

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher is going to describe the EFL teaching and learning for eleventh grade students with mental retardation (MR) at SMALB-C, YPAC Semarang.

#### **A. Finding**

##### **1. General Description of SMALB-C YPAC Semarang**

###### **a. School's Profile**

SMALB-C YPAC Semarang is one of the special senior high school for students with mental retardation. It is a part of SLB YPAC Semarang. SLB YPAC Semarang is one of the institution rehabilitation units in YPAC Semarang. It was located in Jl. K.H.A. Dahlan No. 4 Semarang.

SLB YPAC Semarang was built in 1981 by Mrs. Milono by the initiation of Prof.Dr.dr. Soeharso. The basic concept of the establishment of YPAC Semarang was because of outbreak polio Myelitis that strikes children and lead to physical disability.

In this school, there are two educations services for students with special needs, they are; mental retardation students (SLB-C) and physical defect students

(SLB-D) and have four education programs, they are TKLB, SDLB, SMPLB, and SMALB.<sup>1</sup>

The headmaster of SMALB-C YPAC Semarang is Mr. Soejadi S.Pd. Totally there were 11 teachers and 1 administration worker at SMALB-C YPAC Semarang.

**b. Visions and Missions**

1) Visions

The realization of the optimum services for students with special needs to be noble characteristic, achievement, skillful and independent.

2) Mission

a) Instill confidence/*aqidah* through religious teaching.

b) Develop knowledge, sports, arts and culture in accordance with students' talent, interest and students' potential.

c) Implementing learning and guidance productively, actively, creatively, effectively and fun.

d) Improve the skills of self-care.<sup>2</sup>

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<sup>1</sup> Result of Documentation, *Profil Sekolah*, at February, 17<sup>th</sup> 2016.

<sup>2</sup> Result of documentations; *Profil Sekolah*, at February 15<sup>th</sup> 2016.

**c. The Condition of Teachers and Students of SMALB-C YPAC Semarang**

**1) Teachers**

Teacher has an important role in education. Their existence, skill, patience and creativity are needed in educational condition. Not every teacher has the same ability in the way they teach their students. Moreover, to teach students with special needs like students with mental retardation, certainly teachers should have good skills, creativity and also higher patience in order to make the learning runs well and the learning objectives can be reached based on the target.

Teachers at SMALB-C YPAC Semarang came from various educational backgrounds. Some of them are from special education (PLB) department, while the others are graduated from educational department. Unfortunately, there is no teacher who actually graduated from the English department. One teacher be a class teacher and conduct all of the material. But there is a teacher who conducts one lesson, that is teacher of religion education.<sup>3</sup>

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<sup>3</sup> Result of interview with Mrs. Nur Hidayati as the teacher of eleventh grade students with Mental Retardation SMALB-C YPAC Semarang at Thursday, February 18<sup>th</sup> 2016 at the school hall.

The number of teacher at SMALB-C YPAC Semarang is 11 teachers. The data of teacher at SMALB-C YPAC Semarang can be seen at table 4.1.

**TABLE 4.1**  
**DATA OF TEACHER AND EDUCATION ADMINISTRATOR**  
**SMALB-C/CI YPAC SEMARANG**  
**IN ACADEMIC YEAR 2015/2016**

No	Nama	NIP	JK	Tempat, tanggal lahir	NIK	NIY NIGK	NUPTK
1	Sujadi, S.Pd	196211281987031007	L	Kulon Progo, 28-11-1962	3374062811620001	-	5460740642200033
2	Nur Hidayati, S.Pd	195811141984032001	P	Boyolali, 14-11-1958	3374065411580003	-	3446736637210013
3	Siti Musrinah, S.Pd	196403091985032008	P	Kab. Semarang, 09-03-1964	3322194903640001	-	8641742642300012
4	Umi Salamah, S.Pd	196308281985032014	P	Boyolali, 28-08-1963	3374066809630001	-	5160741641300013
5	Haini Marfungatun	196304171897031010	P	Klaten, 17-04-1963	3374065704630001	-	8749741641300012
6	Sari Tresnamamah	196605021989032009	P	Cianjur, 02-05-1966	3374114205660002	-	7834744646300092
7	Suwarni	196502071989032007	P	Sragen, 07-02-1965	3374064702650001	-	4539743646300052
8	Samsul Hidayat, S.Pd I	-	L	Semarang, 22-12-1990	3374052212000003	-	-
9	Deddy Tjahyo Nugoho	-	L	Semarang, 31-07-1971	3374133107710001	Y.124	1003749654200003
10	Turyani	-	P	Semarang, 11-03-1974	3374085103740003	Y.081	4643752654300052
11	Anna Yuliasih	-	P	Semarang, 30-07-1974	3374037007740004	Y.131	-

Status Kepegawaian	Jenis PTK	Agama	SK CPNS	Tanggal CPNS	SK Pengangkatan	Tugas Tambahan
PNS	Guru Mata Pelajaran	Islam	MENDIKBUD RI	01-03-2987	19394E/I03.d/Cb.87	Kepala Sekolah
PNS	Guru Kelas	Islam	MENDIKBUD RI	01-03-1984	63249/C/K.III.1/1984	-
PNS	Guru Kelas	Islam	MENDIKBUD RI	01-03-1985	22832E/I03.1.2/Cb.85	-
PNS	Guru Kelas	Islam	MENDIKBUD RI	01-03-1985	22802E/I03.1.2/Cb.85	-
PNS	Guru Kelas	Islam	21084	01-03-1985	21804.E/I03.d/Cb.87	-
PNS	Guru Kelas	Islam	4852	01-03-1987	4852/102.Kep./C.PB.3.1989	-
PNS	Guru Kelas	Islam	12004	01-03-1989	12004/I03.d.I/Cb.1989	-
GTY	Guru Mata Pelajaran	Islam	-	01-03-1989	Yayasan	-
GTY	Guru Ketrampilan	Islam	-	-	018/SK/YPAC/1/2009	-
GTY	Guru Ketrampilan	Kristen	-	-	170/SK/YPAC/XII/2009	-
GTY	Tenaga Administrasi	Islam	-	-	139/SK/YPAC/III/2010	-

In SMALB-C YPAC Semarang, the placement of the students to each class is based on the disabilities. Based on the rule of the institution, mental retardation students who educated in SMALB-C YPAC Semarang are including educable mentally retarded students (SMALB-C) and trainable mentally retarded students (SMALB-C1). The educable mentally retarded students and the trainable mentally retarded students are placed in the separated classroom, since they have the different need in education.

In the school year of 2015/2016, the total number of students with mental retardation at SMALB-C YPAC Semarang is 48 students. Meanwhile, the totally number of students at eleventh grade are 14 students with the detail; the educable mentally retarded students are 6 male and 2 female, and the trainable mentally retarded students are 2 male and 4 female.<sup>4</sup> The data of students at SMALB-C/C1 YPAC Semarang can be seen on the table 4.2.

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<sup>4</sup> Result of documentations; *Data Siswa SMALB-C YPAC Semarang*, at February 15<sup>th</sup> 2016.

**TABLE 4.2**  
**DATA OF STUDENTS SMALB-C/CI YPAC SEMARANG**  
**CLASS XI C/CI**  
**IN ACADEMIC YEAR 2015/2016**

No	Nama	No Induk	Kelas	Jenis Kelamin (L/P)	Agama	Tempat, Tanggal Lahir	Alamat
1	One Yani Purnama	3090	XI C	L	Islam	Semarang, 18-07-1997	Jl. Wonodri RT 10 RW 12 Semarang
2	Apriyoko	3091	XI C	L	Islam	Semarang, 12-04-1996	Gemuk Karanglo RT 1 RW 1 Tegalsari Semarang
3	Muhammad Rosid Maulana	3092	XI C	L	Islam	Semarang, 18-07-1995	Bukit Beringin Lestari Blok B4/12 INgallian Semarang
4	Mega Ayu Permatasari	3094	XI C	P	Islam	Semarang, 27-07-1996	Candi Mas Utara 101 A Pasadena Semarang
5	Melisa Tri Haryanti	3095	XI C	P	Islam	Semarang, 29-05-1996	Jl. Tenggilir Raya No.551 RT 7 RW 6 Semarang
6	Handhika Galuh Saputra	3102	XI C	L	Kristen	Semarang, 26-06-1998	Kangguru Selatan IX/63 Semarang
7	Yoan Mahendra	3103	XI C	L	Kristen	Semarang, 26-02-1998	Puri Anjasoro D3/6 Semarang
8	Novi Arganingtyas	3104	XI C	L	Islam	Semarang, 01-07-2000	Jl. Cemandiri VIII RT 1 RW 2 Semarang
9	Khoiril Anwar Suseno	3105	XI C1	L	Islam	Semarang, 28-05-1999	Pucang Gading
10	Diah Novitasari	3096	XI C1	P	Islam	Semarang, 25-11-1997	Gemuk Krajan
11	Poh Devina Gabriela	3197	XI C1	P	Katholik	Semarang, 03-06-1998	Jl. Moch Suyudi 52 Semarang
12	Gerald Ferandi Cahyo	3199	XI C1	P	Kristen	Jakarta, 16-11-1998	Sri Rejeki VIII RT 6 RW 2/20
13	Adi Mulyo Nugroho	3100	XI C1	L	Islam	Semarang, 16-04-1995	Jl. Gergaji Balekembang RT 3 RW 7
14	Dhyyan Wahyuningtyas	3101	XI C1	P	Islam	Semarang, 17-10-1997	Aspol Tlogomulyo Blok A Semarang



### 3) **Infrastructure and Facilities**

Infrastructure is anything that can support the success of the learning process indirectly, while facility means everything that directly support the process of learning. Both of them are the components of education that has to be considered. One of the successful learning of the students is the complete infrastructure. Therefore, the school has to try hard completing the school infrastructure and facility in order that the learning process can be done as good as possible.

Students with special needs need special service. YPAC Semarang has tried to supply the infrastructures based on the students' necessary, although there are some infrastructures which far from perfect. It is caused of financing obstacle, because SLB-C YPAC Semarang is the non government institution that still stands alone in the financing and facility fulfillment.<sup>5</sup> These are the infrastructures of SLB YPAC Semarang:

#### **a) Building**

One of the important infrastructures in an education is the place for teaching and learning

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<sup>5</sup> Result of interview with Mr. Sujadi as the headmaster of SMALB-C YPAC Semarang at Monday, February 22<sup>th</sup> 2016 at the headmaster office.

process, which is a school building. Detail information about the existing infrastructure in SLB YPAC Semarang can be seen in the table 4.3:

Table 4.3  
List of Infrastructures in SLB YPAC  
Semarang

No	Infrastructures	Description
1	Talent Room	Good
2	Therapy Room	Good
3	Class Room	Good
4	Music Room	Good
5	Speech Therapy Room	Good
6	Office Room	Good
7	Officer Room	Good
8	Swimming Pool	Good
9	Living Room	Good
10	Checking Room	Good
11	Preparing Room	Good
12	Recreation Court	Good
13	<i>Wisma Bakti</i>	Good
14	Boarding School	Good
15	Mosque	Good
16	Kitchen Room	Good
17	Cafeteria	Good
18	Bathroom	Good
19	Warehouse	Good

#### **b) Media for Teaching and Learning Process**

In supporting the teaching and learning process, school needs facilities as well as tools

that can help students understand the material being taught. Facilities in learning process which is used to teach students with mental retardation are basically similar with normal students. However, remember that the limitation of their ability to learn something abstract, the use of tool or media for students with mental retardation should be more emphasized.

Unfortunately, the media provided at SLB YPAC Semarang were incomplete, for example; there was less audio visual (television or video), and language laboratory.<sup>6</sup>

## **2. EFL Teaching and Learning for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang**

### **a. English Teaching Methods Applied for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang**

Based on the observation done by the researcher, the teacher of students with mental retardation at eleventh grade have some ways of presenting learning materials to students to achieve the intended purpose.

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<sup>6</sup> Result of the Observation in SMALB-C YPAC Semarang at Wednesday, February 17<sup>th</sup> 2016.

In EFL teaching and learning process, initially the teacher provided some animals' pictures in peace of papers and its name in English. Then, the teacher wrote the name of the animals on the white board and asked the students to write it down. After that, the teacher asked them to imitate what has been said by the teacher. Then, teacher translated the name of animals into mother tongue.<sup>7</sup>

In the material of part of body, initially, the teacher writes some part of body like head, hand, fingers, and ears on the white board. After that, the teacher asked students to imitate what has been said by the teacher, at the same time the teacher guided the students to appoint part of their body. The teacher said "hand" while she put her hands up. The teacher did not show or giving the translation of the meaning of some part of body. The teacher let the students to know the meaning by using her gesture.<sup>8</sup>

Besides the students learn about animals and part of body, they also got the material about colors. In this

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<sup>7</sup>Result of the observation learning process at eleventh grade students of SMALB-C YPAC Semarang on Wednesday, February 17<sup>th</sup> 2016 in the classroom.

<sup>8</sup>Result of the observation learning process at eleventh grade students of SMALB-C YPAC Semarang on Wednesday, February 24<sup>th</sup> 2016 in the classroom.

lesson, the students looked so enthusiastic. At first, the teacher wrote some colors in English and translated it into Indonesian language. Then, the teacher asked them to write it down on their own book. For the next step, the teacher gave a little color paper for one student. The color papers which students got were related to the colors which the students wrote on their book. Every student got the different paper with the different color. After that, the teachers asked the students to stick their paper in the white board. After all of the paper has been stick on the white board, the teacher appoint the paper one by one and let the students give a name for each color paper orally, while the teacher silent.<sup>9</sup>

The researcher did observation three times. The researcher just did observation three times because some reasons. First, the teacher of eleventh grade students with mental retardation not only to be a teacher in the class but also guided students in cooking training which held three times a week. Second, the time for doing the research was limited. It was because the schedule for teaching English was collided with others schedule which held by the

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<sup>9</sup>Result of the observation learning process at eleventh grade students of SMALB-C YPAC Semarang on Monday, February 29<sup>th</sup> 2016 in the classroom.

school such as students' contest preparation, trainings for teacher, etc..

**b. English Teaching Media Used for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang**

Media has important roles in teaching and learning process. In delivering English material, teacher needs teaching media. By using media, teachers can present material that is abstract into the concrete so that students more easily understand the intent of the material being taught.

In English teaching material, the most frequently media used by the teacher in teaching mentally retarded students are pictures. In presenting the material about things in the classroom, animals, and fruits, the teacher used picture as the media. Initially, the teacher wrote the names of animals on the white board, and the teacher tried to make the students understand about the animals by showing the pictures of the animals written. Besides, the teacher also used card as teaching media. The teacher used cards to help the students understand the material about colors.<sup>10</sup>

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<sup>10</sup>Result of the observation learning process at eleventh grade students of SMALB-C YPAC Semarang on Wednesday, February 24<sup>th</sup> 2016 in the classroom.

**c. The Obstacles which Faced by the Teacher in EFL teaching and Learning for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang**

Like one side of a coin that cannot be separated from another side, obstacle is inseparable from the implementation of learning, especially the process of EFL teaching and learning for students with mental retardation at eleventh grade in SMALB-C YPAC Semarang. The obstacles faced by the teacher will be described further.

First, through observation and interviews conducted by the researcher to the teacher of eleventh grade, the teacher has not had a special book to teach English for students with mental retardation, therefore teacher have to pick the material from books for elementary school students.

In addition, English teachers for students with mental retardation were not a graduate from the Major of English, including the teacher of students with mental retardation at eleventh grade. She was graduated from PLB (Pendidikan Luar Biasa).<sup>11</sup> Although they have shown their ability in controlling mentally retarded

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<sup>11</sup> Result of interview with Mrs. Nur Hidayati as the teacher of eleventh grade students with Mental Retardation SMALB-C YPAC Semarang at Thursday, February 18<sup>th</sup> 2016 at the school hall.

students, but in term of their ability in presenting English material are still minimum.

Second, the students with mental retardation are tends to forget anything they have learnt. The majority of students were supposed that studying English material is more difficult than the others. Besides, the English is taught only 2X35 minutes per week.<sup>12</sup> The schedule of teaching retarded students at eleventh grade students can be seen in the table 4.4.

**LEARNING SCHEDULE  
SMALB-C YPAC SEMARANG  
XI C  
ACADEMIC YEAR OF 2015/2016**

Waktu	Hari				
	Senin	Selasa	Rabu	Kamis	Jumat
12.45 – 13.20	Matematika	BKM/Boga	IPA	BKM/Boga	-
13.20 – 13.55	Matematika	BKM/Boga	IPA	BKM/Boga	-
13.55 – 14.30	IPS	BKM/Boga	Bahasa Inggris	BKM/Boga	Pramuka
14.30 – 15.05	IPS	BKM/Boga	Bahasa Inggris	BKM/Boga	Kesenian
15.05 – 15.20	Istirahat	Istirahat	Istirahat	Istirahat	Istirahat
15.20 – 15.55	PKn	BKM/Boga	Agama	BKM/Boga	Olahraga

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<sup>12</sup> Result of documentation; *Jadwal Pelajaran Kelas XI C*, at February 22<sup>th</sup> 2016.



Waktu	Hari				
	Senin	Selasa	Rabu	Kamis	Jumat
15.55 – 16.30	PKn	BKM/Boga	Agama	BKM/Boga	Oalahraga
16.30 – 16.45	Istirahat	Istirahat	Istirahat	Istirahat	Istirahat
16.45 – 17.20	Bahasa Jawa	BKM/Boga	Bahasa Indonesia	BKM/Boga	Musik
17.20 – 17.55	Bahasa Jawa	BKM/Boga	Bahasa Indonesia	BKM/Boga	Musik

Another obstacle faced is the classroom condition. Classroom is one of facilities of school that has very important role. The representative classroom means that the classroom has a good condition and completed by everything needed by teachers and students. Unfortunately, the classroom provided for students was too small. The classroom can be filled up by 6 students only. But in the fact, there were 8 students there. It was made the pleasant atmosphere in the class didn't materialize.

## **B. Analysis**

### **1. Analysis of EFL Teaching and Learning for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang**

#### **a. English Teaching Methods Applied for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang**

##### **1) Grammar Translation Method (GTM)**

GTM means teaching foreign language by translating it into students' native language. This method can help students to create a better understanding of the language they had learned by analyzing grammar and translation into the target language.

In the Grammar Translation Method (GTM), the rule of grammar and vocabulary are studied carefully and the selection of vocabulary is by reading a text. However, remind that the students have the ability and level of intelligence below the average, the teacher just provides very simple material as well as some vocabularies because it will be difficult for students if the teacher gives them a text, even a sentence.

In the EFL teaching, the method used by the teacher is GTM. It is showed in the teaching process

while the teacher explained the material about animals. The teacher asked them to imitate what has been said by the teacher. Then, teacher translated the material into mother tongue.

## 2) Direct Method

The mentally retarded students are preferred to learn something concrete rather than the abstract one because of their limitation in produce an idea. Sometimes, it is demands the teacher presenting the material by using some visual aids.

TPR connects language with action by getting what the learners to do and what the teacher tells them to. Students are given exercises to associate words with the meaning through demonstrations, movement, and direct expression. In the implementation of this method the teacher applying the principles of Direct Method, the teacher asks students to listen and imitate sounds so that language learners become automatic in producing the sounds. Beside, the teacher asks students to imitate what has been spoken by the teachers, while the teachers pointed to what he had said. So, the principle concrete meanings are made clear by presenting physical objects is presented here.

### 3) Silent Way

Silent way method demands teacher not to dominate in teaching and learning process. The students are encouraged to be more active in producing as much language as possible. Here, the teacher in the class is as the guider.

Using Silent Way for students with mental retardation seems difficult because the teacher is just keep silent as much as possible. Furthermore, the students with mental retardation always need the clear instruction from their teacher.

In explaining the material about colors, the teacher used the Silent Way. It was proved when the teacher pointing a paper in the white board while the teacher keep silent and let the students guess what color that has been pointed by the teacher.

One of the principles of this method is students can learn from one another. The teacher's silence encourages group cooperation. However, the teacher lets the students learn in their own way. It is better if the teacher change the classroom management, makes the students sit in groups and let them to help each other.

**b. English Teaching Media Used for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang**

Media is a tool in teaching and learning process that has significant roles. One of the benefits of using media is learning material will be described clearly, so it can be understood by students as good as possible. Moreover, there are so many various media that can be used and developed by teacher in educational field for students' importance. The advancement of media from day to day enable teachers to use many kinds of media based on their needed in educational field.

Furthermore, in the application of teaching media especially in educating students with mental retardation, the various media which provided by the school not ensure that the students can understand well the material by using the media because of their intellectual limitation.

The teacher of students with mental retardation in eleventh grade chose the traditional media (visual projected) as a media in English teaching material. Based on the observation, the teacher used pictures and cards in English teaching material. These media made the students easier to understand the material and they looked not bored. Unfortunately, the pictures used by the teacher are seems too small. It is better if the teacher provide pictures

as a teaching media in bigger size, so that the students easier to recognize what are in the pictures.

**c. The Obstacles which Faced by the Teacher in EFL teaching and Learning for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang**

In teaching and learning process, teacher has a significant role in the classroom. A teacher must be able to provide material for students as good as possible. But in fact, there was no special material for special students like students with mental retardation. It caused the books used by teacher of mentally retarded students were books for elementary school, and even, the teacher took the material at will with the consideration that the material taught are easy to understand. Since remember that the teacher of eleventh grade is not really master the English materials.

Another obstacle came from the inadequate classroom for students with mental retardation. The completeness of facilities and infrastructure will help teachers in organizing the learning process, so that in this case the facilities and infrastructure is one aspect of education that needs to be considered in order to achieve learning objectives. The students with mental retardation tend to make a noise. According to their intellectual, they have limitation in processing ideas indeed, but it does not

means that students with mental retardation have a limitation in expressing their feeling. For example, sometimes they feel angry with their friends in the class while the lesson is running. They express their anger through screaming, snapping, and crying in a small classroom. It makes the lesson stopped automatically.

### **C. Discussion**

#### 1. Method used in Teaching EFL for Students with Mental Retardation

In EFL teaching and learning, the methods used by the teacher were GTM, Direct Method, and Silent Way. These methods were appropriate to the students' condition. In practice, the teacher has been using the methods well, but there were some principles of using method which not involved. It was because the teacher did not understand well about the method in teaching language. The teacher just held the principle that a teacher has to be a creative person who can teach their students as good as possible.

Generally, there are various teaching method used in teaching language. Beginning from GTM, it is not new. It has had different name but it has been used by language teachers for many years.<sup>13</sup> Then, the other methods are Direct Method,

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<sup>13</sup> Larsen, Diane & Freeman, *Techniques and Principles in Language Teaching, 2<sup>nd</sup> Edition*, (New York: Oxford University Press, 2000), p. 11.

Audio-Lingual Method, Silent Way, Suggestopedia, CLL, and TPR.

Besides GTM, Direct Method and Silent Way, the teacher also might use TPR. The research conducted by Vina Inayatul Zulfa<sup>14</sup> concluded that using TPR in teaching students with mental retardation was effective. TPR is a class where many students more active in listening and action.<sup>15</sup> The teacher can present the material by using instruction and the students can follow it. Using this method will enhance student participation in learning process and their body movement will help them to decrease saturation. Unfortunately, the classroom provided for teaching and learning process was too small. It might be the barrier for students to do action.

## 2. Media used in EFL Learning Process for Students with Mental Retardation

Media used by the teacher of students with mental retardation at eleventh grade was pictures and cards. The teacher argued that the use of pictures or cards as media in teaching and learning process can reduce students' saturation. These media can be reached by the teacher easily.

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<sup>14</sup> Inayatul Zulfa, Vina (0734110211) Tarbiyah Faculty, *Implementation of Learning Speaking for Mentally Retarded Students*, Thesis (Semarang: Walisongo State Institute for Islamic Studies, 2001)

<sup>15</sup> Brown, H. Douglas, *Prinsip Pembelajaran dan Pengajaran Bahasa*, (Jakarta: Pearson Education, 2008), p.109.



The availability of media both traditional and advanced media enable the teacher presenting the material easily. Furthermore, in the application of teaching media especially in educating students with mental retardation, the various media at school not ensure that the students can understand well the material because of their intellectual limitation. So, in selecting media teacher have to pay attention to the condition of students (age, intelligence, educational background, and students' environment)<sup>16</sup>.

A range of technologies can removed barriers for them. The use of graphics or a web-based presentation, films, or videos rather than a textbook can facilitate the presentation of material.<sup>17</sup> Films or videos might be a good media that can reduce students' saturation in learning material. Unfortunately, availability of media in SMALB-C YPAC Semarang like projector was still incomplete.

The research conducted by Minnatil Muna<sup>18</sup> and Vina Inayatul Zulfa<sup>19</sup> concluded that the most frequently media

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<sup>16</sup> Asnawir and M. Basyiruddin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 15-16.

<sup>17</sup> Ronald L. Taylor.et.all, *Exceptional Students: Preparing Teachers for The 21<sup>st</sup> century...*p. 163.

<sup>18</sup> Muna, Minatil (103411028) Education and Teacher Training Faculty, *English Language Teaching and Learning for Deaf Students, Thesis* (Semarang: Walisongo State Institute for Islamic Studies,2014)

used by the teacher was pictures. Besides pictures were interesting to use, pictures are easy to reach.

3. The Obstacles which Faced by the Teacher in EFL teaching and Learning for Students with Mental Retardation at Eleventh Grade of SMALB-C YPAC Semarang

In EFL teaching and learning, the obstacles faced by the teacher were; there is no special material or special textbook for special students, the teacher was not only teach English material, but all of subject for students in each grade, and the classroom was too narrow.

The books used by teacher of mentally retarded students were books for elementary school. Even, the teacher took the material at will with the consideration that the material taught are easy to understand. Since remember that the teacher of eleventh grade is not really master the English materials. Actually, the teacher of students with mental retardation at eleventh grade was a creative person. She likes to find something new to teach the special students. It is possible for the teacher to use several methods in the class. But the classroom used was not support the teacher to make any variation or formation in making students sit in groups.

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<sup>19</sup> Inayatul Zulfa,Vina (0734110211) Tarbiyah Faculty, *Implementation of Learning Speaking for Mentally Retarded Students, Thesis* (Semarang: Walisongo State Institute for Islamic Studies,2001)

The same obstacles faced by the teacher in another school. The research conducted by Vina Inayatul Zulfa<sup>20</sup> showed that there was no special textbook for students with special needs. Besides, the facility that supports the learning process was still improper.

#### **D. Limitation of the Study**

The researcher realizes that this research had not been done optimally. There were constraints and obstacles faced during the research process. Some limitations of the research were:

1. The research was limited by the time. Qualitative study needed a long time periods in order to gain representative data. When the same research conducted for longer time, it is possible that the researcher could get different result.
2. The teacher only used three methods in teaching EFL for students with mental retardation. It caused the researcher could not determine whether the other methods would be effective or not.

Considering all those limitations, more research is needed about EFL teaching and learning for students with mental retardation. Hopefully, there will be more optimal result.

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<sup>20</sup> Inayatul Zulfa,Vina (0734110211) Tarbiyah Faculty, *Implementation of Learning Speaking for Mentally Retarded Students, Thesis* (Semarang: Walisongo State Institute for Islamic Studies,2001)