EXPLORING ENGLISH TEACHER FOR DISABILITY LEARNERS IN TEACHING VOCABULARY: A CASE STUDY AT SLB NEGERI GROBOGAN

THESIS

Submitted in Partial Fulfillment of the Requirements For Gaining the Bachelor Degree in English Language Education

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iii

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Assalamu'alaikum, wr. wb.

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

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Wassalamu'alaikum, wr. wb.

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MOTTO

Q.S Al-Insyirah 94:5

فَاِنَّ مَعَ الْعُسْرِ يُسْرًا

"For Indeed, with hardship [Will Be] ease"

ABSTRACT

This study discussed teaching English Vocabulary to students with disabilities. This study is aimed to describe how teacher teaches English Vocabulary in classes of students with disabilities, teacher's difficulties face in teaching Vocabulary, and how to overcome these difficulties. This research is classified as qualitative research. Data were collected through observation, interview, and documentation. To analyze the data obtained, the researcher used techniques of data collection, data reduction, data display, and drawing conclusions or data verification. The research subject was English Teacher at SLB Negeri Grobogan. The results of the study showed that in mentally impairment and hearing impairment classroom teacher can teach English Vocabulary. To teach English Vocabulary in Disability Learners the teacher write down a few vocabs about the item around them and repeat the vocab over and over again. The difficulties faced by teacher is student with disabilities lack of understanding and remembering Vocabulary that teacher taught. So to overcome these difficulties, the teacher makes a video with pictures, vocab, and how to pronounce them. The video was sent to parents of students for additional learning at home.

Keywords: Disability Learners, English Teacher, Teaching Vocabulary

DEDICATION

My thesis is honorably dedicated to:

1. For My beloved Father (Ali Musyafak), my beloved mother (Purminingsih), my beloved grandfather (Askoer), and my beloved grandmother (Suliyem) who always give me support materially and emotionally with pray, guide, and patience.
2. For My beloved brother (Bagoes Debta Nove Mustafa and Adhim Kurnia Alfiansah) who always give me support.
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8. All people who have given my support to finish this writing.

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Finally, I realized that this thesis is far from perfect, therefore, I accept critism and suggestions to make the thesis better. And hopefully this thesis can be usefull for all, ameen.

Semarang, December 22nd 2022

The writer
Mhelinda Desryan Farhani

TABLE OF CONTENT

REFERENCES
APPENDIX
CURRICULUM VITAE

LIST OF APPENDIX

CHAPTER I
INTRODUCTION

This chapter presents the discussion on the Background of the Research, Research Question, Research Objectives, and Pedagogical Significance.

A. Background of The Research

Teaching English as a foreign language is a challenging task, particularly when it is done in places where English serves a very limited purpose[1]. For example, in Indonesia, many regions leave English lessons because their human resources are difficult to learn, and also the resources of English teachers are scrimpy. Teaching vocabulary directly make students perform better on vocabulary tests. Teach vocabulary directly and interact with vocabulary in various ways is an effective practice for students with disabilities (Seifert and Espin 2012)[2]. Perhaps

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[1] Aisyah Mumary Songbatumis, "Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia", *Journal Of Foreign Language Teaching and Learning*. Vol.2, No.2 (2017)

[2] Seifert, K., & Espin, C. (2012). *Improving reading of science text for secondary students with learning disabilities: Effects of text reading, vocabulary learning, and combined approaches to instruction. Learning Disability Quarterly*, 35(4),236-247. https://doi.org/10.1177/0731948712444275

the best known instruction for teaching vocabulary is (Beck et al.'s 2013)[3] robust vocabulary (RV) instruction, in which students receive multiple exposures to words and are given multiple practice opportunities.

More recently, (McKeown et al. 2018)[4] designed *Robust Academic Vocabulary Encounters* (RAVE) to improve the academic vocabulary and comprehension of sixth- and seventh-grade students. The sixth and seventh graders who received RAVE instruction outperformed control students on post-tests of word knowledge and lexical access. Furthermore, the students who received RAVE instruction displayed an advantage over control students on a standardized measure of reading comprehension. While RAVE instruction was successful for sixth- and seventh-grade students in general.

[3] Beck, I., McKeown, M., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction (2nd ed.).* Guilford Press

[4] McKeown, M. G., Crosson, A. C., Moore, D. W., & Beck, I. L. (2018). Word knowledge and comprehension effects of an academic vocabulary intervention for middle school students. American Educational Research Journal, 55(3), 572–616. https://doi.org/10.3102/0002831217744181

O'Connor et al. (2019)[5] developed a vocabulary intervention, Creating Habits That Accelerate the Academic Language of Students (CHAAOS), to teach academic vocabulary to middle school students with learning disabilities using direct and explicit instructional routines. Special education teachers provided the CHAAOS vocabulary instruction to students in sixth-grade special education English/Language Arts (ELA) classes for 15 min, 4 days per week for 12 weeks; during this time, they taught 48 CHAAOS academic words. Students who received CHAAOS instruction were compared with a business-asusual (BAU) group of students who did not receive vocabulary instruction on the target words. At post-test, the CHAAOS students outperformed the BAU students in terms of vocabulary knowledge. Importantly, the CHAAOS students also maintained this knowledge 4 to 24 weeks after instruction.

Vocabulary it is more important than grammar for communication purpose. Particulary in the early stages when students are motivated to earn the basic words they nees to get

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[5] O'Connor, R. E., Beach, K. D., Sanchez, V. M., KnightTeague, K., Orozco, G., & Jones, B. (2019). *Teaching academic vocabulary to sixth grade students with disabilities*. Learning Disability Quarterly, 42(4), 231–243. https://doi. org/10.1177/0731948718821091

by in the language. This study aims to find out how teachers teach students with disabilities, and what strategies teachers use in teaching students with disabilities. The methods above are effective strategies use by teachers in teaching vocabulary to students with disabilities. With these various strategies, students with disabilities can easily learn English vocabulary.

Nationwide, approximately 11% of students with disabilities enrolled in public schools are categorized as English learners (Wisconsin Center for Education Research, 2017)[6]. Successful inclusive practices for students with disabilities who are learning English highlight and build on the cultural, academic, and linguistic strengths students bring to the classroom. Many of these students not only bring their own family's cultural heritage, but have interacted with, adopted, or integrated culture from a wide range of other contexts (Herrera & Murry, 2016)[7]. Special education programs are increasingly

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[6] Wisconsin Center for Education Research (2017). *Identifying ELLs with specific learning disabilities: Facts, advice, and resources for school teams. WIDA Focus*. Retrieved from https://www.wida.us/get.aspx?id=2133.

[7] Herrera, S., & Murry, K. (2016). *Mastering ESL and bilingual methods: Differentiated instruction for culturally and linguistically diverse students.* Boston, MA: Allyn & Bacon.

serving students with disabilities who are English language learners and their families. Facilitating bilingualism is an effective practice and aligns with culturally responsive special education service provision. It is critical for special educators and service providers to learn about bilingualism, second language learning, and students with disabilities to responsibly participate in individualized education program team decision making[8]. Effective teachers of students with disabilities who are English language learners will demonstrate sensitivity to the cultural heritage of each student and construct culturally relevant learning activities (Gollnick & Chinn, 2013)[9].

SLB Negeri Grobogan is one of the schools for students with special needs in the area around the Grobogan Regency. This school is located in Mojoagung, district Karangrayung Grobogan Prov. Central Java. This school is accredited by C and has been established in 2016. Sekolah Luar Biasa (SLB) is a school that specializes in students with special needs,

[8] Cheatham, G. A., & Hart Barnett, J. E. (2016). *Overcoming Common Misunderstandings About Students With Disabilities Who Are English Language Learners. Intervention in School and Clinic, 53(1), 58–63.* doi:10.1177/1053451216644819

[9] Gollnick, D., & Chinn, P. (2013). *Multicultural education in a pluralistic society*. Upper Saddle River, NJ: Pearson.

particularly students with Intellectual and Developmental Disabilities (IDD). In Indonesia, the government guarantees that they have the same right to study formally and informally; and to get the best teachers in the teaching and learning process[10]. Foreign language education of learners with special educational needs is one of the fields of language pedagogy which constantly demand more attention from teachers, researchers, teacher trainers, education-system decision-makers, and managers[11].

Teaching students with special needs certainly requires its methods. The selection of efficient learning methods can make the teaching and learning process run smoothly and efficiently. With an efficient method, the standards for children with special needs have been found, namely effective, active, creative, innovative, and still fun. However, learning English for students with special needs is certainly different from

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[10] Utami, R.P., Suharyadi, Astuti, U.P. (2021). EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability. Indonesian Journal of English Language Teaching and Applied Linguistics, 6(1), 173-188

[11] Pokrivčáková, S. et al. (2015). Teaching Foreign Languages to Learners with Special Educational Needs: e-textbook for foreign language teachers. Nitra: Constantine the Philosopher University. 128 p.

normal students. Students with special needs in learning English are only taught simple English.

Furthermore, teaching can also be explained in Surah Al-Baqarah verse 129:

رَبَّنَا وَٱبْعَثْ فِيهِمْ رَسُولًا مِّنْهُمْ يَتْلُوا۟ عَلَيْهِمْ ءَايَٰتِكَ وَيُعَلِّمُهُمُ ٱلْكِتَٰبَ وَٱلْحِكْمَةَ وَيُزَكِّيهِمْ ۚ إِنَّكَ أَنتَ ٱلْعَزِيزُ ٱلْحَكِيمُ

> Our Lord! And raise in their midst a messenger from among them who shall recite unto them Thy revelations, and shall instruct them in the Scripture and wisdom and shall make them grow. Lo! Thou, only Thou, art the Mighty, Wise.

From the verse above, it can be concluded that it is sunnah to pray and leave all our deeds to Allah when we have finished doing them. By surrender, it means that a servant must do righteous deeds for the sake of Allah, Allah is the one who has the right to judge those deeds and reward them according to His judgment.

With low proficiency levels of ELLs, showing the highest identification rates for SPED, the identifications have the majority of learning disabilities. The lack of SPED proficiency in English can be interpreted as an indicator of not being able to

learn[12]. For students who are both ELLs and with disabilities, it is very important for educators to have an understanding of the uniqueness of the language, sociocultural, and academic needs of this student population to provide them with effective learning opportunities[13]. However, it is currently common and special education reports a lack of preparation to effectively meet ELLs needs with disability[14]. Without pre-service teacher preparation, a purposeful and coherent professional development program will be needed to adequately prepare teachers to teach ELLs effectively[15].

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[12] DeMatthews, D.E., Edwards, D.B., & Nelson, T.E. (2014). *Identification problems: US special education eligibility for English language learners. International Journal of Educational Research*, 68, 27–34.

[13] Hamayan, E., Marler, B., Sánchez-López, C., & Damico, J. (2013). *Special education considerations for English language learners: Delivering a continuum of services.* 2nd edition. Philadelphia, PA: Caslon.

[14] Cheatham, G.A., & Barnett, JEH. (2016). *Overcoming common misunderstandings about students with disabilities who are English language learners. Intervention in School and Clinic*, 53(1).

[15] Hamann, E.T., & Reeves, J. (2013). *Interrupting the professional schism that allows less successful educational practices with ELLs to persist. Theory Into Practice*, 52, 81–88.

With the problems described above, we can conclude that learning English for students with disabilities needs to be given great attention. Their inability to learn can also hinder them from learning English. In this study, I will examine the ways and methods of teachers in teaching students with special needs.

B. Research Question

The study has three research Questions:

1. How does the teacher teach Vocabulary English to disability learners?
2. What is the teacher's difficulty in teaching English vocabulary to disability learners?
3. What did the teacher do to overcome difficulties in teaching vocabulary?

C. Research Objectives

According to the research question above, the study is aimed:

1. To describe how the teacher teaches Vocabulary to students disability learners.
2. To describe teachers' difficulty in teaching English Vocabulary to disability Learners.
3. To describe how the teacher overcomes difficulties in teaching vocabulary.

9

D. Pedagogical Significance

This research is expected to be useful theoretically, practically, and pedagogically.

1. Theoretical Benefit

    This research is expected to provide information to readers. They will know how and the methods used by English teachers in teaching English to students with special needs.

2. Practically Benefit

    a. For the students

        This research can provide many benefits for students, especially English Education students who will become future teachers. Theoretically, students can find out how and what methods students can use in teaching English to students with special needs. Practically, students can find out and adjust the learning that we can apply so that students with special needs can learn effectively, and have fun. Finally, they have more knowledge, skills, abilities, and attitudes as professional teachers.

b. For the lecturers

    With this research, it is hoped that lecturers can pay more attention to students as prospective English teachers to provide innovative, creative, and fun teaching.

c. For the next researchers

    The findings of this study can provide information to further researchers about Exploring English teacher for disability learners in teaching vocabulary.

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

Considering the topic discusse in this thesis, there are some studies have been done related to this topic. They are:

1. The research has been done by Sara E. N. Kangas, Megan Cook, American Educational Research Journal. On the title **"Academic Tracking of English Learners with Disabilities in Middle School"[16].** This research aims to find out how to teach English to students with disabilities in one middle school. Knowing what institutional conditions contribute to a middle school for students with disabilities. And also to find out the role of deficit thinking in learning English in a middle school for students with disabilities. The researchers use qualitative methods of data collection and analysis by reviewing data, generating analytical memos, mapping patterns across units of analysis (i.e., schools, service, and focal ELLs with disabilities), and coding data sources. The results of the research are, that classrooms for

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[16]Kangas, S. E. N., & Cook, M. (2020). *Academic Tracking of English Learners With Disabilities in Middle School. American Educational Research Journal*

learning English for students with disabilities are unfavorable, and opportunities for collaborative learning are also limited in classrooms. The findings of this study indicate the need for schools and districts to restructure the provision of services in secondary schools for students with disabilities to purchase instructional accommodation.

The aim of that research is different from this research, in this research, the authors wanted to find out how teacher teach Vocabulary to Disability Learners, what are the teacher's difficulties in teaching Vocabulary to Disability Learners, and how to overcome these difficulties, meanwhile in the research above the aim is to find out how to teach English to students with disabilities in one middle school, knowing what institutional conditions contribute to a middle school for students with disabilities, and also to find out the role of deficit thinking in learning English in a middle school for students with disabilities. Another difference lies in the object of research, in this study the authors examined SLB schools in which there were elementary schools, junior high schools, and senior high schools. But in the research above, the authors examined only middle School. The findings are also different, in the research above the findings are more related to the provision of school services for

students with disabilities, while in this research the findings are more directed to the way teachers teach students with disabilities

2. The research has been done by Ortiz A. A., & Robertson, P. M., Teacher Education, and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children. On the title **"Preparing Teachers to Serve English Learners with Language-and/or Literacy-Related Difficulties and Disabilities"[17].** The result of the research is the skills of teachers in teaching English to students with disabilities are needed. The teacher's basic knowledge is also important to support difficulties in learning a second language. Therefore, it is necessary to develop and improve learning planning to prepare prospective English teachers who meet the needs of students to gain an understanding of English as a second language.

In the research above, almost similar with this research. In the above research, researchers have the results

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[17]Ortiz, A. A., & Robertson, P. M. (2018). *Preparing Teachers to Serve English Learners With Language- and/or Literacy-Related Difficulties and Disabilities. Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children, 41(3), 176–187.*

that teachers skills are very important to support the difficulty of students in learning English as the second language. This is the same as the results of this research with the skill of teachers who can learn to be effective and fun, so students are happy, and not bored quickly in learning English.

3. The research has been done by O'Connor, R. E., Beach, K. D., Sanchez, V. M., Kim, J. J., Knight-Teague, K., Orozco, G., & Jones, B. T. Learning Disability Quarterly. On the title **" Teaching Academic Vocabulary to Sixth-Grade Students With Disabilities "[18].** The aims of this study were to test the immediate and lasting effects of a structured academic vocabulary instructional routine designed for and delivered by special education teachers to students in their intact classes, to determine whether effects differed for students with disabilities who were ELLs and NES, and to describe the degree to which teachers implemented CHAAOS with fidelity.

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[18] O'Connor, R. E., Beach, K. D., Sanchez, V. M., Kim, J. J., Knight-Teague, K., Orozco, G., & Jones, B. T. (2019). *Teaching Academic Vocabulary to Sixth-Grade Students With Disabilities. Learning Disability Quarterly,073194871882109.* doi:10.1177/0731948718821091

The aims of the study is different with this research, and in object, the research above use Elementary school, meanwhile this research use SDLB, SMPLB, and SMALB.

4. The research has been done by Ika Nuriyanti, Fitrah Yuliawati, Jaftiyatur Rohaniyah, ELT in Focus. On the title **"Teaching English for Down Syndrome students at SMPLB PGRI in Pamekasan"[19].** The research aims to delineate the practice of teaching English to Down Syndrome students in a special secondary school in Pamekasan, East Java. The researchers used Qualitative research, and data collection from observation, interview, and documentation. The result of the research is The teacher taught English through several stages including opening, material presentation, learning evaluation, assessment, and closing. To increase students' attention in English, learning is also carried out through demonstration methods and visual media. It seems that students with Down syndrome prefer learning by using pictures, therefore teachers are advised to use more visual and realistic objects in learning, besides

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[19] Nuriyanti, I., Yuliawati, F., Rohaniyah, J. (2021). *Teaching English for Down Syndrome students at SMPLB PGRI in Pamekasan*, ELT in Focus, 4(1), 43-52

being effective, this method is also an alternative for teachers to improve the quality of teaching.

Research above almost is the same as this research, from the data collection process, observation, interview, and documentation. In addition, the equation is in the results of the research that is advising to use more visuals and realistic to Improve the quality of Learning.

5. The Research has been done by Siti Dwi Karmila, and Jamie Harrison, Journal of English Language Teaching Innovations and Materials. On the title **"A Library Research: Teaching English to English Language Learners with Learning Disabilities"[20].** The result of the research are Lack of knowledge, resources, and experts make English teachers in developing countries who do not use English find it difficult to identify through scientific intervention, therefore they do simple identification manually. Teaching English to students with disabilities certainly requires the right technique or approach, because in understanding their mother tongue or first language, they also need an understanding of

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[20]Karmila, S. D., Harrison J., *A Library Research: Teaching English to English Language Learners with Learning Disabilities,* Journal of English Language Teaching Innovations and Material. Vol.1(1)

vocabulary, pronunciation, and grammar with their limited skills. Therefore strategies, appropriate learning strategies are needed here.

This research is the answer to what strategy that the Teacher use to improve English students disability. In this research explaining some of the strategies one of them by using the Reward Strategy for students who are going to in front of class to answer questions. With these strategies students can be interested and Scrambling to in front of the class answering questions. This strategy can also create classes more active.

B. Literature Review

1. English language Teaching and Learning for Disability Learners

The group of students whose primary language is not English, commonly referred to as English language learners, is one of the fastest-growing groups of students. Teachers need to have a clear understanding that English learners may exhibit internalizing or externalizing behaviors related to their language development. When English learners exhibit behaviors that impede their learning or the learning of others, educators need to develop appropriate

behavior plans that consider these language-learning factors[21].

Any attempt to find general principles of learning or general instructional teaching strategies requires appropriate principles that can be calculated and adapted for individuals who are most different from the norm. The term "exceptional children" is used to refer to such students, and many approaches have been instituted in schools for students to reach their learning potential.

Students who are learning English is one of the fastest growing groups of students in U.S. public schools. Evidence suggests that students learning English are often placed in segregated special education classrooms seemingly contradicting the Individuals With Disabilities Education Act mandate for the education of students with disabilities to occur within the least restrictive environment including modifications and adaptations to the general curriculum. Successful inclusive practices for students with disabilities who are learning English highlight and build on

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[21] Dobbins, N., & Draper Rodríguez, C. (2012). *Providing Support for English Language Learners With Behavioral Needs. Intervention in School and Clinic, 48(3), 152–158.* doi:10.1177/1053451212454003

the cultural, academic, and linguistic strengths students bring to the classroom[22].

Teachers must create learning situations where students can interact with peers in meaningful ways. Effective vocabulary instruction for ELLs must be frequent, intensive, systematic, and complex and should include strategy instruction that helps students learn words independently (Klingner, 2012)[23].

Providing special education for ELLs with LD will require collaboration among the various teachers and support personnel in a school. For example, special education teachers who are unfamiliar with the process of second language acquisition and sheltering techniques should collaborate with colleagues who have preparation in teaching English as a Second Language, contentarea

[22] Spies, T. G., & Cheatham, G. A. (2018). *Introduction to the Special Issue: Successful Inclusion for Students With Disabilities Who Are Learning English. Intervention in School and Clinic, 54(1), 3–5.* doi:10.1177/1053451218762580

[23] Klingner, J. (2012, January 26). *Teaching English Language Learners: Distinguishing Between Learning Disabilities and Second Language Acquisition* [Webinar]. Alexandria, VA: Council for Exceptional Children. Retrieved from http://bit.ly/TLD-ELL-Webina

teachers who are endorsed as Teachers of English to Speakers of Other Languages, or both. Similarly, teachers working with ELLs can seek advice from their special education colleagues. Together we share more expertise than any one of us alone[24]. We define students with learning disabilities as thos with a significant difficulty in language acquisition, listening, speaking, reading (word-recognition skills and comprehension), and writing. These difficulties are due to a disorder in the basic psychological processes such as memory, auditory and visual perception, oral language, and thinking (Learner & Johns, 2015)[25].

Schools should provide culturally responsive professional development to general education teachers, but this training should be provided to special educators as well. Specifically, special education teachers will need to

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[24] Klingner, J. K., Boelé, A., Linan-Thompson, S., & Rodriguez, D. (2014). *Essential Components of Special Education for English Language Learners with Learning Disabilities: Position Statement of the Division for Learning Disabilities of the Council for Exceptional Children. Learning Disabilities Research & Practice, 29(3), 93–96.* doi:10.1111/ldrp.12040

[25] Learner, J. W., & Johns, B.H. (2015). *Learning disabilities and related mild disabilities: Strategies for success (13th ed.).* Stamford, CT: Cengage Learning.

be provided with professional development that gives them access to multiple strategies and instructional approaches found effective with ELLs. The success of special education for ELLs may be dependent on how well teachers provide cultural and linguistic instructional supports to ELLs[26]. The concepts of e-learning and e-teaching play important roles in educational technology applied in different educational contexts. E-learning technology can promote the inclusion of students with various disabilities in education. We considered roles of e-teacher which are useful in e-education of students with disabilities[27].

For instance, others might perceive the average low achiever as able to improve his or her outcomes with increased effort but youth labeled with LDs as biologically

[26] Orosco, M. J., & O'Connor, R. (2013). *Culturally Responsive Instruction for English Language Learners With Learning Disabilities. Journal of Learning Disabilities, 47(6), 515–531.* doi:10.1177/0022219413476553

[27] Bjekić, D., Obradović, S., Vučetić, M., & Bojović, M. (2014). *E-teacher in Inclusive e-education for Students with Specific Learning Disabilities. Procedia - Social and Behavioral Sciences, 128, 128–133.* doi:10.1016/j.sbspro.2014.03.131

unable to change their outcomes (Woodcock and Jiang 2013)[28]. Teachers and parents have significantly lower educational expectations for youth who are labeled with LDs than they do for achieving and behaving similarly for youth who are not labeled with a disability, and these lower expectations contribute to adolescents' lower educational expectations for self. themselves[29].

Students with disabilities have intellectual deficiencies, in this case students with disabilities have deficiencies in receiving learning. The role of the teacher is very important to increase the knowledge of students with disabilities, besides that teachers who can teach effectively and innovatively make it easier for students with disabilities to understand learning.

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[28] Woodcock Stuart, Jiang Han. 2013. "Teachers' Causal Attributional Responses of Students with Learning Disabilities in China." *Learning and Individual Differences* 25:163–70.

[29] Shifrer, D. (2013). *Stigma of a Label. Journal of Health and Social Behavior, 54(4), 462–480.* doi:10.1177/0022146513503346

2. English Language Teaching and Learning in General

Quality training in English language teaching, appropriate and effective strategies are needed. As suggested by Mai and Iwashita (2012)[30], to enhance the quality of English teaching, the teachers and the students should not be left alone. There should be efforts and cooperation from administrators, parents and society. Obtain or learning a language requires a lot of time and effort not only from the learner, but from the teacher as well. Nowadays, when English is considered as an international language, English teaching and learning activities as a foreign or second language is also examined and widely discussed around the world[31].

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[30] Mai, N. K., & Iwashita, N. (2012). *A comparision of learners' and teachers' attitudes toward communicative language teaching at two universities in Vietnam*. University of Sydney Papers in TESOL, 7, 25-49.

[31] Thi Nguyen, H., Warren, W., & Fehring, H. (2014). *Factors Affecting English Language Teaching and Learning in Higher Education. English Language Teaching, 7(8).* doi:10.5539/elt.v7n8p94

According to Abebe and Davidson (2012)[32], teachers rarely use visual materials such as cards, charts, and real objects in language teaching, even when they admit the effectiveness of these visual aids to the students' learning. There are some reasons hindering the teachers' use of teaching aids. The first reason is that it takes the teachers' time. To have effective teaching materials for the lessons, the teachers have to spend time seeking, designing, and selecting the appropriate teaching aids. But in reality, the teachers may not have adequate time to do so. The workload associated with a lot of teaching hours may prevent the teachers from investing time in preparing visual and modern teaching materials for their classes. Another reason that may discourage the teachers' use of teaching aids is the teachers' skill in using technology and technical equipment[33]. The study by Gao (2012)[34] found

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[32] Abebe, T. T., & Davidson, L. M. (2012). Assessing the role of visual teaching materials in teaching English vocabulary (Report). Language In India, 12(3), 524

[33] Thi Nguyen, H., Warren, W., & Fehring, H. (2014). *Factors Affecting English Language Teaching and Learning in Higher Education. English Language Teaching, 7(8).* doi:10.5539/elt.v7n8p94

that teachers lack confidence in the application of technology in English teaching.

Although the teachers advocate the use of technology in English classes, they do not know how to apply it effectively. Therefore, to motivate teachers to use of teaching aids in classes, the teachers' workload should be reduced so that they will have more time to invest in preparing quality teaching materials for their lessons. In addition, there should be programs that train teachers in the use of technical aids, operating audio-visual equipment, and selecting appropriate audio-visual resources for classroom activities (Mathew & Alidmat, 2013)[35]. Acknowledging that English is being learnt in an increasingly multicultural classroom puts pressure on educational leaders, policymakers, curriculum designer and teachers to address the needs of students who find

[34] Gao, L. (2012). *Digital Technologies and English Instruction in China's Higher Education System*. Teacher Development. http://dx.doi.org/10.1080/13664530.2012.667967

[35] Mathew, N. G., & Alidmat, A. O. H. (2013). *A study on the Usefulness od Audio-Visual Aids in EFL Classrooms: Implications for Effective Instruction.* International Journal of Higher Education, 2(2). http://dx.doi.org/10.5430/ijhe.v2n2p86

themselves in what is relatively a new environment in certain countries. Nations that might have formerly consisted of bilingual citizens are now composed of a multilingual population. Coelho (2012, p. 13)[36].

All the teachers described English as being more than a subject that they were meant to teach for one hour every day. In class, the interviewees felt constrained to use mostly English with the learners, irrespective of whether they spoke Maltese or not. This was essential to ensure that the rest of the class could understand what the teacher was saying to one particular learner. English was used to teach all the subjects forming part of the curriculum, even those subjects that are traditionally taught in Maltese, such as Religion and Social Studies. This was because the teachers could not afford to use Maltese for a substantial stretch of time without risking that an entire segment of the class failed to comprehend the subject matter. One teacher affirmed that he taught "most subjects in English[37].

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[36] Coelho, E. (2012), Language and Learning in Multilingual Classrooms: A Practical Approach, Multilingual Matters, Bristol.

[37] Xerri, D. (2016). *Teaching and learning English in a multicultural classroom: strategies and opportunities. Journal for Multicultural Education, 10(1), 19–32.* doi:10.1108/jme-04-2015-0012

3. Disability Learners

Mental health–related disabilities are a leading cause of health issues worldwide. Because of this, an argument can be made that schools integrate mental health services for their students to positively impact their mental health outcomes. The role of school-based mental health professionals (i.e., school counselor, school psychologist, school social worker) within the MTSS framework is discussed to better assist teachers in helping their students access school-based mental health services[38]. Mental health–related disabilities (e.g., depression, anxiety) are a leading cause of health issues worldwide, affecting around 450 million adults and adolescents, two thirds of whom will not access help from a health professional (World Health Organization, 2018)[39].

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[38] Marsh, R. J., & Mathur, S. R. (2020). *Mental Health in Schools: An Overview of Multitiered Systems of Support. Intervention in School and Clinic, 105345122091489.* doi:10.1177/1053451220914896

[39] World Health Organization. (2018). Mental health atlas 2017. https://www.who.int/mental_health/evidence/atlas/mental_health_atlas_2017/en

As a group, the five general education and special education laws provide protection against discrimination and require schools to include students with disabilities in public education. According to Russo and Lozano (2015)[40], teachers are expected to make broad profiles of students to determine who is struggling and who might need external interventions. It is important to point out that students with psychosocial disabilities are not included in the list of disabilities protected under Mexican education laws. Although students with learning disabilities (LD) are served under the special education system, they are not considered a distinct category of disabiity under special education law (Agrawal et al., 2019)[41].

Students with disabilities may struggle with accessing the content standard at grade level because they lack the

[40] Russo, C. J., & Lozano, R. (2015). *Special-education law in Mexico and the United States*. Educational Leadership Faculty Publication, School Business Affairs, 81(2), 33–36.

[41] Agrawal, J., Barrio, B. L., Kressler, B., Hsiao, Y., & Shankland, R. K. (2019). *International policies, identification, and services for students with learning disabilities: An exploration across 10 countries.* Learning Disabilities: A Contemporary Journal, 17(1), 95–113.

foundational skills needed to interact with the material at a higher level of cognitive complexity (Powell et al., 2013)[42]. Therefore, it is important for special education teachers to understand the concepts addressed within the standard and how to support the achievement and access of students with disabilities to ensure grade-level mastery (Haager & Vaughn, 2013)[43].

Often, academic skills being taught in the general education curriculum are abstract and complex, making it difficult for students with disabilities to show progress or mastery of the skill because of a lack of foundational knowledge (Doabler et al., 2012)[44]. Special education

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[42] Powell, S. R., Fuchs, L. S., & Fuchs, D. (2013). *Reaching the mountaintop: Addressing the common core standards in mathematics for students with mathematics difficulties*. Learning Disabilities Research & Practice, 28, 38–48.

[43] Haager, D., & Vaughn, S. (2013). *The Common Core State Standards and reading: Interpretations and implications for elementary students with learning disabilities*. Learning Disabilities Research & Practice, 28, 5–16.

[44] Doabler, C. T., Cary, M. S., Jungjohann, K., Clarke, B., Fien, H., Baker, S., & Chard, D. (2012). *Enhancing core mathematics instruction for students at risk for mathematics disabilities*. Teaching Exceptional Children, 44, 48–57.

teachers can improve student achievement with these complex skills through task analysis and direct teaching of the foundational skills needed for understanding and mastery (Watson, Gable, Gear, & Hughes, 2012)[45]. Students who are CLD with disabilities are more susceptible to high rates of disciplinary exclusions such as suspensions and expulsions (Whitford & Addis, 2017)[46] and are at greater risk for exclusion from the general education classroom and school failure due to academic frustration (Brobbey, 2018)[47].

It is imperative that families and schools share the same goals for children. Breaking down barriers to family engagement can communicate to families that they are

[45] Watson, S. M. R., Gable, R. A., Gear, S. B., & Hughes, K. C. (2012). *Evidence-based strategies for improving the reading comprehension of secondary students: Implications for students with learning disabilities*. Learning Disabilities Research & Practice, 27, 79–89.

[46] Whitford, D. K., & Addis, A. K. (2017). *Caregiver engagement: Advancing academic and behavioral outcomes for culturally and linguistically diverse students in special education.* NASSP Bulletin, 101, 241–255. doi:10.1177/0192636517729205

[47] Brobbey, G. (2018). *Punishing the vulnerable: Exploring suspension rates for students with learning disabilities*. Intervention in School and Clinic, 53, 216–219. doi:10.1177/1053451217712953

valued members of the school community. In order to accomplish this goal, schools must be willing to acknowledge that CLD families exist and that CLD families and families of students with disabilities bring a wealth of knowledge, resources, and may have different needs than families of students without disabilities. Moreover, schools might consider nontraditional methods of drawing families into these collaborative relationships. For instance, when schools embrace the cultural uniqueness of CLD families of children with disabilities, solicit family contributions, and encourage active participation in school, then families become engaged educational partners in their child's learning. The described strategies can help develop trusting family-school partnerships. By encouraging, facilitating, and welcoming family engagement and participation in school activities and the students' learning processes, school personnel can get to know and affirm diverse families to ensure that they serve all families for the mutual benefit of the family and school community[48].

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[48] Gerzel-Short, L., Kiru, E. W., Hsiao, Y.-J., Hovey, K. A., Wei, Y., & Miller, R. D. (2019). *Engaging Culturally and Linguistically Diverse*

students with disabilities are entitled to proper education and schools to improve their learning abilities. Family and teacher factors to improve the learning abilities of students with disabilities are very important because the family is their first environment, and the teacher is the person who educates them in the school environment.

4. Teaching Vocabulary to Disability Learners

Academic vocabulary, the types of words use in schools and textbooks that affect reading comprehension in late elementary and middle school, through high school (LaRusso et al., 2016)[49]. The rising standards of academic literacy create an urgency for students to learn the meaning of academic words and use them appropriately.

Many students with disabilities read very little in or out of school, this can compound the problem, the level of

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Families of Children With Disabilities. Intervention in School and Clinic, 105345121983763. doi:10.1177/1053451219837637

[49]LaRusso, M., Kim, H. Y., Selman, R., Uccelli, P., Dawson, T., Jones, S., Snow, C. (2016). Contributions of academic language perspective taking, and complex reasoning to deep reading comprehension. *Journal of Research on Educational Effectiveness*, *9*,201–222. doi:10.1080/19345747.2015.1116035

readable material for students with disabilities tends to be several years below their class placement, which offers little opportunity to learn academic words independently and make vocabulary teaching important. Teaching vocabulary well requires a lot of exposure and opportunities for students to use the words taught in their conversation and writing. Students with disabilities who read poorly need more explicit attention and opportunity than ordinary students. Moreover, many students with disabilities have difficulty in English vocabulary, which can also make it difficult to learn advanced English vocabulary. (Bunch, Walqui, &Pearson, 2014)[50]. Words introduce to students tend to be bound to a particular passage, teach "just in time" to help students understand certain events as they read about them. Words teach may not be a review, put in new contexts, or accumulate over time to time.

For students who have learning disabilities (LD) and also EL, it is difficult for them to improve their academic language because of the many meanings of words that must be learned. There are significant differences in language

[50]Bunch, G. C., Walqui, A., & Pearson, P. D. (2014). Complex text and new common standards in the United States: Pedagogical implications for English learners. *TESOL Quarterly*, *48*, 533–559. doi:10.1002/tesq.175

comprehension between students with average and lower grade vocabulary levels when students reach secondary school regardless of their first language.

The robust vocabulary instruction (RVI; Beck et al., 2013)[51] approach to teaching word meanings "involves directly explaining the meaning of words along with thought-provoking, playful, and interactive follow-up" (Beck et al., 2013, p. 3). Using the RVI approach, teachers provide student-friendly explanations of words, embed words in illustrative instructional contexts, and construct multiple opportunities for students to use target words in speaking and writing. Students are encouraged to consider newly introduced words in semantic relation to one another and to words they already know, strengthening the connection of new words to existing semantic networks.

Teachers create sentence-level instructional contexts for struggling readers and students with LD by (a) designing contexts that are familiar and interesting to students, (b) carefully choosing supporting words to help illustrate the

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[51] Beck, I., McKeown, M., & Kucan, L. (2013). Bringing words to life:Robust vocabulary instruction (2nd ed.). New York, NY: Guilford.

meaning of the target words, (c) keeping sentences relatively short and simple, and (d) using pictures to help illustrate the meaning of words when possible. These guidelines increase focus on word meaning while minimizing irrelevant information. Practice and discussion around paragraph-level contexts are introduced as soon as possible, since longer contexts provide more authentic practice opportunities. Teachers can create paragraph-level contexts following guidelines (a)–(d) for the sentences within the paragraph, and also provide opportunities for students to encounter target words in content area texts[52].

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[52] Beach, K. D., Sanchez, V., Flynn, L. J., & O'Connor, R. E. (2015). *Teaching Academic Vocabulary to Adolescents With Learning Disabilities. TEACHING Exceptional Children, 48(1), 36–44.* doi:10.1177/0040059915594783

CHAPTER III
RESEARCH METHOD

This chapter discusses the research method apply in this research. There are research designs, research settings, and techniques of data Collection.

A. Research Method

This section discusses the methods apply in conducting this research, this section consists of research design, data sources, data collection techniques, and data analysis.

1. Research Design

In this study, researchers will use qualitative research, with data collection methods using observation, interviews, and documentation. Researchers conducted research in one of the Special Schools in Grobogan Regency. This study aims to find out how to teach Vocabulary to students with special needs at SLB Negeri Grobogan.

2. Data Sources

The main data in this study are in-depth interviews with English Teacher at SLB Negeri Grobogan, the supporting data are observations in the classroom about

how teacher teach, and the last data is the documentation collected by researcher when conducting research.

B. Setting, participant, and time of the Research

1. **Setting**
   SLB Negeri Grobogan

   Mojoagung, district Karangrayung, Grobogan, Central Java.

2. **Participant**

   The Participant of the study is one English teacher and six students of mentally impairment. The name of the participant is Mrs. Dita as a English teacher, and the name of mentally impairments students is Nico, Lukman, Hakim, Jaza, Silo, and Rohmad. The researcher just appoint one teacher because she is a teacher who graduated from English education. In this study, the researcher choose mentally impairment students, because only mentally impairment students could be taught English.

3. **Time**

   The time the researchers conducted this research was carried out from the date of issuance of research permits in a period of approximately 2 months, 1 month (26th September 2022 - 26th October 2022) of data collection ,

and 1 month (1st November - 30th November) of data processing.

C. The Technique of Data Collection

In this research, the researcher uses data collection methods as follows:

1. Observation

   The researcher carries out the observation method in the classroom to get real data on how the teacher teaches English vocabularies to mentally impairment students in the classroom. So with this method researchers can find out a broad picture of the problem to be study.

2. In-depth Interview

   The researcher use In-depth Interview to answer the question in research question. Researcher do interview with one English Teacher at SLB Negeri Grobogan.

3. Documentation

   Researchers document all research activities by photos and videos as evidence that researchers actually do research.

CHAPTER IV
FINDINGS AND DISCUSSIONS

In this chapter, the researcher reports the results of a study conducted on English teachers for students with disabilities at SLB NegeriGrobogan.

A. Finding

The researcher's findings to answer research questions are to use the results of interviews. In this interview process, the researcher presented an analysis of research data by categorizing it into three: How teachers teach vocabulary for students with disabilities, the difficulties of English teachers in teaching vocabulary and describing strategies to overcome these difficulties.

The researcher interviewed with eleven questions. From the eleven questions, the researcher obtained data to answer the research questions. Interview sheet number 1 is intended to find out the name and class that the teacher teaches. Numbers 2 to 3 are intended to find out whether the status of English lessons is mandatory or not, and what English material is being taught. Numbers 4 to 7 are intended to find out how to teach vocabulary, what media are used, what are the difficulties in teaching vocabulary, and how to overcome difficulties in teaching vocabulary for students with special needs. And for numbers 8 to 10, it is intended to ask about the task and what are the difficulties

of students in doing the task, and how to overcome these difficulties. For number 11, the last question, the researcher asked about the ups and downs of teaching English to students with special needs.

1. **Teaching English Vocabulary to Disability Learners**

From interview data. The teacher explains how to teach vocabulary to students with disabilities:

Interviewer: "How do you teach Vocabulary to disability learners?"

Interviewee: "Untuk tingkat SMP dan SMA di kelas tuna grahita yang mayoritas menangkap pembelajarannya lambat, biasanya mereka misal sudah bisa menghafal 10 kata pada hari itu, namun bisa jadi besoknya mereka lupa. Jadi memang perlu kesabaran untuk mengajar siswa disabilitas. Namun ada interaktif lainnya untuk meningkatkan ketertarikan siswa dalam belajar bahasa inggris, misal dengan diberikan media gambar, ataupun video. Untuk mengajar siswa disabilitas juga guru harus menyesuaikan murid, misal murid sudah merasa lelah, untuk belajarnya harus di istirahatkan dulu"(For the junior high School and Senior high school in the mentally impairment class, the majority of which catch the learning slow, for example, they can memorize 10 words

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that day, but they may forget the next day. So it takes patience to teach students with disabilities. However, there are other interactive ways to increase student interest in learning English, for example by being given media images, or videos. In order to teach students with disabilities, the teacher must also adjust the students, for example students are already feeling tired to study,they must rest first).

Interviewee: "Untuk mengajar vocab bahasa Inggris juga kita menerapkan dengan sistem reward, misal nanti ada siswa yang mau maju untuk menghafalkan beberapa vocab kita beri hadiah". (To teach English vocabulary, we also apply a reward system, for example later there are students who want to come forward to memorize some vocabulary, we will give a gift).

From the interview data with the teacher, it can be concluded that to teach vocabulary students with disabilities must be patient, nor can we compare it with students in regular schools who teach vocabulary at a difficult level. the material is just ordinary level according to the student's ability. To teach students with disabilities must also be able to provide fun learning, so that students do not feel bored and get tired quickly when

learning. For example, we as a teacher can give rewards to students who are willing to actively go forward and answer questions, in that way students can be motivated to be active and interested in learning.

2. **Teacher's Difficulties in Teaching Ehglish Vocabulary to Disability Learners**

Interviewer: "What is the difficulty in teaching vocabulary to disability learners?"

Inteviewee: "Kesulitannya yaitu secara fisik memang mereka terlihat sehat, untuk pembelajaran mereka mendengarkan, merespon, tetapi untuk menerima dan menghafalkan mereka memang agak kesulitan". (The difficulty is that physically they look healthy, for learning they listen, respond, but to receive and memorize they are a bit difficult).

From interviews with teacher and observations of researchers about the difficulties of teacher teaching vocabulary, namely students find it difficult to accept learning, some students are actively advancing, writing answers, but when doing assignments they have difficulty, there are also students who are shy, but they

understand quickly, and some students whose writing must be given a dot first.

Interviewee: "siswa SLB tidak bisa disamakan dengan siswa sekolah umum yang satu siswa dengan yang lain pembelajarannya dapat disamakan, kalau siswa SLB mungkin ada yang dapat menghafalkan 10 kosa kata ya kita memberikan 10 kosa kata, misal ada yang hanya bisa menghafalkan 5 kosa kata ya kita hanya memberikan 5 kosa kata saja". (SLB students cannot be equated with regular school students where one student with another learns the same, if SLB students may be able to memorize 10 vocabularies, we give 10 vocabularies, for example, there are those who can only memorize 5 vocabularies, we only give 5 vocabularies).

Besides wanting to know how to teach vocab to students with disabilities, the researcher also asked about the assignments related to vocab.

Interviewer: "What are the assignments given about vocabulary?".

Interviewee: "Untuk tugas tertulis tidak begitu banyak, namun guru langsung meminta siswa untuk maju ke depan kelas, dengan begitu siswa sudah senang, dan juga dengan cara seperti itu sudah menghabiskan waktu

pembelajaran, karena siswa SLB jika pembelajarannya lama mereka sudah jenuh, jadi guru harus membuat siswa senang dulu agar pembelajarannya dapat berjalan secara efektif". (Nothing many written assignments, but the teacher ask the student to forward in front of the class, with that way student already feel happy, and also in that way they have spent their learning time, because if they study for a long time they are already bored, so the teacher have to make students happy first to make a teaching and learning more effective).

Nothing written assignments, but the teacher in the classroom immediately allows students to come forward and do the assignments given by the teacher. That way we can know students who are really active and students who can answer the question but shy to forward in the class.

3. Overcoming Difficulties in Teaching Vocabulary to Disability Learners

Interviewer: "How Do you overcome the difficulties in teaching vocabulary?"

Interviewee: "Mengatasi kesulitan itu tergantung keadaan siswanya misal siswa kesulitan menghafalkan 10 kata,

guru menurunkan level kosa kata nya menjadi 5. Juga bisa diatasi dengan menggunakan metode gambar dengan diberikan kosa kata, dan dengan gurunya membuat video dengan disertai gambar, kosa kata, dan cara pengucapannya. Video tersebut dikirimkan ke orangtua nya agar dapat diajarkan dirumah" (Overcoming the difficulties depends on the circumstances of the students, for example students have difficulty memorizing 10 words, so the teacher lowering the level only 5 vocabulary. It can also be overcome by using the picture method by giving the vocab, moreover the teacher making a video accompanied by pictures, vocab, and how to pronounce them. The video will be sent to their parents so they can be taught at home).

According to my interviews and observations in the classroom, the way to overcome the teacher's difficulties in teaching vocabulary is to teach it over and over again until students remember what the teacher said, in addition, for example, students have difficulty memorizing 5 vocabs, the teacher reduces to 2 vocabs. Usually, the vocabulary taught is also only those around the students, so that students can easily remember them.

In addition to how to overcome the difficulties of the teacher in teaching vocabulary, the researcher also asked about how to overcome the teacher if the students had difficulty in doing the task.

Interviewer: "How do teachers overcome students' difficulties in doing assignments?"

Interviewee: "Contohnya, misal ada salah satu siswa ingin maju ke depan kelas untuk menjawab pertanyaan, namun siswa tersebut tidak dapat menjawabnya, sehingga disini guru membantu untuk menjawabnya, jadi apabila jawaban tersebut adalah "book" maka guru menyebutkan kata "book" kemudian siswa tersebut menulisnya di papan tulis. Namun ada juga siswa yang tidak dapat menuliskan kosa kata nya, atau tidak dapat menulis sendiri, sehingga guru harus memegang tangannya dan membantu untuk menuliskannya". (For example, there is one student who wants to come forward in front of the class to answer a question, but the student cannot answer it, so here the teacher helps to answer it, for example if the answer is "book" then the teacher says the word "book" then the student writes it on the whiteboard . However, there are also students who can not write that

vocab, or cannot write themselves, so the teacher must hold his hand and help them to write).

B. Discussion

The teacher's way of teaching vocabulary to students with disabilities is to write down a few words about the items around them, in this way students with disabilities will find it easier to remember what words are taught by the teacher. In addition, by giving awards in the form of prizes to those who want to answer questions about vocabulary, it makes them feel happy and competes to be able to answer these questions. This can answer research from Siti Dwi Karmila, and Jamie Harrison in the Journal of English Language Teaching Innovations and Materials. On the title "A Library Research: Teaching English to English Language Learners with Learning Disabilities" where the researcher mentions that appropriate learning strategies are needed for students with disabilities.

The difficulty faced by teachers in teaching vocabulary to students with disabilities was their lack of understanding of English vocabulary, in addition to memorizing vocabulary, they also found it difficult. So here the role of the teacher is very important to improve students'

understanding in learning English vocabulary. This is the same as the Journal by Ortiz A. A., & Robertson, P. M. On the title "Preparing Teachers to Serve English Learners with Language-and/or Literacy-Related Difficulties and Disabilities" The result of the study that teachers are very important to support students' difficulties in learning the second language.

In overcoming these difficulties, teachers usually teach students with disabilities using certain media, for example using pictures and their meanings, as well as videos with vocabs and how to pronounce them. This is the same as previous research by Ika Nuriyanti, Fitrah Yuliawati, Jaftiyatur Rohaniyah. The title "Teaching English for Down Syndrome students at SMPLB PGRI in Pamekasan" with the results of research that students with disabilities prefer learning by using pictures. Besides being effective, this method is also an alternative for teachers to improve the quality of teaching.

From the discussion above, the researcher believes that the teacher's role is very important to improve students' understanding of English Vocabulary, besides that the teacher's patience is also important for effective and enjoyable learning. With the teacher's patience, students

become happier in participating in learning and are not easily bored.

This research has advantages and disadvantages, the advantages are that this research is more specific than previous reserach towards vocabulary, and also the research object is board, including SDLB, SMPLB, and SMALB. Meanwhile, the disadvantages is that researchers cannot explain the purpose of learning English for students with disabilities.

CHAPTER V
CONCLUSION AND SUGGESTION

In the last chapter, the research presents a conclusion and gives suggestions related to data analysis and discussion results:

A. Conclusion

1. The teacher's way of teaching vocabulary to students with disabilities is to write down a few words about the items around them, in this way students with disabilities will find it easier to remember what words are taught by the teacher. In addition, by giving awards in the form of prizes to those who want to answer questions about vocabulary, makes them feel happy and competes to be able to answer these questions.

2. The difficulty faced by teachers in teaching vocabulary to students with disabilities was their lack of understanding of English vocabulary, in addition to memorizing vocabulary, they also found it difficult. So here the role of the teacher is very important to improve students' understanding in learning English vocabulary.

3. In overcoming these difficulties, teachers usually teach students with disabilities used certain media, for example using pictures and their meanings, as well as videos with words and how to pronounce them.

B. Suggestion

The Researcher's suggestions are:

1. Teacher's Educations Colleges

   Teacher's Education Colleges must have learning strategies that are effective,relevant, and easily understood by students. In addition, it is important to provide learning innovations that do not make students feel tired, bored, and not focus on learning.

2. For the next researcher

   For the next researcher, if you want to use similar research, with the same focus. It is hoped that it can make up for the weaknesses contained in this study, and can conduct research better.

3. For the reader

   It is very important to understand that students with disabilities are students who have learning difficulties or it can also be called having an IQ below average. So they need special guidance and special treatment in educating them.

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Brobbey, G. (2018). Punishing the Vulnerable: Exploring Suspension Rates for Students With Learning Disabilities. *Intervention in School and Clinic*, *53*(4), 216–219. https://doi.org/10.1177/1053451217712953

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TEXT INTERVIEW

1. What class do you teach?
2. What is English in this school mandatory?
3. What material do you teach in the class?
4. How do you teach vocabulary to disability learners?
5. There is any particular media to teach vocabulary?
6. What is the difficulty in teaching vocabulary to disability learners?
7. How to overcome these difficulties?
8. How do you assign task around vocabulary?
9. Do the students find it difficult to do assignments about vocabulary?
10. How do you overcome these difficulties?
11. What are your ups and downs in teaching English to students with disabilities?

APPENDIX 2
INTERVIEW TRANSCRIPTION

1. Respondent

The researcher conducted an interview in one of the classes at SLB Negeri Grobogan

Date : 13rd October 2022

Participant : Mrs. Dita Yulia Nusworosari

Time : 09:18 am – 09:28 am

Note : An as an interviewer and B as an interviewee

Turn	Speaker	Expression
1.	A	*Assalamu'alaikum Bu,* My name is Mhelinda Desryan Farhani, I am student of UIN Walisongo Semarang, here I want to find information about learning English vocabulary at SLB Negeri Grobogan, I have been with Mrs. Dita as a class teacher and also an English teacher at this school. What class is Mrs. Dita teaching?
2.	B	Saya disini sebagai guru kelas, namun juga sebagai guru Bahasa Inggris. Saya mengajar dikelas 4D yaitu SDLB. Di sekolah ini terdapat SDLB, SMPLB, dan SMALB. Ketika pagi saya mengajar di SDLB, dan ketika siang saya mengajar Bahasa Inggris di SMPLB dan juga SMALB.
3.	A	What is English in this school mandatory?
4.	B	Bahasa Inggrisnya wajib, namun untuk pembelajarannya saya seminggu sekali di kelas

		SMPLB dan juga SMALB. Jadi jadwal mengajar saya di kelas SD sampai jam 10, untuk kelas SMPLB dan SMALB di kelas siang. Karena disini bukan termasuk sekolah umum, jadi untuk murid kita tidak banyak, contohnya kelas 7 dan kelas 8 saya gabung dikelas yang sama dengan ke tuna-an yang sama.
5.	A	What are some of the disabilities found in the students here?
6.	B	Disini ada tuna netra, tuna grahita, tuna rungu, tuna daksa, dan autis. Saya mengajar di tuna grahita dan juga tuna rungu yang mana anak-anak nya dapat menerima pembelajaran Bahasa Inggris.
7.	A	What material do you teach in the class?
8.	B	Materi untuk tuna grahita berbeda dengan umum, karena terbatasnya pemikiran mereka. Materi yang diberikan direndahkan levelnya sehingga tidak disesuaikan Silabus dan RPP. Namun, untuk tuna rungu silabus dan RPP nya hampir sama dengan siswa di sekolah umum, namun kita juga lihat dengan keadaan siswanya, misal siswa belum mampu menerima 3 suku kata, jadi kita turunkan menjadi 2 suku kata saja. Kalau di SLB kita sesuikan dengan kemampuan siswanya.
9.	A	How do you teach vocabulary to disability learners?
10.	B	Untuk siswa tuna grahita yang lambat menerima pembelajaran maka kita ajarkan dengan cara memberikan media gambar ataupun video agar siswa tertarik. Di pembelajaran dalam kelas pun kita juga memberikan kesempatan siswa untuk maju ke

		depan kelas menghafalkan beberapa kosa kata, namun untuk siswa sendiri cenderung malu, atau bahkan ada yang maju namun cuman diam.
11.	A	What is the difficulty in teaching vocabulary to disability learners?
12.	B	Untuk siswa tuna grahita, secara fisik memang mereka terlihat sehat, namun mereka sulit untuk menerima pembelajaran, misal hari ini mereka sudah bisa kosa kata "book" atau"pencil"belum tentu besok mereka bisa lagi.
13.	A	How to overcome these difficulties?
14.	B	Untuk mengatasi kesulitan tergantung siswanya, misal ada siswa yang belum mampu untuk menghafalkan 5 kosa kata, maka kita turunkan kosa katanya menjadi 2. Namun ada juga siswa yang sudah mampu menghafalkan 10 kosa kata. Jadi untuk anak SLB kita sesuaikan dari setiap siswa. Ada juga metode lain untuk mengatasi kesulitan mengajar vocabulary, misal dengan diberikan gambar beserta kosa katanya, atau dapat juga dengan guru membuat video beserta kata, dan cara pengucapannya, video tersebut nantinya dikirimkan ke orangtua nya untuk tambahan belajar dirumah.
15.	A	How do you assign tasks around vocabulary?
16.	B	Untuk tugas tertulis tidak begitu banyak, namun siswanya langsung saya perintahkan untuk maju ke depan kelas, dengan begitu mereka sudah senang dan sudah dapat menghabiskan waktu di dalam kelas, karena untuk siswa SLB sendiri kita tidak mengajar dengan waktu yang lama.

17.	A	Do the students find it difficult to do assignments about vocabulary?
18.	B	Ada, ketika saya menyuruh siswa untuk maju, terkadang ada siswa yang malu dan hanya diam saja didepan kelas, ketika mereka menulis jawaban di papan tulis juga mengalami kesulitan.
19.	A	How do you overcome these difficulties?
20.	B	Ketika mereka maju kedepan namun tidak bisa menjawab, maka guru membantu menjawab, misal jawabannya adalah "book" maka guru mengatakan "book" lalu siswa menulisnya di papan tulis. Namun ada juga siswa yang kesulitan dalam menulis, guru lalu memegang tangan siswa dan membantunya untuk menulis.
21.	A	The last question, What are your ups and downs in teaching English to students with disabilities?
22.	B	Untuk dukanya saya menikmati, untuk suka nya apabila siswa sudah mau datang ke sekolah saja saya sudah senang, siswa ada perubahan dengan bisa huruf A, B, dan C saja saya sudah senang. Itu saja bisa menjadi motivasi saya.
23.	A	OK, Thank you for your time ma'am, *Wassalamu'alaikum Warrahmatullahi Wabarakatuh.*
24.	B	OK, *Wa'alaikumsalam Warahmatullahi Wabarakatuh.*

APPENDIX 3
PHOTOGRAPHS

INTERVIEW'S SECTION

TEACHING AND LEARNING ACTIVITIES

GIVING ASSIGNMENTS TO STUDENTS

STUDENT'S ASSIGNMENTS
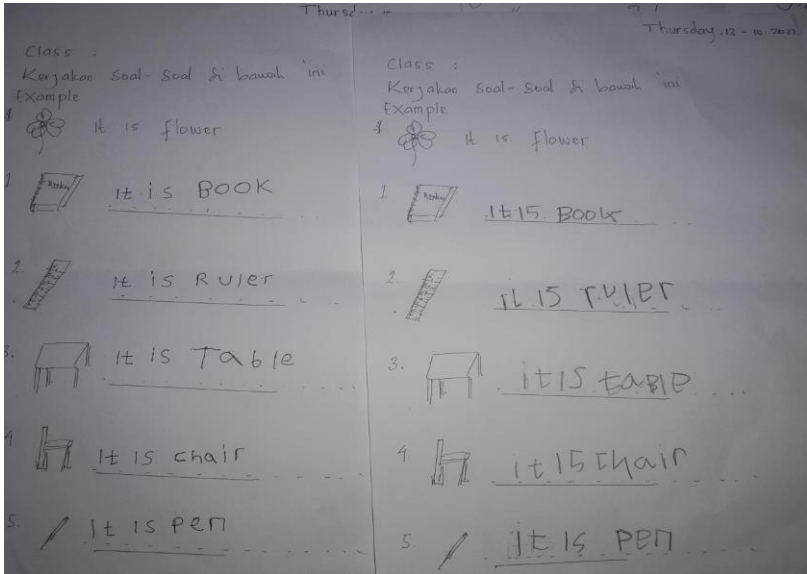
MENTALLY IMPAIRMENT STUDENTS

APPENDIX 4
RESEARCH DOCUMENT

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
www.walisongo.ac.id

Nomor: 3668/Un.10.3/D1/TA.00.01/09/2022   Semarang, 26 September 2022
Lamp : -
Hal   : Mohon Izin Riset

a.n.   : Mhelinda Desryan Farhani
NIM   : 1803046100

Yth.
Kepala SLB Negeri Grobogan
di Grobogan

Assalamu' alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama
mahasiswa :

Nama   : Mhelinda Desryan Farhani
NIM   : 1803046100
Alamat   : Karangjati, Mojoagung RT 01 RW 09 Grobogan
Judul skripsi : Exploring of English Teacher in Teaching Vocabulary for Disability
Learners: A Case Study at SLB Negeri Grobogan.

Pembimbing :
1. Nadiah Makmun, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan
izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut
diatas.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan
terimakasih.
Wassalamu' alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :

72

Grobogan, 07 November 2022

Nomor   : 890/349/XI/2022   Kepada Yth,
Lampiran   : -   Dekan Bidang Akademik
Perihal   : Balasan Mohon Izin Riset   FITK UIN Walisongo
                                                 Di Tempat

Menangapi Surat Saudara Nomor 3668/Un.10.3/D1/TA.00.01/09/2022 tanggal 26 September

2022 Perihal Mohon Izin Riset, pada mahasiswi :

Nama   : Mhelinda Desryan Farhani
NIM   : 1803046100
Tema Skripsi : Exploring of English Teacher in Teaching Vocabulary for Disability
                Learners : A Case Study at SLB Negeri Grobogan

Telah kami setujui untuk melakukan riset pada SLB Negeri Grobogan.

Demikian surat ini kami sampaikan, dan atas kerjasamanya kami ucapkan terima kasih.

Kepala SLB Negeri Grobogan

Ruslan Abdul Ghoni, S.Pd
NIP. 19730228 200801 1 003

73

APPENDIX 5
SCHOOL PROFILE

SLB Negeri Grobogan is the only Extraordinary School (SLB) with state status in Grobogan Regency. SLB Negeri Grobogan is located at Mojoagung Village, Karangrayung District, Grobogan Regency. In this school, there are SDLB, SMPLB, and SMALB. Extraordinary School (SLB) is a school that is used for students who have special needs, such as the blind, deaf, physically disabled, mentally retarded, and autistic.

To improve educational services for students with Special Needs (ABK), the Central Java Provincial Government through. The Department of Education and Culture established 1 (one) State Special School located in Mojoagung Village, Karangrayung District, Grobogan Regency. The establishment of this school is based on a decree of Governor of Central Java No.420/76/2016 and started operating in 2016.

As one of the State SLB schools in Grobogan, SLB Negeri Grobogan in teaching uses a teaching and learning system 5 days a week. SLB Negeri Grobogan has 17 teachers including 9 female teachers and 8 male teachers. And there are 130 students with different disabilities.

SLB Negeri Grobogan used the same curicculum as ordinary School, namely is "Merdeka Belajar". But at the goals and learning achievement is different with ordinary school, the differences accordance with the student's ability.

STUDENT AND TEACHER DATA

Daftar Pendidik dan Tenaga Kependidikan

SLB Negeri Grobogan

Kecamatan Kec. Karangrayung, Kabupaten Kab. Grobogan, Provinsi Prov. Jawa Tengah

No	Nama	NIP	JK	Tempat Lahir
1	Alva Eka Arina	196809141992032005	P	Klaten
2	Anna Huriyyatul Maghfiroh		P	Grobogan
3	Burham	196612062007011009	L	Grobogan
4	Canang Takari Tiwan	196509031987031013	L	Blora
5	Danao Kharisma Candra		L	Grobogan
6	Dita Yulia Nusworosari		P	GROBOGAN
7	Erlinna Wijayanti	199004122020122008	P	Karanganyar
8	FEBRIAN PUTRA BAMEGA		L	Grobogan
9	Krismiyati	196609151992022002	P	Grobogan
10	MUKHLISHIN		L	Grobogan
11	Murtini	197401042008012004	P	Grobogan
12	Nurul Yatin	196212111999122001	P	Purwodadi
13	Nusworini	196308082007012007	P	Grobogan
14	Ruslan Abdul Ghoni	197302282008011002	L	Banyumas
15	Siti Mukayanah	197204172008012010	P	Grobogan
16	Sugiyono	196311152007011008	L	Jepara
17	Zuhry Yudha Yuana Putra	199401242020121008	L	Boyolali

Daftar Peserta Didik

SLB Negeri Grobogan
Kecamatan Kec. Karangrayung, Kabupaten Kab. Grobogan, Provinsi Prov. Jawa
Tengah

NO	NAMA	JK	NISN	Tempat Lahir	Tanggal Lahir
1	Abbas Rizky Al Rohman	L	3142233914	Grobogan	2014-05-06
2	Abdau Iqbal Lubis Syarif	L	0025122663	Demak	2002-12-22
3	Abdul Aziz Lutfiana	L	3131520059	Grobogan	2013-09-14
4	Abdul Mu'izz	L	0131817248	Grobogan	2007-06-24
5	Achmad Nur Alamsyah	L	0087950301	Grobogan	2008-11-06
6	Adrian Ibnu HAbibie	L	0058569021	Grobogan	2005-02-26
7	Affan Pramudana	L	0074240492	Grobogan	2007-11-12
8	Agus Dimas Setiawan	L	0053898733	Grobogan	2005-08-16
9	Ahmad Dira Nor Rohman	L	0111577115	Grobogan	2011-01-29
10	Ahmad Lukmanul Khakim	L	0016727526	Grobogan	2001-12-02
11	Ahmad Munif	L	0044124282	Grobogan	2004-01-07
12	Ahmad Muzaki	L	0101008642	Boyolali	2010-08-02
13	Ahmad Saddam Mahasin	L	3149877215	Semarang	2014-12-05
14	Ahmad Zainal Makhosim	L	3086837281	Grobogan	2008-08-27
15	Ainayya Fatiyatur Rahma	P	0143096320	Sawahlunto	2014-01-29
16	Aji Nur Said	L	0078177396	Demak	2007-01-27
17	Akbar Nur Khamid	L	0078973619	Grobogan	2007-10-30
18	Aldo Sulistiyo	L	0104399398	Grobogan	2010-12-31
19	Alfatah Ali Masroh	L	0048527024	Grobogan	2004-04-09
20	ALI IMRON	L	0118468863	GROBOGAN	2011-12-07
21	Alvani Eka Putra	L	0116891553	Grobogan	2011-11-20

22	Alvian Indra Aulasafi	L	0119280316	Grobogan	2011-02-19
23	Ambar Wati	P	0099267930	Grobogan	2009-09-07
24	Amin Setiyono	L	9996662981	Grobogan	1999-05-08
25	Anandita Pratiwi	P	0049826406	Grobogan	2004-10-16
26	Andika Putra Dwi Herliano	L	0092743370	Bekasi	2009-03-22
27	Angga Ardiansyah	L	0124777072	Grobogan	2012-07-23
28	Angga Zacky Pramuditya	L	0087999255	Grobogan	2008-05-28
29	Anggi Okta Anggraini	P	0112559448	Grobogan	2011-10-09
30	Anisa Putri	P	0102749188	Grobogan	2010-06-13
31	Anjelinia Andriani Marsanta	P	0095003070	Grobogan	2009-02-07
32	Ardan Arya Putra	L	3065743942	Grobogan	2008-06-02
33	Ariska Putri	P	0117249925	Boyolali	2011-01-01
34	Arja Setya Nugraha	L	0087559409	Grobogan	2009-06-19
35	Arlita Alim Kiptiani	P	3061619652	Grobogan	2006-01-14
36	Arsyka Qurliana Cahaya	P	0153953171	Grobogan	2015-04-22
37	Asa Mulia Dahayu Kamaratih	P	0105431697	Grobogan	2010-05-21
38	Asiyah Mahar Qoidah	P	0035868297	Grobogan	2003-12-24
39	Athaya Ariqah Zahra	P	0062146907	Boyolali	2006-12-13
40	Aubry Bagawanta	L	0105449807	Grobogan	2010-03-13
41	AZAHRA SAFA AULIA	P	0113473029	GROBOGAN	2011-11-18
42	Azzahra Safaatul Fitroh	P	3158073453	Grobogan	2015-05-22
43	Bagus Danish Susanto	L	3125890388	Grobogan	2012-08-28
44	Bambang Eri Susilo	L	0018867438	Grobogan	2001-04-07
45	Bambang Setiawan	L	0035869184	Grobogan	2003-03-28
46	BIMA NUGROHO	L	0135848354	GROBOGAN	2013-05-14
47	Dafa Angga Saputra	L	3155249223	Grobogan	2015-10-06
48	Danu Raziq Hanan	L	3142938687	Jakarta	2014-09-15

	Syahputra				
49	Dava Reza Fiernanda	L	0088931224	Grobgan	2008-10-26
50	Dernalis Irpanto Putra	L	0025163637	Grobogan	2002-12-18
51	Dista Gilang Pradana	L	0088104718	Grobogan	2008-12-06
52	Dwi Shinta Auliya	P	0042946517	Grobogan	2004-07-12
53	Dwi Wahyu Putro Utomo	L	3097755309	Jakarta	2009-05-25
54	Ega Saputra	L	0135760106	Grobogan	2013-05-12
55	Egar Leon Ramadhanie	L	0096313826	Grobogan	2009-09-04
56	Egi Galih Pratama	L	0099730011	Grobogan	2009-12-12
57	Eka Pandu Riano	L	3108946032	Grobogan	2010-04-07
58	Elsya Ajeng Lestari	P	0108991477	Grobogan	2010-09-16
59	Erlina Damayanti	P	0043438067	Grobogan	2004-01-01
60	Fachrizal Manaf	L	3156066873	Grobogan	2015-08-06
61	Faila izzaturridho	L	0061667168	Grobogan	2006-02-24
62	Faris Aldi Wardana	L	0041324340	Grobogan	2004-10-06
63	Febri Maulana Nur Arisqi	L	0149964376	Grobogan	2014-02-01
64	Ferin Adinka Valentania	P	0129756899	Grobogan	2012-02-14
65	Fian Ardi Praja	L	0121507141	Grobogan	2012-01-16
66	Gendhis Putri Sejati	P	0089416840	Grobogan	2008-07-27
67	Gina Amelia	P	0129781790	Kota Madiun	2012-03-22
68	Hadi Rafi Ardana	L	3134166664	Grobogan	2013-10-30
69	Irfan Utomo	L	0029579904	Grobogan	2002-04-26
70	Jihan Azalia Ardarisqi	P	3163931917	Grobogan	2016-02-11
71	Juldan Rauf Ziyan	L	0147863532	Grobogan	2014-07-29
72	Keysa Nova Immaturrohmah	P	3107295104	Semarang	2010-03-11
73	Khoiril Khusna	P	0111821613	Grobogan	2011-05-27
74	Khoirul Jaza'	L	0064129414	Grobogan	2006-09-30
75	Kinanti Bening Prianza	P	0149191871	Grobogan	2014-03-23

76	Kristina Rahayu	P	0064015057	Grobogan	2006-05-18
77	Lindu Aji Ridwan De Porras	L	0069182163	Grobogan	2006-06-01
78	Mahendra Evaldo	L	3127088377	Grobogan	2012-03-27
79	Maisa Aqila Zahra	P	0096384425	Grobogan	2009-07-14
80	Margaretha Eva Viana	P	0083156794	Grobogan	2008-06-10
81	Maulana Fadhli Galih Cahyadi	L	0121807899	Boyolali	2012-06-06
82	Maulina Devi Sekar Arum	P	0083268423	Grobogan	2008-12-18
83	Mellya Devi Febria Valentina	P	0072713934	Grobogan	2007-02-14
84	MOHAMAT RIFKY PRATAMA	L	0114441507	Grobogan	2011-04-22
85	Muhamad Sahridho	L	3135174219	Grobogan	2013-01-26
86	Muhammad Abdul Wahid	L	0029128041	Grobogan	2002-04-26
87	Muhammad Firdauz	L	3082572393	Grobogan	2008-11-05
88	Muhammad Ilham Efendi	L	3091756888	Grobogan	2009-12-29
89	Na'imatu Zahroh	P	0108574094	Grobogan	2010-01-01
90	NADIA SISILIA PUTRI	P	0138401607	GROBOGAN	2013-11-06
91	NAETHLYANA ANGELITA	P	0116035408	Grobogan	2011-12-15
92	Nahra Salsabila	P	0111644965	Jakarta	2011-06-10
93	Naila Aulya Nuril Maulida	P	3136669498	Demak	2013-08-25
94	Naila Davina Putri	P	3115485668	Boyolali	2011-11-21
95	Naila Zahrotul Hasna	P	0093971644	Sragen	2009-08-01
96	Naila Zuhrotun Naqiyah	P	0063711223	Grobogan	2006-12-26
97	Naura Azka Azkiya	P	0131171391	Grobogan	2013-11-09
98	Nico Febrianto	L	0045671278	Blora	2004-02-11
99	Nila Anggraini	P	3128578671	Grobogan	2012-08-22
100	Nindi Mela Aprillia	P	0061847723	Pati	2006-04-15

101	Novi Ariyanti	P	0016984741	Grobogan	2001-11-04
102	Nur Sri Utomo	L	0077593658	Demak	2007-11-10
103	Puji Susilo	L	0008611549	Grobogan	2000-07-02
104	Rafa Dwi Setiawan	L	0102995562	Grobogan	2010-10-18
105	Rahmat Akbar	L	3123372326	Grobogan	2012-05-30
106	Rahmat Danu Prasetiyo	L	0089837130	Grobogan	2008-08-27
107	Rama Rizqi Saputra	L	3146016639	Grobogan	2014-05-27
108	Ratna Khoirunnisa'	P	0113664646	Demak	2011-05-20
109	Reno Putra Pradana	L	0115633000	Boyolali	2011-07-19
110	Revatar Nifsu Sabana	P	3168374644	Grobogan	2016-07-16
111	Rivaldi	L	3103617258	Grobogan	2010-11-06
112	Rizki Aprilia Rahmawati	P	0084349303	Grobogan	2008-04-01
113	RIZKI FADHILAH	L	0108920949	BOYOLALI	2010-11-20
114	Rizky Ramadhan	L	0139115463	Kendal	2015-07-10
115	Rohmat Diyono	L	0038264520	Grobogan	2003-01-01
116	Salsa Bila	P	0051539275	Grobogan	2005-06-22
117	Satria Ilham Syah	L	0066224545	Boyolali	2006-03-31
118	Septi Nurul Aini	P	0061461735	Grobogan	2006-09-20
119	Shinta Selpiani	P	0139833559	Grobogan	2013-10-19
120	Suci Wiji Lestari	P	3133338697	Grobogan	2013-11-06
121	Sugeng Riyadi	L	0065057663	Grobogan	2006-11-07
122	Surya Saputra	L	0031663461	Grobogan	2003-04-08
123	Syarif Al Bahtiar	L	3128401046	Grobogan	2012-12-18
124	Tegar Rahmadhani Hardian	L	0095900083	Grobogan	2009-05-25
125	Ulya Laras Saskia Ningtias	P	0092688006	Boyolali	2009-06-27
126	Uswatun Khasanah M.A	P	0054395117	Makassar	2005-05-10
127	Yudi Candra Alfiyan	L	0116067248	Grobogan	2011-06-14
128	Yuliana Aprilia	P	0103767232	Grobogan	2010-04-30

| 129 | Zahra Ega Fairuz | P | 0135457383 | Demak | 2013-02-02 |
| 130 | Zainal Arifin | L | 0098342473 | Boyolali | 2009-03-12 |

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83