinangun Kebumen, even though the basis of the problem that emerges from their friends comes from a simple problem.

It was also found that intellectual disability students couldn't follow the class as well as general students. This supported by the research that carried out by Bawa and Osei (in Dalilan, Sartika, Lerstari 2021 p. 11), which revealed that intellectual disability students had poor participation in English class. They were not paying attention and either lying on the floor or fidgeting and putting up impulsive behaviors.

Second, it was discovered that there was a lack of communication in English

language teaching process to student with intellectual disability. In English classes, children with intellectual disabilities were taught vocabulary as the primary topic. It was due to the fact that they had poorer cognitive abilities than other students. The teachers in this condition had complete control over the teaching and activities. To this challenge, it was related to the expert theories from Nijland, Meer, & Onderwater (2018 p. 10) stated process of developing language by mild intellectual disability face delaying. Children with mild intellectual disability are also difficult to say the words or speaking up by their own because children with intellectual disability often show significant delays in phoneme production.

Yet this opposed to the research carried out by Dalilan, Sartika, Lerstari (2021 p. 12) it was found that intellectual disability students could follow the class as well as general students. Furthermore, the students communicated and interacted in good ways with people around them at the school.

In terms of reading and writing, intellectual disability students had reading and writing limitation. Based on the research findings, intellectual disability students have difficulties putting their thoughts into sentences. They are not only have hard time in writing, but also in analyzing the letters. This finding is confirmed by Pranata's research (2011, p. 2) he stated Children with special need in this case children with intellectual disability have low academic abilities so that it has an impact on the ability to learn and obtain information through reading and writing.

Concerning the second research question aiming at finding out factors of obstacles that affected the practices of English language teaching, it was found that there were disability of students and background study and physical of the teacher. Students with intellectual

disabilities are one of the types of students with mental impairments who have lower-than-average intellectual ability and cognitive limits. There were some problems in teaching English for students with intellectual disabilities. "Children with intellectual disability lack/no attention to the environment, lack of coordination of movements or motions that are sometimes uncontrollable, and often saliva comes out of the mouth/drooling," writes Wahyuningsih (2018, p. 74). Children with intellectual disability have brain abnormalities that impact their cognitive abilities and intellect. Resulting in difficulties adapting, a lack of motor skills, a lack of desire, easily diverted focus, and a high rate of fatigue, all of which contribute to boredom. Students with intellectual disabilities frequently make mistakes in grasping the content or do not understand the material at all as a result of this disease.

Secondly the background study of the teacher is affected to the learning teaching process. At SLB Negeri 1 West Lombok, Mr. Sahwan is the only English teacher. Mr. Sahwan's physical weakness is a difficulty element in teaching activities, despite the fact that he suffers blindness. Physical inadequacies in Sahwan are in sharp contrast to Oemar Hamalik's remark (in Safitri 2019, p. 108) that teaching professionals must be physically and psychologically sound and free of physical abnormalities that may generate scorn or sympathy from students.

The third research question aiming at finding out solution of obstacles that affected the practices of English language teaching, it was found that there were using TPR method. Students' conduct is controlled by the teacher using this approach. TPR method is the method that suit to teach English especially in teaching vocabularies. (Karyati, p. 11) states basically, the TPR method or total physical response (TPR) consists of instructing or obedience to orders

or orders given by the instructor/instructor involving obvious physical response. The second solution is usage of double assistant. In teaching learning process of SLB not only the teacher have role but also parents. It is supported by Nijland, Meer, and onderwater (2018 p. 11) "Children with intellectual disability have difficulty being independent-therefore, they need guidance support from those around them".

Student with intellectual disability have challenges when it comes to adjusting to their surroundings. Children with intellectual disability tend to rely on others for assistance or are unable to function independently. The next solution is private assistant, English teacher of SLB suffered blindness so that he need private assistant in teaching in classroom. It is supported by Vaughn, Schumm, & Arguelles (in Ford 2013 p. 6) describe co-teaching as a strategy of teaching where one teacher can function as the main teacher who is responsible for all instructions conducted in the classroom, who is assisted by another teacher who gives additional assistance. Parallel teaching is the next sort of approach, in which two instructors collaborate to organize and develop lessons before splitting the class into two groups, one for each teacher. The advantage of this strategy is that each group may benefit from each other's knowledge while still having the ability to talk and work in small groups. The alternative co-teaching approach is one in which one instructor is in charge of preparing the primary teaching and re-teaching if additional help for students with learning impairments is required.

## **E. CONCLUSION**

Based on the explanation in all preceding chapters, I ended this research into many points based on the results and discussion in terms of teaching English as a foreign language for students with intellectual impairments in eighth grade at

SMPLB. In SLBN 1 Lombok Barat, teachers recognized the students' limitations in absorbing English materials during teaching and learning activities when providing materials in English. As a result of this, the data revealed that English teachers at SLB Negeri 1 Lombok Barat encountered three problems. The first issue was with the management class. The Lack of communication between the teacher and the pupils is the second issue. The third issue is a lack of reading and writing abilities. The IQ of students is lower, the second reason is the teacher's background study, and the physical condition of the instructors are the variables that cause teachers teaching English to encounter mild intellectual issues.

Meanwhile, the difficulties are solved by adjusting or combining the TPR technique with another approach, and the second option is double supporting. Private Assistant of English teacher is the third option. Due to this, the instructor should have greater patience with the students. Despite the fact that the conclusions of this study cannot be applied to all English teachers in special schools, it did give information regarding the difficulty of teaching English to students with minor intellectual disabilities. However, when compared to other special schools, the conclusions and findings of this study may reveal some discrepancies.

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