

**TEACHING ENGLISH SPEAKING TO DISABLED STUDENTS  
IN AN ONLINE CLASS AT SLB**

**THESIS**

Submitted in Partial Fulfillment of the Requirements  
for Gaining the Bachelor Degree of Education in English Department



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*Assalamu 'alaikum wr. wb.*

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Title : **TEACHING ENGLISH SPEAKING TO  
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## MOTTO

مَنْ جَدَّ وَجَدَ

*“where there is a will there is a way”*

*“Be the best version of yourself”*

## ABSTRACT

Title : **TEACHING ENGLISH SPEAKING TO DISABLED STUDENTS IN AN ONLINE CLASS AT SLB**

Writer : Intania Sifa Prisilia Dewi (1703046045)

This thesis discusses teaching English speaking in an online class at SLB Purba Adhi Suta Purbalingga because of the COVID-19 pandemic by utilizing ever-evolving technology. The aim of this research the teaching English speaking to disabled students. The purposes of this study are: to find out the materials taught in English speaking, to describe the methods and media used in English speaking, and to know the assessment from the teacher for each student that they have differences. This thesis has collected the data display and reduction from observed, interviewed, and documentation. This research used a descriptive qualitative approach through field research, with the participants are the English teacher and students of class XII C (Autism & *Tuna Grahita*). This research shows the materials of English-speaking class at SLB Purba Adhi Suta is from curriculum 2013 (K13) with core competencies and basic competencies which has been adjusted to student disability. The teacher selected the materials which are suitable for students who are close to basic competence and core competence according to the student's ability to observe and identify which is done every three months. The teacher used the direct method and drill method because it is the only way method for easier students to learning speaking. The students' assessment is carried out based on the student's ability to imitate a word or sentence, it means to make students more understand and know its meaning by themselves because most of them still have difficulty reading in English and their ability to remember is limited. The students' assessment used curriculum standards for disabled students. In an online class, the teacher should be more attractive so that students are motivated to imitate the teacher.

**Keywords:** *English-speaking, materials, methods, online class, students' assessment.*

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10. For those who can't be mentioned one by one who has supported the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is the way far from the perfect arrangement. Therefore, the researcher will be happily accepting and constructive suggestions to make this thesis better.

Semarang, April 26<sup>th</sup>, 2021

The Researcher,



**Intania Sifa Prisilia Dewi**



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# CHAPTER I

## INTRODUCTION

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

### **A. Background of Study**

English learning at schools in Indonesia has a quick revolution, for example, learning English now does not always have to be in a school or course. English is easily found in everyday life, in social media the universal language used in English, one can learn a little bit the vocabulary that appears and is already online tutors are learning on the YouTube platform and other learning media like RuangGuru and so on. English learning, especially on speaking skills, has some problems in learning English, like the teacher still using unsatisfactory methods and making students less interested in the materials. Second, some schools do not support English subjects because they are not included in the curriculum, which is usually found in Elementary Schools so that English issues are only extracurricular. Unique or new methods are important ways to help teachers motivate students to learn, especially in speaking English. According to Edward Anthony (1963), the method is a systematic learning plan

from start to finish regarding the implementation of language learning in the classroom based on one particular approach.<sup>1</sup> So the teacher should use various methods that can make students interested in English.

Within weeks of the COVID-19 pandemic, conventional schooling was replaced by online instruction. Due to school closures, teacher educators were asked to transition, develop, and introduce online teaching, even if they did not feel sufficiently trained or had previously had little interest in online teaching. Suppose they want to help teacher educators in these extraordinary initiatives better. In that case, they need to create more comprehensive ways to evaluate teacher educator readiness to transfer their courses online in crises like the COVID-19 pandemic.<sup>2</sup>

Nowadays, technology, information, and knowledge explosion have led to the increase of teaching and learning English as an international language. Teaching and learning English in different countries have been faced with some problems. Low English teaching hours, a lack of excitement and

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<sup>1</sup> Fachrurrozi, Aziz & Erta Mahyudin, 2016, *Pembelajaran Bahasa Asing*, Jakarta: PT Raja Grafindo Persada, p. 13.

<sup>2</sup> Cutri, Ramona Maile, Juanjo Mena & Erin Feinauer Whiting, 2020, Faculty Readiness for Online Crisis Teaching: Transitioning to Online Teaching During The COVID-19 Pandemic, USA: Brigham Young University, *European Journal of Teacher Education*.

encouragement for learning English, a lack of attention in class, students who are ahead of their classmates. The English teachers who are not fluent in English, and a lack of repetition and regular practice for students are all disadvantages of learning English.<sup>3</sup>

The world of education in Indonesia had experienced the pros and cons of changing the school system in the middle of 2013. Schools that used the Rintisan Sekolah Berbasis Internasional (RSBI) system were abolished because there had been social and economic disparities. The language of instruction still uses Indonesian, but English must be established and strengthened, so that's an added value. So, we use English for expansion without having to reduce our values. The principle is that it should not only fade the national language (Indonesia Minister of Education and Culture 2009 to 2014, M Nuh). This response was not approved by Darmaningtyas, a teacher at SMP Bina Muda Gunung Kidul, because according to her the progress of a nation was not determined by foreign language or English. From the Japanese colonial era until now less than 5% of its citizens can speak English. Language is not the determinant of progress, but it must be the appreciation of scientific reasoning. From an economic point of view, the problem is that schools with

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<sup>3</sup> Khajlo, Akram Inanlo, 2013, *Problems in Teaching and Learning English for Students*, Iran: Islamic Azad University of Science and Research Tehran, International Journal of Engineering Research and Development, Vol 7.



RSBI costs are much more expensive to burden the parents of students who are less fortunate. So that in the academic year 2013/2014, RSBI was officially deleted.<sup>4</sup> Therefore, the students' speaking English skills are low because it is not a common thing and the teacher also uses the wrong method for the speaking aspect. As an international language, English is studied by students both as a skill and fulfilling the learning curriculum.

English has been considered the first foreign language in Indonesia, and foreign languages are universal worldwide. Its main function is to foster development, especially in communication between countries. Learning English also often has problems both for educators and students. The main problem is students are less motivated to learn English and have considered it the most challenging subject. Students have difficulty pronouncing. Other issues arise that often arise in English teaching such as students lacking the confidence to speak English. Students have difficulty pronouncing so that the speech is also not good.

The primary objective of teaching and studying English as a foreign language is to enhance students' speaking abilities, which are required in school and society. English has become a

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<sup>4</sup><https://news.detik.com/berita/d-1902865/mereka-angkat-bicara-soal-bahasa-inggris-sebagai-bahasa-wajib-di-sekolah>, accessed on February 10<sup>th</sup> 2021 7 PM.

common language in this century.<sup>5</sup> Communication skills are essential for student success both within and outside of the classroom. These abilities have been linked to academic, professional, and personal performance. As a result, according to Freire (2000), "there is no real education without effective communication.". Many students with learning disabilities struggle to understand others and express themselves in a meaningful way, even though the value of speaking skills in all aspects of life has been well established. Speech pathologists and scholars, to be more precise (e.g., David, 1975; Harris, 1994; Lahey, 1988), state that disabled students avoid speaking in class and have any trouble with oral communication such as:

- Exchanging information on a variety of subjects
- Obtaining and providing clarification
- Interacting with peers
- Responding to requests and open-ended questions
- Requesting and providing information on daily subjects
- Telling a story or talking about an event in the series
- Resolving issues that arise during contact
- Taking turns properly
- Maintaining a dialog

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<sup>5</sup> El-Koumy, Abdel Salam, 2016, *Teaching English as a Foreign Language to Students with Learning Disabilities at the Intermediate and Advanced Levels: A Multiple-Strategies Approach*, Egypt: Suez University, p. 56.

- Maintaining sufficient eye contact
- Knowing spoken language
- Expressing understanding.<sup>6</sup>

According to Putri Ernawati, two points can be discovered in the application of teaching English. First, the instructor adapts and adds to the content, introduces and introduces a vocabulary list, replaces materials, and changes the assignment. Second, the teacher kept track of sight, sound, and comfort in the classroom and seating arrangements, voice and body language, and discipline. The result was that when teaching English in an inclusive class, the teacher created the content and handled the classroom as well as possible to ensure that students understood the materials. The inclusive class is made up of disabled and able-bodied students who were seated in the same classroom during the teaching-learning period. The English teacher used four aspects of developing content: incorporating materials, making a vocabulary list, replacing materials, and the final modifying task. Besides, the teacher controls the class by taking into account

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<sup>6</sup> El-Koumy, Abdel Salam, 2016, *Teaching English as a Foreign Language to Students with Learning Disabilities at the Intermediate and Advanced Levels: A Multiple-Strategies Approach*, Egypt: Suez University, p. 58.

sight, sound, and comfort, as well as voice and body language, seating arrangements, and discipline.<sup>7</sup>

﴿ وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنْ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا ﴾

*“And We have certainly honored the children of Adam and carried them on the land and sea and provided for them of the good things and preferred them over much of what We have created, with (definite) preference.” (Qur’an Surah Al-Isra’ verse 70).*

In this verse, Allah has created them with beautiful shapes and privileges them to speak, think, and specialize them with various foods, drinks, and clothing that are not possessed by all types of person. Allah also glorifies them by giving them power over other creatures and making other creatures meet their needs.

Furthermore, learning English is deemed a failure for disabled students if the media does not help them according to their needs. Since the Ministerial Regulation on Inclusive Education is also endorsed by the 1948 Declaration on Human Rights, the 1989 Convention on the Rights of the Child, the

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<sup>7</sup> Ernawati, Putri, 2016, The Application of Teaching English to Seven Grade Student’s in An Inclusive Class of YBPK Junior High School Kediri In Academic Year 2015/2016, Kediri, Thesis Journal.

World Conference on Education for All in 1990, and UN Resolution 48I9 of 1993 concerning equal opportunities for disabled people, it is important to teach English to disabled students.<sup>8</sup> Teaching English to disabled students is not dissimilar to teaching language to normal students in general. Teaching disabled students, on the other hand, is not without its difficulties. Teachers who deal with autistic students are expected to have a higher degree of experience than teachers who work with children in general. For example, a teacher is required to understand the needs of disabled students so that they can design, implement and evaluate the disabled students' education process well.<sup>9</sup>

Normal students and disabled students learn English in various ways. For normal students, instructional approaches include prompts, lectures, discussions, and question, and answer sessions. Meanwhile, the direct form, complete physical response, and linguistic approach can teach English. In addition to learning strategies, learning media such as realia, slides, film strips, cards, and interactive videos can help disabled students learn more effectively. Learning English for disabled students

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<sup>8</sup> Sunanto, Juang & Hidayat, 2016, *Desain Pembelajaran Anak Berkebutuhan Khusus dalam Kelas Inklusif*, Bandung, Vol. 17, No. 1, June 2016.

<sup>9</sup> Dewi, Kadek Yeti Fitria, 2019, Pengajaran Bahasa Inggris untuk Anak Luar Biasa (ALB), Singaraja, *Education Journal*: Vol 6. No. 1, June 2019.

should be measured in terms of both the product and the process. Anecdotal notes, checklists, interviews, and retelling stories are all examples of ways to value something. Disabled students would be more likely to be able to use English functionally and contextually if they are assessed on their language knowledge and skills.<sup>10</sup>

This research discusses the materials taught, the media or methods are uses, and the students' assessment because many teachers who teach their students still used inappropriate materials, methods, media, and assessment. So, the students become less accepting of the materials being taught. In national issue there are many problems in English subject in public schools or private schools found several issues, the methods, and models of learning English by teachers that are less varied where the teacher only uses one method and model of learning English, this makes students not enthusiastic about accepting language learning English, then English is needed because in a digital era where all systems use the instruction in English, at least students can be equipped with an introduction to English so that students will not be surprised by the technological era, and students have the basis to continue at the next level also students have the memory of it when they get to grow up, therefore, English needs

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<sup>10</sup> Dewi, Kadek Yeti Fitria, 2019, Pengajaran Bahasa Inggris untuk Anak Luar Biasa (ALB), Singaraja, *Education Journal*: Vol 6. No. 1, June 2019.

to be taught from an early age.<sup>11</sup> The next national issue is that English is excluded from the curriculum, which causes students to feel difficulty when dealing with English, especially in speaking skills. Even more for teaching English speaking to disabled students, they had to use special methods and use some media to make it easier for them.

So far, the English learning method only uses the lecture method and the Sekolah Luar Biasa (SLB), according to Karimah Rahmatika, the teacher was still unfamiliar with other methods, such as using audio-lingual learning strategies. Because usually, students with disabilities need word repetition or pronunciation so that the audio-lingual method can be used as a new method to save time and can intensively practice repetitive sentence patterns. So far, the teacher only uses the lecture method so that students cannot repeat it when the lesson is over. The audio-lingual method can help teachers in teaching and make it easier for students to learn. In this case, the use of audio-lingual media has made progress towards students learning English easily.<sup>12</sup>

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<sup>11</sup> Maili, Sjafty Nursitti & Woro Hestningsih, 2017, Masalah-Masalah Pembelajaran Bahasa Inggris Pada Sekolah Dasar, Semarang: PGRI University of Semarang, *Educational Research Media*: Vol 11. No. 2.

<sup>12</sup> Yogyakarta, University State, <https://www.uny.ac.id/berita/siswa-tunanetra-belajar-bahasa-inggris-dengan-metode-audio-lingual>, accessed on February 10<sup>th</sup> 2021 7 PM.

The English teacher in SLB Purba Adhi Suta Purbalingga English don't teach themselves, a co-teacher assists to help students in the learning process, during online class SLB Purba Adhi Suta Purbalingga applies a home visit system to students' homes in turn. The learning method of speaking English used a communicative learning approach by inviting students to be active; learning English rests on developing students' abilities to use language to express messages or meanings that include aspects of listening, reading, writing, and speaking. The skill is a typical form of human behavior which is based on meaningfulness. However, the development of science and technology endeavored to apply conventional learning in practice in the field. In the implementation of learning, it turns out that not all aspects of language skills can be instilled easily in students. Many factors become obstacles in language teaching, which is the use of learning methods. Teachers often have difficulty choosing the correct method, especially for disabled students. Besides used the correct method for the success of the learning process, it also requires media that supports the materials, and it aims to help disabled students learn English speaking. And the researcher also wants to know the difficulties in the learning process and the assessment, and also the researcher wants to see how the English teachers assess disabled students who have different deficiencies.



There are gaps or controversy under individual, such as cultural stigma. A student who is conscious of their learning disability can choose not to bring it up, and students may exhibit learning disability symptoms or fail in class. Here, as an observer, the researcher can only offer her opinion to the English teacher with disabled students, who must decide what steps the teacher is willing to take for each student. For example, using a variety of media to assist students in their learning, keeping a shared collection of class notes that can be viewed online, and creating predictable lessons such as warm-up, analysis, vocab, new grammar, and so on. Engage multiple learning modes, including visual, aural, and kinesthetics. Introduce new materials in familiar contexts, and encourage students to complete complex tasks incrementally.<sup>13</sup>

The teaching-learning process was strongly linked to the development of disabled students' speaking skills. First, students will participate in knowledge gap exercises in pairs or classes, giving them more chances to practice their speaking skills by transmitting specific information to their peers. The exercises allowed students to fill in the gaps using the target language. As

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<sup>13</sup> USA, Mobility International, *Teaching English as a Second Language to Students with Learning Disabilities*, <https://www.miusa.org/resource/tipsheet/LD/ESL>, accessed on December 27<sup>th</sup> 2020 6:08 AM.

a result, by regularly using the target language, students become more inspired and confident in communicating in English. Second, they were able to obey the teacher's directions in the target language.<sup>14</sup> Third, using knowledge gap exercises in the speaking class helps students to communicate with those in the target language by asking and providing the appropriate information.<sup>15</sup> The teaching-learning process has also improved as a result of the improvements. In the speaking class, the students were more engaged. They had a good discussion by deliberately posing and answering questions. Aside from that, the students were very well versed in classroom English. They can comprehend the teacher's words.<sup>16</sup>

The researcher chooses SLB Purba Adhi Suta Purbalingga because there are many ways to teach disabled students like using the home visit method not only for the main teacher but also by co-teacher to make students easier to study especially in English

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<sup>14</sup> Ismaili, Merita & Lumturiye Bajrami, 2016, Information Gap Activities to Enhance Speaking Skills of Elementary Level Students, South East European University, *International Journal of ScienceDirect*, Social and Behavioral Sciences 232 (2016) 612 - 616.

<sup>15</sup> Defrioka, Andri, 2016, The Use of Information Gap Activities in Teaching Speaking (Classroom Action Research at SMK), Padang State University, *Language Learning Journal*, Vol. 10, No. 2

<sup>16</sup> Ismaili, Merita & Lumturiye Bajrami, 2016, *Information Gap Activities to Enhance Speaking Skills of Elementary Level Students*, South East European University, *International Journal of ScienceDirect*, Social and Behavioral Sciences 232 (2016) 612 - 616.

speaking. In an online class, the teacher more attractive so that students are motivated to imitate the teacher. Another reason is the researcher has been a co-teacher for it almost seven months, and the researcher already knows the character of disabled students. This research is also supported by theories regarding teaching English speaking for disabled students, especially in materials, methods or media, and online learning assessment.

Based on the explanation above, the researcher is interested in investigating how the teacher gives the assessment, materials, methods, and media to disabled students' speaking skills.

## **B. Research Question**

1. What materials are taught in online speaking class at SLB Purba Adhi Suta Purbalingga?
2. What methods are used in online speaking class at SLB Purba Adhi Suta Purbalingga?
3. What assessment is used to assess the students' speaking competence in online speaking class at SLB Purba Adhi Suta Purbalingga?

## **C. Objective of Study**

1. To explain the materials taught in online speaking class at SLB Purba Adhi Suta Purbalingga.

2. To explain the methods used in online speaking class at SLB Purba Adhi Suta Purbalingga.
3. To explain assessment is used to assess the students' speaking competence in online speaking class at SLB Purba Adhi Suta Purbalingga.

#### **D. Significances of Study**

1. Theoretically

The result of this study could give more extensive knowledge and positive contribution of speaking class of disabled students. It would also provide the method of teaching speaking for disabled education in conducting an assessment process to follow the times progress.

2. Pedagogically

The researcher wishes that this research will give the readers information about the speaking learning process in disabled students at SLB Purba Adhi Suta Purbalingga.

3. Practically

- For the researcher

By doing this research, the researcher gets new knowledge about these materials, and hopefully, it will be useful in the future.

- For the principal

This research may give new knowledge about improving the English-speaking skills, and we can learn the purpose of teacher and the method in English teaching.

- For the teacher

It can be an evaluation and reference for every English teacher, especially for developing or creating methods to teach English speaking to improve the students to learn.

## CHAPTER II

### RELATED LITERATURE

This chapter presents previous research and theoretical review.

#### **A. Previous Research**

The research *English Language Teaching-Learning at Roemah Difabel of Semarang* conducted by Adam Panoh (2019), shows that the materials of English language teaching used at *Roemah Difabel* English class depends on students in teaching for disabilities students. However, the curriculum informal and formal education is different in reference. The materials taught in *Roemah Difabel* consist of two skills speaking and listening. Second, the English Language Teaching method for General Class at teaching English class is very interesting to the learners. The learners are disabled students. The teacher presented materials for students well. The teaching is interested in this class, the teacher did not just use one teaching method, but the teacher has various methods for this class. There is the result of a researcher from the observation and interview results. It can be described as the methods used in the Basic English Class *Roemah Difabel* Semarang. The direct method, silent way method, audio-lingual method, total physical response method, and deductive

teaching method. The teacher combined with another method like deductive teaching method, total communication, cued speech, and body language. Third, the assessment was used at the Disabilities English Class. The teacher assesses *Roemah Difabel* English Class. The teacher assesses student's competence based on the comprehensive and remembers of materials from the teacher. In this case, the teacher hasn't formally assessed students. The point is they can communicate well, so if they remember vocabulary in the chapter. We have the purpose of the chapter. We have some wording and word or statement they need to remember it. If they remember all of them at least 80%, the teacher means it is good to go to the next chapter. And for the deaf and hard hearing loss students, the students use paper, write on paper, and use body language with the teacher.<sup>17</sup>

The research *Developing A Model for Teaching Speaking Skill to Students with Hearing Impairment* conducted by Asep Budiman (2018), shows that Some flaws in the current instructional model used by the instructor at SLB-B YRTRW (Yayasan Rehabilitasi Tuna Rungu dan Wicara) Surakarta to teach speaking to students with hearing disability, causing them to be unable to develop all measures of speaking ability at the

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<sup>17</sup> Panoh, Adam, 1503046127, *English Language Teaching-Learning At Roemah Difabel of Semarang*, (Walisongo State Islamic University Semarang: 2019), Thesis.

same time. It is necessary to create a new instructional model to teach speaking to the students with hearing impairment using adjusted role play which could establish the students' speaking skills. Second, the developed instructional model is feasible for the students to learn speaking, for the teacher to teach speaking, and to develop five indicators of speaking and eventually become the final product.<sup>18</sup>

The research *'Implementasi Permainan-Permainan Edukatif Bagi Anak-Anak Berkebutuhan Khusus: Studi Kasus di SMP-LB FINJIL Kota Bitung'* conducted by Christi Irjasari Timban (2018), shows that the SMP-LB Finjil students can develop their English language skills by playing Bingo, Guess Words (Charades), and the Weather Shift Board (Weather Exchange), which all have different objectives. The effect of game implementation, assessed based on Bloom's taxonomy is divided into several realms: cognitive, affective, and psychomotor. In the cognitive domain of the three games that students have played, it can be seen how students' abilities have improved, such as aspects of knowledge, understanding, application, and analysis. Second, in the affective domain, the effects seen from the three games are seen through the elements

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<sup>18</sup> Budiman, Asep, S891608002, Developing A Model for Teaching Speaking Skill to Students with Hearing Impairment, (Sebelas Maret University of Surakarta: 2018), *Thesis*.



of acceptance, responsiveness, and aspects of assessment. Students improve the ability to assess information and concepts and express them in their behavior. Other effects on the psychomotor domain arising here are determined through the imitation aspect, the guided response aspect, which includes imitation and the process of experimental movement. In this realm, the author sees all physical activity that is formed. Third, some of the themes that have been found by the author here are learning styles that are suitable for Finjil junior high school students, namely, kinesthetics learning styles and audio that uses the media of songs. Next are the motivation and background of students that affect the efficiency of student learning processes. Then, giving rewards to students for the achievements that have been achieved can maintain enthusiasm and improve student performance when learning through play.<sup>19</sup>

The research *Inclusive Education in The (New) Era of Anti-Immigration Policy: Enacting Equity for Disabled English Language Learners* conducted by Valetina Migliarini and Chelsea Stinson (2020), shows that in contemporary North America, and indeed globally, social and political change in tandem with xenophobic attitudes toward immigration play a

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<sup>19</sup> Timban, Christi Irjasari, 14091102049, Implementasi Permainan-Permainan Edukatif Bagi Anak-Anak Berkebutuhan Khusus: Studi Kasus di SMP-LB FINJIL Kota Bitung, (Sam Ratulangi University: 2018), Thesis Journal.

crucial role in shaping policy discourses and national identities. Immigration has been increasingly constructed as a dangerous threat by its opponents, but, as Dolmage (2018) argues, ‘immigration rhetoric can itself be viewed as one of the most dangerous threatening spheres of discourse in recent history. In this paper, we have attempted to demonstrate how immigration intersects with disability, race, and citizenship to re-affirm a dominant, normative identity, as well as neoliberal forms of inclusive education. We have sought to interrogate the comfort-fantasies of inclusion as expressed within policies and practices implemented in a mid-sized urban school district in Upstate New York. We have attempted to establish counter-narratives of inclusive education by using DisCrit (Disability Critical Race Theory) as an intersectional and interdisciplinary paradigm, explaining how individualistic and capitalist approaches can be camouflaged to circulate in school communities. This paper started by exploring the tenets of DisCrit and their affordances to re-think New York State inclusive policies and practices for ELLs (English Language Learners) and ELLs with disabilities. We have highlighted how analyzing documents through DisCrit shows how NYSED (New York State Education Department) policies seek to disentangle students’ intersecting markers of identity to simplify implementation for educators. Additionally, DisCrit tenets seem to be crucial in helping teachers develop

inclusive practices that respond to ELLs' intersectional need inclusive practices that respond to ELLs and ELLs' intersectional needs with disabilities because they support a more critical stance towards deficit-based perspectives on ELL students and inclusion. We have drawn on an empirical study in Upstate New York, a region characterized by increasing diversity among ELL students, wherein state and federal institutions have relentlessly deliberated over students' categorization. We hope that the findings presented in this paper will prompt a critical reflection on the current limits of inclusion as framed in Upstate New York public schools and on the benefits of applying DisCrit to bring about educational changes concerning pedagogy, curriculum, relationships, assessment, and school organization. We aim to advance critical insights on the politics of inclusion while shedding light on the largely unknown and often unspoken experiences of aspiration and denial that pertain to teachers as well as ELL students with and without disabilities. We believe these ideas, guided by the tenets of DisCrit, will be useful to scholars and practitioners to refute facile and comfortable ideas of inclusion which equate educational equity with minimal access to some aspects of society's structures (Patel, 2013). The affordances of such an intersectional framework are crucial to the

authentic enactment of equity for our students who have been written into the margins of education policy.<sup>20</sup>

The research *Speech Characteristic and Intelligibility in Adults with Mild and Moderate Intellectual Disabilities* conducted by Coppens-Hofman Marjolein C., Terband Hayo, Snik Ad F. M. & Maassen Ben A. M. (2017), shows that the phonemic and syllabic variables derived from expert transcriptions of their verbal performance obtained with a picture-naming task were significantly linked to naive ratings of the intelligibility of spontaneous speech of adults with mild to moderate ID (Intellectual Disabilities). The key speech problems in this category of affected speakers tend to be caused by problems with speech motor planning. Early evidence suggests that personalized speech therapy may help adults with ID overcome some of their speech disabilities, improving their communicative abilities by reducing the severity of their speech difficulties.<sup>21</sup>

The research *The Analysis of Learning Strategy in Speaking Skill: A Study on People with Disability* (2018) conducted by

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<sup>20</sup> Migliarini, Valentina & Chelsea Stinson, 2020, Inclusive Education in the (New) Era of Anti-Immigration Policy: Enacting Equity for Disabled English Language Learners, USA: Syracuse University of New York, *International Journal of Qualitative Studies in Education*.

<sup>21</sup> C., Coppens-Hofman Marjolein, Terband Hayo, Snik Ad F. M. & Maassen Ben A. M., 2017, *Speech Characteristic and Intelligibility in Adults with Mild and Moderate Intellectual Disabilities*, Netherlands: Utrecht University, *Original Paper of Folia Phoniatica et Logopaedica*.

Muhammad Iqbal Adikusuma, Fakhri Fikri & Rasi Yugafiati, shows that their paradigm about the value of English is a phenomenon. They all agreed that English is a very important language because it has a wide range of applications. Because English is a foreign language, it can impact the industry, food, and people's ability to travel internationally and interact with others. The value of speaking English is the second point to consider. Speaking is a valuable ability, they decided, since it is a medium of communication for communicating with foreigners. For interacting with others, direct speech is used. Some claimed that speaking is the most important ability, while others claimed that speaking is just as important as any other skill (listening, reading, writing). The third point to consider is the difficulty of learning to speak fluently. They believe that the barrier to speaking ability is related to vocabulary mastery, pronunciation, and phonetics, making it difficult for them to make a statement. Some of them have mentioned that mental issues such as trust affect their ability to communicate. The fourth point to consider is techniques for improving one's speaking ability. The majority of them are studying English with the help of a program known as a "screen reader." They can also learn by reading a book, listening to music, or watching a movie. Some of them suggested that instead of speaking formally, they should just get the gist of what they were saying. They recall the language, drill or repeat

it, and then engage in a brief conversation with a partner. The usefulness of their approach for learning to communicate is the final consideration. The majority of them stated that their strategy was extremely effective. Some of them said that the best way to learn speaking skills is to compile as many vocabularies as possible and then use them in conversation. The majority of them learn by themselves and then converse with one another.<sup>22</sup>

## **B. Theoretical Review**

### **1. Teaching English for EFL Learners**

The congruence between their religious and cultural backgrounds and Indonesian State policies on education, language, faith, and patriotism heavily influenced the teachers' cultural beliefs and practices. These policies can't be seen as neutral, and devoid of an ideological agenda. Instead, they reflect and construct sociocultural, political, economic, and religious ideologies.<sup>23</sup>

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<sup>22</sup> Adikusuma, Muhammad Iqbal, Fakhri Fikri & Rasi Yugafiati, 2018, The Analysis of Learning Strategy in Speaking Skill: A Study on People with Disability, Cimahi: IKIP Siliwangi, *Professional Journal of English Education*, Vol. 1, No. 5.

<sup>23</sup> Liddicoat, Anthony J, 2013, *Language-in-Education Policies: The Discursive Construction of Intercultural Relations*, UK: Multilingual Matters, p. 50.

The current study shows how State policies on language as both an integral part of the nation's cultural wealth and national character and identity translated directly into the teachers' classroom practices. The teacher and students understood the inextricable connection between language and culture, and as a result, certain English values were seen as incompatible with the cultural or religious identities of the students. The teachers were particularly concerned about preventing 'Western' influences from affecting their students' learning of English. Here, policy informs and is influenced by language philosophy, and both help shape the facets of culture the teachers in the study want to emphasize or suppress. Teachers tried to emphasize the local community's cultural, moral, and religious values and develop students' national, cultural, and religious identity by these views and character education. The complexities of the notions of culture and interculturality and EFL pedagogy situations within teachers' and learners' lives and experiences, both within and outside the classroom, are illustrated by the teachers' reported beliefs and observed classroom practices. These topics emphasize how culture and interculturality emerge in foreign language classroom

teaching and learning in dialogical, co-constructed, contestable, and nuanced ways.<sup>24</sup>

In keeping with the first theory, the teachers recognized the language-culture nexus and used local experience culture to teach English, both of which can be viewed as positive affordances for implementing a more interculturally focused EFL pedagogy. The teachers' activities, on the other hand, did not represent the remaining values. The observed classroom lessons lacked open and driven discussions about culture. This absence will cause students to lose sensitivity to the cultural aspects of their home and target languages. A continuous, concerted effort is needed to better understand implicit socialization into first language and culture. Teachers must cultivate vital openness and raise awareness of the cultural significance of local knowledge, languages, and practices among themselves and their students. Teachers must be aware of the impact of culturally influenced frames of interpretation on their home and target speech populations' communicative practices and negotiate cultural distance and mediate between various points of view. Equally critical is that both teachers and students judiciously look for parallels, find common ground,

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<sup>24</sup> Dervin, Fred, 2016, *Interculturality in Education: A Theoretical and Methodological Toolbox*, London: Palgrave Macmillan, p. 51.



and form clear links with culturally diverse others, rather than trying to mask such differences.<sup>25</sup>

ESA (Engaged-Study-Activate) is a language learning approach focused on the hypothesis that factor participation in the language environment determines language learning progress. As a result, in a country where the language is used as the language of instruction, learning the ideal language is applied. When such a learning environment is unavailable, it is important to create an artificial learning environment that simulates the atmosphere of English-speaking culture. Three key activities are required for this training: participation, evaluation, and language activities.<sup>26</sup>

Using multiple stories method of learning that can be used to develop English language skills such as speaking and listening. For people who are learning at the age of character development, such as children, this improvement in skill is needed. Dedication in the form of efforts to develop children's English language skills will run smoothly with

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<sup>25</sup> Munandar, Muhammad Iwan & Jonathan Newton, 2021, Indonesian EFL Teachers' Pedagogic Beliefs and Classroom Practices Regarding Culture and Interculturality, Jember: IKIP PGRI Jember, *Language and Intercultural Communication Journal*.

<sup>26</sup> Ikhrom, Ruswan & Sayyidatul Fadlilah, 2018, The Improvement of English Skills for Islamic Junior High School Teachers Using ESA (Engage Study Active) Approach, Semarang: UIN Walisongo Semarang, *Kontribusi (Research Dissemination for Community Development)*, Vol. 1, Issue 1.

guided and scheduled assistance. A mutual assessment that demonstrates the child's confidence to speak in English, as well as his or her ability to understand what is heard in English, is one indicator of this achievement. It is important to improve story reading with the use of multiple story-reading methods. One of them is that any child who comprehends a story must tell his or her parents about it. This practice is critical for instilling in parents a sense of responsibility for their children's language growth. It is hoped that by involving all stakeholders in society, including students, parents, and community leaders, the enhancement of reading through multiple story-reading will be done well and sustainably. Increased ability to read English stories to children will benefit their English language skills at school, and it is hoped that this will aid children's potential achievement.<sup>27</sup>

Teaching and learning English for disabled students use a range of techniques to enhance the teaching and learning process, helping students meet their academic goals. Because all of the students in the class are deaf, the

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<sup>27</sup> Dewi, Nuna Mustikawati & Lulut Widyaningrum, 2018, Pendampingan Penguatan Literasi Bahasa Inggris Anak melalui “*Multiple Stories-Reading*”, Semarang: UIN Walisongo Semarang, *Dimas: Journal of Religious Thinking for Empowerment*, Vol. 18, No. 1.

teacher must use Complete Physical Response (TPR) to teach and learn vocabulary. Because of all of it, the teacher must use this technique to make a writing vocabulary to ask them to do commands. TPR must be performed verbally by the teacher. It's the reason why this technique isn't as successful as it should be. The second technique is to use gestures to teach vocabulary. According to the teacher, the teacher rarely uses gestures in class because this strategy is almost similar to sign language. Sign language is a form of communication that deaf students use to communicate with others. Ordinary people can't talk and never learn language from anyone if they can't hear or have a hearing disability. The use of sign language is the third technique for teaching vocabulary in SLB. In the teaching and learning process, sign language is a very successful strategy. Since the students were already acquainted with sign language, this technique worked well. They started using sign language in kindergarten because there is a strong connection between the teacher and the students. The use of written language is the fourth technique that teachers use to teach vocabulary. Students, in addition to using sign language, use written language as a means of communication. Students should use this technique because if they forget the instructor's vocabulary materials, they can look up their notes in the

book. Every step of this strategy requires students to spell each letter to learn how to write vocabulary in English. The teacher teaching basic vocabulary that became materials in English lessons is the technique that the researcher discovers in the following study. The explanation for the limited vocabulary is that English is only taught in general. Since the SLB curriculum focuses on the skills students will use after graduation, English lessons are only offered at a glance.<sup>28</sup>

According to the linguists, basic skills in learning English are as follows:

1. Listening
2. Speaking
3. Reading
4. Writing

There is no ability to use classroom skills while English is taught as a foreign language. The ability to communicate in English will be required to receive a high school diploma or a university diploma. The English language, like mathematics and science, will be considered a subject in this case. The definition of outside-the-classroom needs has no relevance for these students.

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<sup>28</sup> Nadhiroh, Siti, 2813133108, 2017, A Study on Teaching and Learning Vocabulary for Disable Students at SLB B Negeri Tulungagung, *Thesis*.

Overall, English is essential to learn in any school grade, whether it is a special learning center school (SLB) or a regular school.<sup>29</sup> The assessment process is critical in language learning, particularly when studying English since it is strongly recommended that the teacher conduct the assessment process alongside assessing the assessment process alongside learning outcomes. When students learn to use the target language, for example, for conversation, sharing stories, finding knowledge from written texts, and expressing thoughts, emotions, and opinions orally or in writing, the evaluation is completed. As a result, the competencies that students have not learned can be easily recognized and remedial instruction is given. Listening, speaking, reading, and writing is the components of the English language. These four language skills are grouped in content requirements and eye competency standards for English lessons. However, in the implementation of language learning, exercises tailored for two or more language skills, such as communication skills through walking, listening, writing, and speaking skills, should be

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<sup>29</sup> Khajlo, Akram Inanlo, 2013, Problems in Teaching and Learning English for Students, Iran: Islamic Azad University of Science and Research Tehran, *International Journal of Engineering Research and Development*, Vol 7.

included. That way, language skills and activities to connect with the real world are incorporated.

The appropriateness of how the assessment will be performed has an effect on the teacher's learning practices and learning materials used in the learning process, as well as his ability to fully expose the outcomes of his martial arts students. When conducting the evaluation, it is important to remember that there is no single assessment method that can collect achievement data and complete a student's learning progress. A single evaluation is inadequate to include explanations or information about the participants' students' abilities, talents, awareness, and attitudes. Furthermore, since the child continues to evolve as a result of the learning experience, the understanding of the evaluation results is not absolute and everlasting.<sup>30</sup>

## **2. Teaching Speaking for EFL Learners**

Fulcher (2003) claims that language speaking is difficult. Since the second language learners are engaged in a speaking mission, they must deal with the demands of the task and the demands of processing an imperfectly

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<sup>30</sup> Panjaitan, Mutiara O, 2010, Penilaian Mata Pelajaran Bahasa Inggris, Jakarta: Pusat Kurikulum Balitbang Kemdiknas, *Education and Cultural Journal*, Vol. 6, No. 3.

understood language. As a result, language education researchers and practitioners agree that performing in an underdeveloped interlanguage places a significant strain on the second language learner's attention and forces them to make decisions: to prioritize one quality of success, such as grammatically correctness, over another, such as fluency.<sup>31</sup>

Furthermore, lexical knowledge gaps can jeopardize spoken fluency. Hilton (2007) goes on to say that if non-automated, lower-level L2 systems saturate a person's working memory, it's difficult for them to participate in higher-level, strategic aspects of sense communication. Anyone who wishes to speak a second language must study the language's grammar and vocabulary and master its sounds, as a corollary of this claim. As a result, second language learners are more susceptible to feedback and negative assessment than students in other subjects, owing to the greater probability of making errors while using the language. As a result, speaking practice will help learners recognize deficiencies in their vocabulary, grammar, and pronunciation, and ultimately develop their oral fluency. Murdoch (1994) argues that language proficiency will

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<sup>31</sup> Tavakoli, Pavanah & Pauline Foster, 2008, Task Design and Second Language Performance: The Effect of Narrative Type on Learner Output, UK: St. Mary's University, *Journal of Research in Language Studies*.

always be the cornerstone of ESL teachers' professional trust in the sense of ESL teacher education. Richards (2010) recently ranked language proficiency as the most essential skill among the ten core dimensions of language teaching expertise. Richards goes on to list ten basic language skills that a language teacher must possess to effectively teach:

- 1) Ability to have good language models
- 2) Ability to sustain target language use in the classroom
- 3) Ability to maintain fluency in the target language
- 4) Ability to provide instructions and descriptions in the target language
- 5) Ability to provide accurate descriptions and examples of words and grammatical structures (e.g., vocabulary)
- 6) Ability to use acceptable classroom language
- 7) Ability to use target-language tools (e.g., newspapers, magazines, and websites)
- 8) Ability to check his or her speech and writing for accuracy
- 9) Ability to provide sufficient feedback on learner language
- 10) Ability to provide input at a reasonable level of difficulty.



Each of these language skills is linked to a teacher's ability to communicate fluently and confidently in the classroom's target language. When students begin to teach, it is reasonable to conclude that their perceived speech challenges and difficulties may affect their teaching.<sup>32</sup>

### **3. Teaching Speaking for Disabled Students**

A substantial portion of the world's language learners studies English to improve their speaking skills. If we try to comprehend the essence of what seems to be involved, speaking a second or foreign language fluently is a very difficult activity. To begin with, speaking is used for a variety of purposes, each requiring a different set of skills. For example, when the students in casual conversation, we might be trying to make social contact, build rapport, or engage in the innocent chitchat that takes up so much of our time with friends. On the other hand, when we have a conversation with others, we might find or share views, persuade someone about something, or clarify details.<sup>33</sup>

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<sup>32</sup> Gan, Zhengdong, 2012, Understanding L2 Speaking Problems: Implication for ESL Curriculum Development in a Teacher Training Institution in Hong Kong, Hong Kong: Hong Kong Institute, *Australian Journal of Teacher Education*.

<sup>33</sup> Richards, Jack C. & Willy A. Renandya, 2016, *Methodology In Language Teaching An Anthology of Current Practice*, United States: Cambridge University Press, p. 201.

One of the components of communication is speaking. It demonstrates that speaking is one of the realistic skills of communication. Furthermore, one of the most essential skills that all students must possess is the ability to communicate in English. There is an aspect that affects mastering speaking skills. The teacher's methods are one factor. The English teacher's teaching method would also help students master this skill. According to that argument, English teachers must have procedures in place to help their students strengthen their speaking skills. That's why investigating how English teachers approach teaching speaking was interesting.<sup>34</sup>

In Indonesia, becoming a teacher is a rewarding occupation. They are supposed to use best practices to help students develop critical skills and behaviors as professionals. Teaching involves a diverse collection of individual decisions based on personal experience that can't be codified or driven solely by empirical knowledge.<sup>35</sup>

One of the most important aspects of learning English is vocabulary, which is taught in every school element.

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<sup>34</sup> Srihidayah, Wheni, 1723143182, EFL Teacher's Strategies in Teaching Speaking at MTs Sunan Kalijogo Sendang Tulungagung, (IAIN Tulungagung: 2018), *Thesis*.

<sup>35</sup> Arends, Richards L., 2012, *Learning to Teach*, New York: Mc Graw Hill, p. 4.

English was taught to students in normal schools and schools for disabled students (SLB). Mental retardation is one of the forms of Exceptional Children. An IQ score of 70-75 is considered mental retardation. Educational programs for these students must be planned, implemented, and reviewed in a structured manner to make the best decisions for each learner's success.

The school's primary aim is to engage in the development of educated and critical people effectively. As a consequence, it must be conscious of its surroundings, which have their characteristics and circumstances, and that it is affected by them. Service-learning initiatives are methodological proposals that can connect a school to its community through a service initiative, resulting in benefits for both the educating and social communities. The first is the use of active and participatory methodologies that give students more influence. They are permitted to leave the classroom regularly under the school's instructor and administrators' guidance, ensuring that they are concentrating on the academic year's curricular contents in a more versatile and interdisciplinary manner. Teachers'

attitudes and values are important because they direct students' practical hand.<sup>36</sup>

Almost disabled students exhibit abnormalities and/or developmental disabilities before the age of three, exhibiting irregular characteristics such as social environment, communication, and behavior that is replicated as described. Disabled students' learning processes may often be influenced by their disabilities. As a result, being aware of the learning challenges that disabled students face and providing the required support as soon as possible can be the key to their potential success.<sup>37</sup>

The researcher discovered a new thing, which is the media used by teachers to teach vocabulary and the technique used by teachers and vocabulary content. The first medium used by teachers to teach vocabulary in SLB is realia. Realia is a form of media that is used to teach vocabulary through the use of real-world artifacts. Since

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<sup>36</sup> Amiama, Jose Francisco, Javier Monzon & Javier Ballesta, 2017, The Project Of "Cap Collection": A PBL in The School and An Opportunity of Social Inclusion for Students and Adults with Intellectual Disability, Spain, *International Journal of ScienceDirect*, Social and Behavioral Sciences 237 (2017) 255 – 260.

<sup>37</sup> Sari, Arie Tria Angga, 115110500111010, The Implementation of Teaching English Speaking Skill for Autistic Student In SD Muhammadiyah 4 Batu (A Case Study Of An Autistic Student), (Brawijaya University: 2015), *Thesis*.

they typically only know the names of words in written Indonesian, actual objects are used. Not only that, but deaf students often don't understand or remember the names of things in their setting if they don't see the teacher's vocabulary explicitly. This media is very useful for deaf students because they can see, understand the form, and benefit from the teacher's vocabulary use. The following media is focused on a real-life situation; the real issue is a media in which the system of teaching is based on a classroom environment generated in the same way as it is in daily life. However, this medium is counterproductive and is seldom used to teach vocabulary. This media is appropriate for students who are blind or physically impaired since the majority of them are deaf. As a result, when used for deaf students, this media is irrelevant. The next choice is to use audio-visual, which includes video and slides projected on an LCD screen. The shape of the slide and the teacher's innovative video vocabulary make this media very appropriate and engaging for students. The next medium photographs, which are very useful in teaching vocabulary in class because deaf students can see vocabulary images taught by teachers directly.<sup>38</sup>

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<sup>38</sup> Nadhiroh, Siti, 2813133108, 2017, A Study on Teaching and Learning Vocabulary for Disable Students at SLB B Negeri Tulungagung, *Thesis*.

Each student has the right to receive educational services tailored to their needs in terms of methods, media, and modes of learning assessment. Educational institutions must meet those needs. Since the education curriculum chain is static, an instructor must be able to adjust strategies, media, and learning evaluations so that they can be implemented to produce the best results. As a result, contact between educators and students must be established for all parties to understand each other.

To support inclusive success in the learning process, learning assessment must also be inclusive. From the explanation, at least a few learning assessment approaches in the inclusive education system can be formulated, especially for students with visual disabilities, who can be used ignorance in various educational units, including primary and secondary schools and tertiary institutions. These approaches include self-examination with a talking machine, exams with an official or unofficial partner, and oral exams. Any of these methods of inclusive assessment have been used regularly. However, the discovery of new approaches that can be used in learning assessment is not ruled out in the production process of subsequent inclusive education. Apart from that, contact between educators and students is crucial in the implementation of inclusive

education, as it leads to issues for which academic solutions can be sought.<sup>39</sup>

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<sup>39</sup> Wibowo, Hendro Sugiyono, 2015, Metode Evaluasi Pembelajaran Inklusif Bagi Peserta Didik Difabel Netra, Cibinong: Staf Balai Besar Rehabilitasi Vokasional Bina Daksa, *Inclusion Journal*, Vol. 2. No. 1.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research method applied in this research. There are research design, research setting, and technique of data collection.

#### **A. Research Design**

##### **1. Research Method**

In this research, the writer conducted a descriptive and qualitative approach. Of all the qualitative research methods, qualitative descriptive research is the least "theoretical.". Furthermore, qualitative descriptive research is the least encumbered by a pre-existing theoretical or conceptual commitment as opposed to other qualitative methods. Phenomenology, grounded theory, and ethnography, for example, are all focused on basic methodological structures that originated from particular disciplinary traditions. On the other hand, qualitative descriptive analysis is influenced by naturalistic investigation, which aims to examine something in its natural state to the degree that it is possible within the confines of the research arena. Although qualitative descriptive research differs from other qualitative research



designs, it can have some of the other approaches' overtones. In other words, since it used constant comparative analysis to examine the results, a qualitative descriptive study might have grounded theory overtones. On the other hand, a qualitative descriptive analysis is not grounded theory because it does not produce a theory from the data collected.<sup>40</sup>

## **B. Research Setting**

This research setting in SLB Purba Adhi Suta Purbalingga. It is a junior secondary school and senior high school located in Letjend S. Parman Street, Purbalingga. The research was conducted at SLB Purba Adhi Suta Purbalingga from January 27<sup>th</sup>. 2021 to February 26<sup>th</sup>. 2021. It consisted of interviews with the English teacher and a classroom observation for four meetings in class XII C (*Tuna Grahita & Autism Class*).

## **C. The Technique of Data Collection**

The data collection methods can be applied by participant observation, in-depth interviews, and documentation.

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<sup>40</sup> Lambert, Vickie A. & Clinton E. Lambert, 2012, Qualitative Descriptive Research: An Acceptable Design, *Pacific Rim International Journal of Nursing Research*, Vol. 16, No. 4.

In this research, there are several techniques in collecting data for qualitative research, such as observation, documentation, and interview.

Qualitative descriptive research aims to learn more about the meaning of the events being studied. As a result, data collection entails a small number of formal, open-ended, individual, or focus group interviews, ranging from minimal to moderate. Observations and the study of records, papers, photos, and documents may all be part of data collection. Unlike other qualitative methods, data analysis in qualitative descriptive research does not rely on a pre-existing set of rules derived from the discipline's philosophical or epistemological position that established the particular qualitative research method. On the other hand, qualitative descriptive analysis is strictly data-driven, with codes created from the data as the study progresses. Qualitative descriptive studies, like other qualitative research methods, are distinguished by simultaneous data collection and interpretation.<sup>41</sup>

## **1. Observation**

Observation is a technique for gathering data on real actions. Since certain activity includes habitual behaviors

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<sup>41</sup> Lambert, Vickie A. & Clinton E. Lambert, 2012, Qualitative Descriptive Research: An Acceptable Design, *Pacific Rim International Journal of Nursing Research*, Vol. 16, No. 4.

that people aren't aware of, direct observation is helpful. It enables the researcher to bring actions into context and thereby gain a deeper understanding of them. Real-world activity patterns may be observed. There are three types of observations: participant, organized, and unstructured (Gatara, 2010).<sup>42</sup>

So, observation is one of the data collection methods that observes and records the research object. Then, recording is conducted to obtain the corresponding data to the research. The researcher conducts classroom observation, visits the classrooms, and also observe the teacher teaching methods. The researcher used a checklist table to observe the teacher. The researcher evaluated the teacher teaching process. The researcher finds the materials, methods, media, and also assessment in disabled English-speaking classes.

## **2. Interview**

The interview is a structured way of talking to and listening to people, as well as a method of gathering data from individuals through conversations. Open questions are

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<sup>42</sup> Koskei, Benjamin & Catherine Simiyu, 2015, Role of Interviews Observations, Pitfalls and Ethical Issues in Qualitative Research Methods, Kenya: Moi University, *Journal of Education Policy and Entrepreneurial Research*, Vol. 2, No. 3.

often used by the researcher or interviewer. The interviewee's information is gathered. The researcher must keep in mind that the interviewer's point of view on the subject is unimportant. The primary data for the analysis is the interviewee or respondent. Interviewing is a technique for gathering information and learning from people. According to Kvale (1996), interviews are an exchange of views between two or more people on a subject of mutual interest; they stress the importance of human interaction in information creation and the social situatedness of research results. Interviews are a way for participants to participate and express their opinions. Furthermore, interviewees have the opportunity to express their perceptions and interpretations of a given situation. It's how they articulate themselves from their point of view. According to Cohen (2000), the interview is not only about gathering data about life; it is a part of life itself, and its human embeddedness is unavoidable.<sup>43</sup>

The interview is a data collection technique by way of interviewing a selected individual as a respondent.

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<sup>43</sup> Koskei, Benjamin & Catherine Simiyu, 2015, Role of Interviews Observations, Pitfalls and Ethical Issues in Qualitative Research Methods, Kenya: Moi University, *Journal of Education Policy and Entrepreneurial Research*, Vol. 2, No. 3.

Furthermore, it is a direct face-to-face attempt to obtain reliable and valid measures in the form of verbal responses from one or more respondents. The interviewer's researcher targets are the principal and the English teacher of SLB Purba Adhi Suta Purbalingga. The following main questions are :

- What is the vision and mission of SLB Purba Adhi Suta Purbalingga?
- What facilities exist in schools to support English subjects, especially for disabled students?
- As the principal, what actions are taken by the school to make students comfortable studying, especially in English, which is most of them said that English is difficult?
- Does SLB Purba Adhi Suta Purbalingga often conduct comparative studies for school progress, from facilities to teaching staff quality?
- Where do the materials taught for English speaking in SLB Purba Adhi Suta Purbalingga come from?
- Are the materials being taught the same as the curriculum that the school uses?
- What do materials are taught for English speaking?
- Do the teachers always design or already have lesson plans before the lessons are carried out?

- How are the students' impressions in each English-speaking materials taught?
- Do teachers always prepare materials before teaching?
- Do teachers have good emotions in dealing with each character of disabled students?
- What methods and learning media are used for English speaking?
- What are the advantages and disadvantages of each method and media used in each materials being taught?
- Based on what the teachers did assess students in English speaking?
- Is the assessment used by the curriculum standards?
- How is the assessment system used by the teacher for each disabled student?
- Are there difficulties in assessing English speaking in each student's character?

### **3. Documentation**

Ary (2010) states that documentation is one of the data collecting methods to get some information from written materials such as books, magazines, documents, curriculum, etc. In this study, the researcher used the data to get the information about the curriculum in SLB, total

students in school, the list of students' names, organization structure of the school<sup>44</sup>

#### **4. Data Analysis**

In this research, the researcher used qualitative analysis. Therefore, the score is evaluated by using the scoring rubric of observation and interview. The researcher used the data reduction and data display.

##### **a. Data Reduction**

Data reduction is a form of analysis that sharpens, sorts, focuses, discards, and organizes data to draw and verify "final" conclusions. It can also be viewed as "data consideration," as Tesch (1990) points out. We don't mean quantification when we say "data reduction." Qualitative data may be reduced and transformed in a variety of ways, including collection, description or paraphrase, and inclusion in a larger pattern. Converting data into primitive quantities may be useful in certain cases, but it's not always a good idea. Even if it seems to be a reasonable analytical approach, we recommend that you keep the numbers and the terms you used to derive the numbers together

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<sup>44</sup> Ary, Donald, Lucy Cheser Jacobs, Christine K Sorensen Irvine, David Walker, 2013, *Introduction to Research in Education*, Canada: Wadsworth Cengage Learning.

in the review that follows. It's important not to remove the data from the context in which it appears.<sup>45</sup>

The mass of the data will be organized and somehow meaningfully reduced or reconfigured. According to Miles and Huberman, data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data.<sup>46</sup>

Data reduction is started by explaining, selecting the basic things, focusing on something important to the content of data that derives from the field. Data reduction involves making decisions about which data chunks will provide your initial focus. The reduced data can describe the observation result related to teaching English speaking to disabled students at SLB Purba Adhi Suta Purbalingga. All the taken data were transcribed and selected data are then organized to be displayed.

b. Data Display

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<sup>45</sup> Milles, Matthew B. & A. Michael Huberman, 1994, *Qualitative Data Analysis: An Expanded Sourcebook*, Second Edition, (Thousand Oaks: SAGE Publications), p.10.

<sup>46</sup> Milles, Matthew B. & A. Michael Huberman, 1994, *Qualitative Data Analysis: An Expanded Sourcebook*, Second Edition, (Thousand Oaks: SAGE Publications), p.10.



A data display is a well-organized, condensed collection of data that allows for decision-making and action. In the past, the most popular data show for qualitative analysis was extended text. A researcher can find it simple to leap to hasty, incomplete, and unfounded conclusions when using only extended text. After reducing all of the data, the next step is displaying the data. Qualitative research can be done in a short explanation, diagram, a relationship among categories, flowchart, and others. Miles and Huberman (1984) explain that the most common form of display data for qualitative research data has been narrative text. It purposes to make it easy for the researcher to understand what would happen, planning the next task based on what is understood of it.<sup>47</sup>

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<sup>47</sup> Milles, Matthew B. & A. Michael Huberman, 1994, *Qualitative Data Analysis: An Expanded Sourcebook*, Second Edition, (Thousand Oaks: SAGE Publications), p.12.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents data description, data analysis, and limitations of research.

#### **A. Data Description**

##### **1. The materials used in English speaking online class for disabled students.**

Although using the same curriculum as schools in general, the learning materials for disabled students are different from regular students. It is because the teacher adjusts to the conditions of the students in which students have special needs. The teacher will choose the materials that are approached or students can follow them.

The English-speaking class in SLB Purba Adhi Suta Purbalingga is from curriculum 2013 (K13) with core competencies and basic competencies that have been adjusted to student disability. The materials taught are not always the same as the curriculum 2013. Sometimes it still refers to basic competence and core competence, but students with more or less ability in the materials should be given. So, the teacher will choose the suitable materials for

students who are close to basic competence and core competence according to the student's ability to observe and identify, which is done every three months. The materials taught for the English-speaking class consist of the profession, the color, personal information form, and W-H question. At the beginning of the academic year teacher always makes lesson planning, then the lesson planning can be evaluated according to the progress of the class, if it is necessary to be replaced, it will be updated, and usually, the lesson plan is for the teacher documents. The students' impression of each English-speaking materials that are taught depends on students' mood when they are studying. When face-to-face learning, the teacher and the companion teacher usually build an atmosphere in the classroom. Sometimes their expressions are the same as when learning other lessons. If their mood is good, they can be cooperative in the class. They want to answer questions and also want to give the words or sentences being taught. The teacher always prepared the materials before entering the class.

**2. The methods used in English speaking online class for disabled students.**

The methods and media used in learning speaking English for students with disabilities, it is different, if, in general school, the teacher uses the lecture method but for

students with disabilities especially in SLB Purba Adhi Suta uses the drill method. Besides, during this online learning period, both the class teacher and the accompanying teacher make home visits to students' homes in turn, to make it easier for students to learn.

The teacher used the direct method and drill method. The learning model is carried out by sending materials and instructions for assignments to students in Bahasa so that students understand what they should do. The teacher provides video examples of English pronunciation; students repeat then imitate and send videos or voice messages to the teacher. Then the teacher gives appreciation using English mixed with Bahasa. The learning media uses worksheets, English modules, and learning videos sent by the teacher. For disabled students such as mental retardation, it is important to use their mother tongue as an instruction to know the meant. The drill or repetition method can increase students' vocabulary, but usually with limited understanding. Some students still find it difficult to understand complex sentences, especially in a foreign language. During the pandemic, not meeting face to face is an obstacle because teachers do not know exactly what students are capable of, especially in independently doing assignments. The media used during the online class, the

teacher using *WhatsApp* for collected the assignment and inform the materials like learning module and videos to the students. For another way, the teacher used Microsoft Teams for a video call with the students to take the assessment of speaking.

### **3. The students' assessment from the teacher in English speaking online class for disabled students.**

The students' assessment adjusts to the curriculum used, which also has a slight difference because it has to follow the students' needs.

The assessment is carried out based on the student's ability to imitate a word or sentence and know its meaning. Because most of them still have difficulty reading in English, and their ability to remember is limited. Usually, repetition is persistent so that students get used to the word or sentence. The assessments used the curriculum standards for disabled students. The assessment system for mentally retarded students usually mimics words or sentences in speaking. It is usually done by role-playing with the teacher or their friend. If they are nervous students, it is generally challenging to make them imitate or answer the greetings, so the teacher must try to boost their self-confidence. And for students who difficult to concentrate, are usually reluctant to learn, instead, they prefer to talk about other things when

studying, so the teacher must try to insert a few words, and students end up imitating in the middle of the conversation.

## **B. Data Analysis**

### **1. The materials used in English speaking online class for disabled students.**

According to the data description, the English-speaking materials in SLB Purba Adhi Suta Purbalingga are from the 2013 (K13) curriculum, with core competencies and basic competencies modified for student impairment. However, since certain students have greater or lesser talent in the subject, the materials are not the same as curriculum 2013. As a result, the instructor can choose content appropriate for students nearing basic and core competence based on the student's ability to observe and identify, which is assessed every three months. Before entering the classroom, the teacher always prepared the materials. The teacher has positive feelings about the students; sometimes, there is a feeling of impatience if a student is very late or unexpectedly rebels in class, but this passes with time. The instructor is aware of each student's characteristics and strives to find the best teaching approach for each student.

As a result, there is normally a teacher transition before the start of the academic year.

**2. The methods used in English speaking online class for disabled students.**

According to the data description, the teacher used the direct method and drill method for English speaking in SLB Purba Adhi Suta Purbalingga because it is the only way to make speaking more available to students. The teacher offers video examples of English pronunciation in addition to sending materials and directions for assignments to students in Bahasa. Students repeat, then mimic, and give the instructor videos or voice messages. Worksheets, English modules, and learning videos are used by the instructor as media. Every method has its flaw, especially during a pandemic, in that the instructor has no idea what students are capable of, particularly when it comes to independently complete assignments. The media used during the online class, the teacher using *WhatsApp* for collected the assignment and inform the materials like learning module and videos to the students. For another way, the teacher used Microsoft Teams for a video call with the students to take the assessment of speaking.

**3. The students' assessment from the teacher in English speaking online class for disabled students.**

According to the data description, the students' English-speaking assessment in SLB Purba Adhi Suta Purbalingga is focused on the students' ability to imitate a word or sentence, which means that students are expected to understand and know the meaning of the word or sentence on their own since most of them still struggle to read in English and their ability to remember is limited. Curriculum criteria for disabled students were used to determine the students. The instructor will test students in a variety of ways. It's as though the student imitates words or sentences while speaking, which is normally accomplished by role-playing with the teacher or a peer. If he or she is a nervous student, the instructor may have a difficult time getting him or her to mimic or respond to the teacher's questions. Students who find it difficult to focus are also hesitant to learn. Instead, when learning, they tend to speak about other topics, so the instructor must try to slip in a few sentences, and students end up imitating in the middle of the conversation.

### **C. Limitation of Research**

1. This research focuses on English speaking to disabled students at SLB Purba Adhi Suta Purbalingga in terms of the materials taught, the methods and media of teacher teaching,



and the students' assessment. The object of this research is an introductory English class.

2. The researcher is limited by time because qualitative research required a long time to get more data.
3. Considering all those limitations of this research, the researcher hopes there will be more optimal for the result.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This is the last chapter presents the conclusion from the research, the suggestion for the teacher, students, principal, government, all readers, and future researcher.

#### **A. Conclusion**

In this point, the researcher concluded based on the research problems.

The materials used in English-speaking at SLB Purba Adhi Suta Purbalingga are from curriculum 2013 (K13) with core competencies and basic competencies adjusted to student disability. The materials are not always the same as curriculum 2013 because sometimes there are students with more or less ability in the materials. So, the teacher will choose the materials suitable for students who are close to basic competence and core competence according to the student's ability to observe and identify, which is done every three months.

The methods and media used in English-speaking at SLB Purba Adhi Suta Purbalingga used direct method and drill method because it is the only way method to more accessible

students to learning speaking. The teacher sending materials and instructions for assignments to students in Bahasa, and also the teacher provides video examples of English pronunciation. Students repeat, then imitate, and send videos or voice messages to the teacher. For the media, the teacher uses worksheets, English modules, and learning videos. Every method has its deficiency, especially during the pandemic, that is the teacher does not know exactly what students are capable of, especially in terms of independently doing assignments. The media used during the online class, the teacher using *WhatsApp* for collected the assignment and inform the materials like learning module and videos to the students. For another way, the teacher used Microsoft Teams for a video call with the students to take the assessment of speaking.

The assessment from the teacher in English-speaking at SLB Purba Adhi Suta Purbalingga is carried out based on the student's ability to imitate a word or sentence, it means to make students more understand and know its meaning by themselves. Because most of them still have difficulty reading in English and their ability to remember is limited. The students' assessment used curriculum standards for disabled students. The teacher has many ways to assess students. It is like the student used mimics words or sentences in speaking, it is usually done by role-playing

with the teacher or their friend. If he or she is a nervous student, the teacher will find it difficult to get the student to imitate or answer anything from the teacher. And for students who difficult to concentrate, are usually reluctant to learn, instead, they prefer to talk about other things when studying, so the teacher must try to insert a few words, and students end up imitating in the middle of the conversation.

## **B. Suggestion**

Based on the research, the researcher wants to give suggestions, they are:

1. For the teacher

The teacher must increase their teaching, especially on the teaching methods used in the English teaching-learning process. And never give up on their job.

2. For the students

The students must focus on learning. Just make themselves will improve English-speaking skills, and more diligent in getting the best achievement.

3. For the principle

The principal has to give more facilities than now for teachers and students. It makes the teacher and students can be

motivated in learning. Hopefully, the principal can provide evaluations.

4. For the government

The government can help students and schools to give more facilities for the teaching process.

5. For the readers

Hopefully, after reading this research, the readers can get the motivation to develop their capability in English-speaking.

6. For the future researcher

Hopefully, the future researcher can conduct more in-depth research about English speaking and find other problem topics.

### **C. Closing**

*Alhamdulillahirrabbi 'alamiin*, finally the researcher finished this research. Hopefully, it will be helpful for all, and the researcher does apologize if there are many mistakes in this research.

## **APPENDICES**

### **Appendix 1**

#### **INSTRUMENT I**

Interviewee: Principal of SLB Purba Adhi Suta Purbalingga (Mrs. Wahyu Dwiana Safitri, S.Pd)

Interview:

1. What is the vision and mission of SLB Purba Adhi Suta Purbalingga?
2. What facilities exist in schools to support English subjects, especially for disable students?
3. As the principal, what actions are taken by the school to make students comfortable with studying, especially in English, which is most of them said that English is difficult?
4. Does SLB Purba Adhi Suta often conduct comparative studies for school progress, from facilities to the quality of teaching staff?

## Appendix 2

### INSTRUMENT II

Interviewee: English teacher of SLB Purba Adhi Suta Purbalingga (Ms. Isnaini Mukarromah, S.Pd)

Interview:

1. Where did the materials taught for English speaking at SLB Purba Adhi Suta Purbalingga come from?
2. Are the materials being taught the same as the curriculum that is used by the school?
3. What materials are taught for English speaking?
4. Is the teacher always make or already have lesson plans before the lessons are carried out?
5. How are the students' impressions in each English-speaking materials taught?
6. How do you motivate the students to speak English actively?
7. Do teachers always prepare materials before teaching?
8. Do teachers have good emotions in dealing with each character of disabled students?
9. What methods and learning media are used for English speaking?
10. What are the advantages and disadvantages of each method and media used in each materials being taught?
11. What base do teachers assess students in English speaking?

12. Is the assessment used by the curriculum standards used?
13. How the system assessment used by the teacher for each disabled student?
14. Are there difficulties in assessing English speaking in each disabled student's character?



## Appendix 3

### INTERVIEW TRANSCRIPT I

Interviewee: Principal of SLB Purba Adhi Suta Purbalingga (Mrs. Wahyu Dwiana Safitri, S.Pd)

#### Interviewer

1. What is the vision and mission of SLB Purba Adhi Suta Purbalingga?

**Mrs. Wahyu:** Visi : “Membangun Tunas Bangsa Berkarakter”

Misi :

1. Memberikan kesempatan belajar kepada ABK (Anak Berkebutuhan Khusus)
2. Membantu anak berkebutuhan khusus dalam mengatasi masalah hambatan yang dimilikinya
3. Menumbuh kembangkan pola pembelajaran yang menyenangkan, tuntas, dan ramah anak serta memiliki infrastruktur sarana pendidikan yang memadai
4. Menciptakan suasana belajar yang dilandasi oleh sikap-sikap inovatif dan produktif

5. Mengembangkan sikap dan perilaku peserta didik yang dilandasi oleh keimanan dan ketaqwaan kepada Tuhan Yang Maha Esa
6. Mengembangkan potensi ABK agar mandiri dan bertanggung jawab
7. Memberikan motivasi kepada masyarakat agar menyadari akan pentingnya pendidikan bagi anak berkebutuhan khusus

### **Interviewer**

2. What facilities exist in schools to support English subjects, especially for disable students?

**Mrs. Wahyu:** Fasilitas kami saya rasa cukup memadai seperti ruang kelas yang ber-AC, laboratorium komputer, perpustakaan, laboratorium music, media vokasional, praktisi keterampilan, guru yang linier dengan lulusannya karena mengajar ABK (Anak Berkebutuhan Khusus) tidak sembarang lulusan bisa berjalan mulus, dan kalau sudah linier dengan jurusannya kami juga merasa nyaman karena sudah dibekali ilmu.

### **Interviewer**

3. As the principal, what actions are taken by the school to make students comfortable with studying, especially in English, which is most of them said that English is difficult?

**Mrs. Wahyu:** Kami rutin seminggu sekali mengadakan evaluasi kepada guru kelas maupun guru pendamping sehingga kami bisa memperbaiki kinerja dalam mengajar siswa tidak hanya untuk mata pelajaran bahasa inggris, namun untuk keseluruhan. Kami juga memiliki program sekolah yang mungkin berbeda dengan sekolah umum dengan siswa reguler. Kami tidak hanya mengajar siswa di bidang akademik, kami bekali siswa dengan vokasional sesuai dengan bakat masing-masing, biasanya untuk menentukan siswa mengambil vokasi kami melakukan observasi selama beberapa hari lalu apabila siswa menunjukkan tindakan kalau dia tidak nyaman kami pindah ke vokasional lainnya. Ada vokasional, program khusus, dan ekstrakurikuler. Ketiganya berbeda. Kalau vokasional dilakukan setiap hari setelah istirahat pertama, kami bekali siswa 40% materi, 60% praktek tujuannya agar mereka lebih banyak gali potensi dan aktif bergerak. Program vokasional terdiri dari handicraft, menyanyi, tata boga, tari, kecantikan, laundry, komputer, musik, cuci motor, dan menjahit. Program ekstrakurikuler dan program khusus dilakukan seminggu sekali. Ekstrakurikuler untuk anak berkebutuhan khusus tidak ada bedanya dengan sekolah umum seperti batik, renang, pramuka, kesenian, olahraga, dan prakarya. Dan program khusus ini sudah di plot sesuai dengan difabel mereka seperti bina diri untuk anak tunadaksa, pengembangan diri & gerak untuk anak tunagrahita ringan, orientasi mobilitas, sosial & komunikasi untuk anak tunagrahita sedang, bina komunikasi persepsi bunyi & irama untuk anak tunarungu, dan yang terakhir pengembangan komunikasi, interaksi sosial & perilaku untuk

anak autis atau yang difabel berat. Dalam masa pandemi seperti ini pemerintah melarang untuk belajar di sekolah jadi kami membuat inisiatif guru untuk home visit yang dilakukan oleh guru pendamping seminggu sekali, dan guru kelas sebulan dua kali dengan tujuan untuk memantau perkembangan siswa walau belajar dari rumah.

### **Interviewer**

4. Does SLB Purba Adhi Suta often conduct comparative studies for school progress, from facilities to the quality of teaching staff?

**Mrs. Wahyu:** Kami sudah melakukan study banding pada saat awal sekolah ini dibangun pada tahun 2015, kami mendapat perizinan pada tahun 2017 dan sudah berakreditasi A. Untuk fasilitas kami juga semaksimal mungkin untuk meningkatkan lagi agar guru dan siswa juga merasa nyaman dan tidak ada yang dirugikan.

## Appendix 4

### INTERVIEW TRANSCRIPT II

Interviewee: English teacher of SLB Purba Adhi Suta Purbalingga (Ms. Isnaini Mukarromah, S.Pd)

#### Interviewer

1. Where did the materials taught for English speaking at SLB Purba Adhi Suta Purbalingga come from?

**Ms. Isnaini:** Kurikulum 2013 dengan KI KD yang sudah disesuaikan perhambatan siswa

#### Interviewer

2. Are the materials being taught the same as the curriculum that is used by the school?

**Ms. Isnaini:** Tidak, kadang masih mengacu pada KI/KD, namun ada siswa dengan kemampuan diatas atau dibawah materi yang seharusnya diberikan. Jadi guru akan memilih materi yang pas dengan siswa yang mendekati KI/KD. Sesuai dengan kemampuan siswa dan obervasi dan identifikasi yang dilakukan tiap 3 bulan

#### Interviewer

3. What materials are taught for English speaking?

**Ms. Isnaini:** Greeting, introduction, feeling, dan family member

**Interviewer**

4. Is the teacher always make or already have lesson plans before the lessons are carried out?

**Ms. Isnaini:** Di awal tahun ajaran selalu dibuat RPP, kemudian RPP bisa dievaluasi sesuai perkembangan kelas tersebut, jika dirasa perlu diganti maka akan diperbarui. Biasanya untuk dokumen guru.

**Interviewer**

5. How are the students' impressions in each English-speaking materials taught?

**Ms. Isnaini:** Tergantung mood siswa ketika sedang belajar, saat belajar tatap muka, biasanya guru kelas dan guru pendamping yang membangun suasana dikelas. Terkadang ekspresi mereka sama saja seperti ketika belajar pelajaran lain, jika susana hati mereka sedang baik, maka biasanya mereka bisa kooperatif dalam sesi pembelajaran di kelas, mau menjawab pertanyaan dan juga mau memberi kata atau kalimat yang diajarkan.

**Interviewer**

6. How do you motivate the students to speak English actively?

**Ms. Isnaini:** Dengan menggunakan metode pembelajaran yang unik, menciptakan suasana kelas yang menyenangkan, dan juga memberikan

siswa semangat, pujian ataupun reward agar mereka mau untuk berbicara bahasa inggris.

**Interviewer**

7. Do teachers always prepare materials before teaching?

**Ms. Isnaini:** Ya, selalu

**Interviewer**

8. Do teachers have good emotions in dealing with each character of disabled students?

**Ms. Isnaini:** Terkadang ada perasaan tidak sabar jika ada siswa yang sangat lambat, atau tiba tiba memberontak dalam kelas, namun seiring dengan waktu dan kenalnya guru terhadap karakteristik anak, maka guru berusaha untuk mencari metode mengajar yang pas untuk setiap peserta didik. Maka dari itu biasanya sebelum tahun ajaran baru, ada transfer informasi mengenai siswa yang akan diampu pada tahun ajaran berikutnya dari guru sebelumnya. Supaya guru lebih siap menghadapi karakteristik masing-masing siswa.

**Interviewer**

9. What methods and learning media are used for English speaking?

**Ms. Isnaini:** Selama pandemi pembelajaran dilakukan secara *online* dengan mengirimkan materi dan petunjuk pengerjaan tugas kepada siswa

dengan bahasa indonesia, agar siswa mengerti apa yang harus dilakukan. Guru memberikan video contoh pengucapan bahasa inggris yang benar, siswa mengulangi kemudian menirukan dan mengirimkan video atau pesan suara. Guru memberikan apresiasi menggunakan kata bahasa inggris dicampur dengan bahasa indonesia. Media pembelajaran menggunakan Lembar Kerja dan Modul bahasa Inggris serta video pembelajaran yang dikirim oleh guru.

### **Interviewer**

10. What are the advantages and disadvantages of each method and media used in each materials being taught?

**Ms. Isnaini:** Untuk siswa berkebutuhan khusus seperti tunagrahita penting untuk menggunakan bahasa ibu sebagai instruksi, supaya mereka mengetahui apa yang dimaksudkan. Metode drill atau pengulangan bisa menambah kosakata siswa, namun biasanya dengan keterbatasan pemahaman. Beberapa siswa saya masih sulit memahami kalimat yang kompleks, terlebih dengan bahasa asing. Di masa pandem ini, tidak bertatap muka menjadi kendala, karena guru tidak mengetahui secara pasti kemampuan siswa, terutama dalam hal kemandirian mengerjakan tugas adanya.

### **Interviewer**

11. What base do teachers assess students in English speaking?



**Ms. Isnaini:** Penilaian dilakukan berdasarkan kemampuan siswa menirukan kata atau kalimat dan mengetahui artinya. Karena kebanyakan mereka masih kesulitan membaca kata berbahasa Inggris. Karena kemampuan mengingat terbatas maka biasanya pengulangan sangat sering dilakukan sehingga siswa terbiasa dengan kata atau kalimat tersebut.

**Interviewer**

12. Is the assessment used by the curriculum standards used?

**Ms. Isnaini:** Penilaian yang digunakan mengikuti standar kurikulum untuk ABK (Anak Bekebutuhan Khusus)

**Interviewer**

13. How the system assessment used by the teacher for each disabled student?

**Ms. Isnaini:** Untuk siswa tunagrahita biasanya menirukan kata atau kalimat dalam berbicara. biasanya dilakukan dengan bermain peran bersama guru atau teman.

**Interviewer**

14. Are there difficulties in assessing English speaking in each disabled student's character?

**Ms. Isnaini:** Jika siswa merupakan siswa yang pemalu biasanya sulit untuk membuat mereka menirukan atau menjawab sapaan yang

diberikan, sehingga guru harus berusaha untuk mendorong rasa percaya diri mereka. Untuk siswa yang susah konsentrasi dan juga biasanya enggan belajar malah lebih suka membicarakan hal lain ketika belajar, maka guru harus berusaha untuk menyisipkan beberapa kata, dan siswa akhirnya menirukan, di tengah pembicaraan yang dilakukan

## Appendix 5

### RESULT OF REDUCTION INTERVIEW I

Interviewee: Principal of SLB Purba Adhi Suta Purbalingga (Mrs. Wahyu Dwiana Safitri, S.Pd)

No.	Interviewer	Interviewee	Reduction
1.	What is the vision and mission of SLB Purba Adhi Suta Purbalingga?	Visi : “Membangun Tunas Bangsa Berkarakter” Misi : 1. Memberikan kesempatan belajar kepada ABK (Anak Berkebutuhan Khusus) 2. Membantu anak berkebutuhan khusus dalam mengatasi masalah hambatan yang dimilikinya	In a school implementing, there are vision and mission in order to achieve the desired goals.

		<p>3. Menumbuh kembangkan pola pembelajaran yang menyenangkan, tuntas, dan ramah anak serta memiliki infrastruktur sarana pendidikan yang memadai</p> <p>4. Menciptakan suasana belajar yang dilandasi oleh sikap-sikap inovatif dan produktif</p> <p>5. Mengembangkan sikap dan perilaku peserta didik yang</p>	
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		<p>dilandasi oleh keimanan dan ketaqwaan kepada Tuhan Yang Maha Esa</p> <p>6. Mengembangkan potensi ABK agar mandiri dan bertanggung jawab</p> <p>7. Memberikan motivasi kepada masyarakat agar menyadari akan pentingnya pendidikan bagi anak berkebutuhan khusus</p>	
2.	What facilities exist in schools to support	Fasilitas kami saya rasa cukup memadai seperti ruang kelas yang ber-AC, laboratorium komputer,	The principal in facilitating students is good enough

	English subjects, especially for disable students?	perpustakaan, laboratorium music, media vokasional, praktisi keterampilan, guru yang linier dengan lulusannya karena mengajar ABK (Anak Berkebutuhan Khusus) tidak sembarang lulusan bisa berjalan mulus, dan kalau sudah linier dengan jurusanya kami juga merasa nyaman karena sudah dibekali ilmu.	
3.	As the principal, what actions are taken by the school to make students comfortable with studying, especially in	Kami tidak hanya mengajar siswa di bidang akademik, kami bekal siswa dengan vokasional sesuai dengan bakat masing-masing, biasanya untuk menentukan siswa mengambil vokasi kami melakukan observasi selama beberapa hari lalu apabila siswa menunjukkan tindakan kalau dia tidak	The principal opens vocational and extracurricular classes for disabled students to sharp their potential in academics outside.

	<p>English, which is most of them said that English is difficult?</p>	<p>nyaman kami pindah ke vokasional lainnya. Ada vokasional, program khusus, dan ekstrakurikuler. Ketiganya berbeda. Kalau vokasional dilakukan setiap hari setelah istirahat pertama, kami bekal siswa 40% materi, 60% praktek tujuannya agar mereka lebih banyak gali potensi dan aktif bergerak. Program vokasional terdiri dari handicraft, menyanyi, tata boga, tari, kecantikan, laundry, komputer, musik, cuci motor, dan menjahit. Program ekstrakurikuler dan program khusus dilakukan seminggu sekali. Ekstrakurikuler untuk anak berkebutuhan khusus tidak ada bedanya dengan sekolah</p>	
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		<p>umum seperti batik, renang, pramuka, kesenian, olahraga, dan prakarya. Dan program khusus ini sudah di plot sesuai dengan difabel mereka seperti bina diri untuk anak tunadaksa, pengembangan diri &amp; gerak untuk anak tunagrahita ringan, orientasi mobilitas, sosial &amp; komunikasi untuk anak tunagrahita sedang, bina komunikasi persepsi bunyi &amp; irama untuk anak tunarungu, dan yang terakhir pengembangan komunikasi, interaksi sosial &amp; perilaku untuk anak autis atau yang difabel berat. Dalam masa pandemi seperti ini pemerintah melarang untuk belajar di sekolah jadi kami membuat inisiatif guru untuk</p>	
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		home visit yang dilakukan oleh guru pendamping seminggu sekali, dan guru kelas sebulan dua kali dengan tujuan untuk memantau perkembangan siswa walau belajar dari rumah.	
4.	Does SLB Purba Adhi Suta often conduct comparative studies for school progress, from facilities to the quality of teaching staff?	Kami sudah melakukan study banding pada saat awal sekolah ini dibangun pada tahun 2015, kami mendapat perizinan pada tahun 2017 dan sudah berakreditasi A. Untuk fasilitas kami juga semaksimal mungkin untuk meningkatkan lagi agar guru dan siswa juga merasa nyaman dan tidak ada yang dirugikan.	Since the school was founded, the owner of the foundation and the principal also the staff have conducted a comparative study to ensure the realization of the school's vision and mission.

## Appendix 6

### RESULT OF REDUCTION INTERVIEW II

Interviewee: English teacher of SLB Purba Adhi Suta Purbalingga (Ms. Isnaini Mukarromah, S.Pd)

No.	Interviewer	Interviewee	Reduction
1.	Where did the materials taught for English speaking at SLB Purba Adhi Suta Purbalingga come from?	Kurikulum 2013 dengan KI KD yang sudah disesuaikan perhambatan siswa.	The teacher uses k13 and adjusted to the barriers of each student.
2.	Are the materials being taught the same as the curriculum that is used by the school?	Tidak, kadang masih mengacu pada KI/KD, namun ada siswa dengan kemampuan diatas atau dibawah materi yang seharusnya diberikan. Jadi guru akan memilih materi yang pas dengan	The teacher teaches the materials is not always the same as the basic competence and core competence in K13, the teacher only takes materials that are still close to students' obstacles.

		siswa yang mendekati KI/KD. Sesuai dengan kemampuan siswa dan observasi dan identifikasi yang dilakukan tiap 3 bulan	
3.	What materials are taught for English speaking?	Profession, the color, personal information form, dan W-H question	Quite a lot of materials are taught by the teacher.
4.	Is the teacher always make or already have lesson plans before the lessons are carried out?	Di awal tahun ajaran selalu dibuat RPP, kemudian RPP bisa dievaluasi sesuai perkembangan kelas tersebut, jika dirasa perlu diganti maka akan diperbarui. Biasanya untuk dokumen guru.	At the beginning of the academic year, the teacher always makes lesson plans and is evaluated according to class developments and student barriers.

5.	How are the students' impressions in each English-speaking materials taught?	Tergantung mood siswa ketika sedang belajar, saat belajar tatap muka, biasanya guru kelas dan guru pendamping yang membangun suasana dikelas. Terkadang ekspresi mereka sama saja seperti ketika belajar pelajaran lain, jika suasana hati mereka sedang baik, maka biasanya mereka bisa kooperatif dalam sesi pembelajaran di kelas, mau menjawab pertanyaan dan juga mau memberi kata atau kalimat yang diajarkan.	Students' mood is neither always good nor bad, it is usually assisted by a companion teacher to build students' mood for learning.
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6.	How do you motivate the students to speak English actively?	Dengan menggunakan metode pembelajaran yang unik, menciptakan suasana kelas yang menyenangkan, dan juga memberikan siswa semangat, pujian ataupun reward agar mereka mau untuk berbicara bahasa inggris.	The teacher motivates the students by building a pleasant classroom with methods and giving encouragement and also some praises.
7.	Do teachers always prepare materials before teaching?	Ya, selalu	The teacher always prepares the lesson plan.
8.	Do teachers have good emotions in dealing with each character of disabled students?	Terkadang ada perasaan tidak sabar jika ada siswa yang sangat lambat, atau tiba tiba memberontak dalam	Teachers have pretty good emotions, teachers always willing to try and improve learning methods so

	<p>kelas, namun seiring dengan waktu dan kenalnya guru terhadap karakteristik anak, maka guru berusaha untuk mencari metode mengajar yang pas untuk setiap peserta didik. Maka dari itu biasanya sebelum tahun ajaran baru, ada transfer informasi mengenai siswa yang akan diampu pada tahun ajaran berikutnya dari guru sebelumnya. Supaya guru lebih siap menghadapi karakteristik masing-masing siswa.</p>	<p>that students feel comfortable with the class.</p>
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9.	What methods and learning media are used for English speaking?	Selama pandemi pembelajaran dilakukan secara online dengan mengirimkan materi dan petunjuk pengerjaan tugas kepada siswa dengan bahasa indonesia, agar siswa mengerti apa yang harus dilakukan. Guru memberikan video contoh pengucapan bahasa inggris yang benar, siswa mengulangi kemudian menirukan dan mengirimkan video atau pesan suara. Guru memberikan apresiasi menggunakan kata	The learning is carried out online, which means the teacher providing materials and instructions in form of video or text in Indonesian to make it easier for students to understand. Online learning media can be uses video conferences or voice notes.
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		<p>bahasa inggris dicampur dengan bahasa indonesia. Media pembelajaran menggunakan Lembar Kerja dan Modul bahasa Inggris serta video pembelajaran yang dikirim oleh guru.</p>	
10.	<p>What are the advantages and disadvantages of each method and media used in each materials being taught?</p>	<p>Untuk siswa berkebutuhan khusus seperti tunagrahita penting untuk menggunakan bahasa ibu sebagai instruksi, supaya mereka mengetahui apa yang dimaksudkan. Metode drill atau pengulangan bisa menambah kosakata siswa, namun</p>	<p>Each student's needs have been regulated by the teacher, such as <i>tunagrahita</i> students using Indonesian as an instruction to make it easier, and the teacher also uses the drill method to sharpen students' memory skills. But teachers also have</p>



		<p>biasanya dengan keterbatasan pemahaman. Beberapa siswa saya masih sulit memahami kalimat yang kompleks, terlebih dengan bahasa asing. Di masa pandemi ini, tidak bertatap muka menjadi kendala, karena guru tidak mengetahui secara pasti kemampuan siswa, terutama dalam hal kemandirian mengerjakan tugas adanya.</p>	<p>difficulties because during this pandemic the teacher cannot see directly the progress or difficulties of students.</p>
11.	What base do teachers assess students in	Penilaian dilakukan berdasarkan kemampuan siswa	The teacher conducts research based on the

	English speaking?	menirukan kata atau kalimat dan mengetahui artinya. Karena kebanyakan mereka masih kesulitan membaca kata berbahasa inggris. Karena kemampuan mengingat terbatas maka biasanya pengulangan sangat sering dilakukan sehingga siswa terbiasa dengan kata atau kalimat tersebut.	student's ability to imitate words or sentences.
12.	Is the assessment used by the curriculum standards used?	Penilaian yang digunakan mengikuti standar kurikulum untuk ABK (Anak Bekebutuhan Khusus)	The assessment model used is by the special curriculum standards for ABK ( <i>Anak Berkebutuhan Khusus</i> ).

13.	How the system assessment used by the teacher for each disabled student?	Untuk siswa tunagrahita biasanya menirukan kata atau kalimat dalam berbicara. biasanya dilakukan dengan bermain peran bersama guru atau teman.	The teacher makes a game such as talking to a friend or teacher using English.
14.	Are there difficulties in assessing English speaking in each disabled student's character?	Jika siswa merupakan siswa yang pemalu biasanya sulit untuk membuat mereka menirukan atau menjawab sapaan yang diberikan, sehingga guru harus berusaha untuk mendorong rasa percaya diri mereka. Untuk siswa yang susah konsentrasi dan juga biasanya enggan	Teachers find it difficult if students are nervous because they will be silent and the teacher has to motivate more so that students want to speak English. For students who have difficulty concentrating, the teacher also finds it difficult, because sometimes students

		<p>belajar malah lebih suka membicarakan hal lain ketika belajar, maka guru harus berusaha untuk menyisipkan beberapa kata, dan siswa akhirnya menirukan, di tengah pembicaraan yang dilakukan</p>	<p>are reluctant to learn and prefer to talk about other things, but the teacher has away in the middle of the conversation the teacher slips in a little of the materials being studied.</p>
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## Appendix 7

### THE OBSERVATION GUIDELINE I

Date : January 29<sup>th</sup>. 2021

Teacher : Ms. Isnaini Mukarromah, S.Pd

Materials : Profession

No.	Content	Teacher's Role	Score				
			1	2	3	4	5
1.	Deliver the objective and prepare the students	a. The teacher explains the learning objective					V
		b. The teacher informs the background of the lesson					V
		c. The teacher explains the importance of the lesson					V
							V

		d. The teacher prepares students to learn	
2.	Demonstrate the procedural and declarative knowledge	a. The teacher demonstrates the procedural knowledge correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
		b. The teacher demonstrated the declarative knowledge correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V <input type="checkbox"/>
		c. The teacher presents the materials in order and correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
3.	Guide the students during the lesson	a. The teacher has prepared the materials and media	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V

		b. The teacher guides the students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
4.	Check to understand and give feedback	a. The teacher checks whether the students have succeeded in the materials	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		b. The materials are given with special attention (stressing) on the application of more complex situations such as daily activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V

The score explanation:

1 : Not done by the teacher

2 : Done by the teacher but still not good enough

3 : Done by the teacher quite well

4 : Done by the teacher well

5 : Done by the teacher very well



## FIELD NOTE I

Date : January 29<sup>th</sup>. 2021

Teacher : Ms. Isnaini Mukarromah, S.Pd

Materials : Profession

<b>No.</b>	<b>Aspect of Observation</b>	<b>Result</b>
1.	Deliver the objective and prepare the students	<ol style="list-style-type: none"><li>1. The teacher explains the learning objective very well.</li><li>2. The teacher informs the background of the lesson very well.</li><li>3. The teacher explains the importance of the lesson very well.</li><li>4. The teacher prepares students to learn very well.</li></ol>
2.	Demonstrate the procedural and declarative knowledge	<ol style="list-style-type: none"><li>1. The teacher demonstrates the procedural knowledge correctly very well.</li></ol>

		<p>2. The teacher demonstrates declarative knowledge correctly well.</p> <p>3. The teacher presents the materials in order and correctly very well.</p>
3.	Guide the students during the lesson	<p>1. The teacher has prepared the materials and media very well.</p> <p>2. The teacher guides the students very well.</p>
4.	Check to understand and give feedback	<p>1. The teacher checks whether the students have succeeded in the materials quite well.</p> <p>2. The materials are given with special attention (stressing) on the application of more complex situations such as daily activity very well.</p>

Direct instruction for the teacher:

1. Deliver the aim and prepared the students

Note : The teacher delivered the aim and prepared the students very well. The teacher must be maintained to deliver the aim and prepared the students because without doing that the class is never going well.

2. Demonstrate the procedural and declarative knowledge

Note : The teacher demonstrated the procedural knowledge very well, but in declarative knowledge, the teacher still founds out difficult, because the materials have to be conveyed repeat, or using the drill method.

3. Guide the materials

Note : The teacher guided the materials very well, and it must be done during the lesson.

4. Check to understand and give them feedback

Note : The teacher checked to understand and give them feedback well because the teacher quite well to checks whether the students have succeeded in the materials. The researcher's suggestion, the teacher must checks whether the students before class ends because it is the important thing the teacher can know students' development.

## Appendix 8

### THE OBSERVATION GUIDELINE II

Date : February 5<sup>th</sup>. 2021

Teacher : Ms. Isnaini Mukarromah, S.Pd

Materials : Profession (Ulangan Harian)

No.	Content	Teacher's Role	Score				
			1	2	3	4	5
1.	Deliver the objective and prepare the students	a. The teacher explains the learning objective					V
		b. The teacher informs the background of the lesson					V
		c. The teacher explains the importance of the lesson					V
							V

		d. The teacher prepares students to learn	
2.	Demonstrate the procedural and declarative knowledge	a. The teacher demonstrates the procedural knowledge correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
		b. The teacher demonstrates the declarative knowledge correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V <input type="checkbox"/>
		c. The teacher presents the materials in order and correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
3.	Guide the students during the lesson	a. The teacher has prepared the materials and media	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
			<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V

		b. The teacher guides the students											
4.	Check to understand and give feedback	<p>a. The teacher checks whether the students have succeeded in the materials</p> <p>b. The materials are given with special attention (stressing) on the application of more complex situations such as daily activity</p>	<table border="1"> <tr> <td></td> <td></td> <td></td> <td>V</td> <td></td> </tr> </table> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td>V</td> </tr> </table>				V						V
			V										
				V									

The score explanation:

1 : Not done by the teacher

2 : Done by the teacher but still not good enough

3 : Done by the teacher quite well

4 : Done by the teacher well

5 : Done by the teacher very well

## FIELD NOTE II

Date : February 5<sup>th</sup>, 2021

Teacher : Ms. Isnaini Mukarromah, S.Pd

Materials : Profession (Ulangan Harian)

<b>No.</b>	<b>Aspect of Observation</b>	<b>Result</b>
1.	Deliver the objective and prepare the students	<ol style="list-style-type: none"><li>1. The teacher explains the learning objective very well.</li><li>2. The teacher informs the background of the lesson very well.</li><li>3. The teacher explains the importance of the lesson very well.</li><li>4. The teacher prepares students to learn very well.</li></ol>
2.	Demonstrate the procedural and declarative knowledge	<ol style="list-style-type: none"><li>1. The teacher demonstrates the procedural knowledge correctly very well.</li></ol>



		<p>2. The teacher demonstrates declarative knowledge correctly well.</p> <p>3. The teacher presents the materials in order and correctly very well.</p>
3.	Guide the students during the lesson	<p>1. The teacher has prepared the materials and media very well.</p> <p>2. The teacher guides the students very well.</p>
4.	Check to understand and give feedback	<p>1. The teacher checks whether the students have succeeded in the materials quite well.</p> <p>2. The materials are given with special attention (stressing) on the application of more complex situations such as daily activity very well.</p>

Direct instruction for the teacher:

1. Deliver the aim and prepared the students

Note : The teacher delivered the aim and prepared the students very well. The teacher must be maintained to deliver the aim and prepared the students because without doing that the class is never going well.

2. Demonstrate the procedural and declarative knowledge

Note : The teacher demonstrated the procedural knowledge very well, but in declarative knowledge, the teacher still founds out difficult, because the materials have to be conveyed repeat, or using the drill method.

3. Guide the materials

Note : The teacher guided the materials very well, and it must be done during the lesson.

4. Check to understand and give them feedback

Note : The teacher checked to understand and give them feedback well because the teacher quite well to checks whether the students have succeeded in the materials. The researcher's suggestion, the teacher must checks whether the students before class ends because it is the important thing the teacher can know students' development

## Appendix 9

### THE OBSERVATION GUIDELINE III

Date : February 19<sup>th</sup>, 2021

Teacher : Ms. Isnaini Mukarromah, S.Pd

Materials : The Colors

No.	Content	Teacher's Role	Score				
			1	2	3	4	5
1.	Deliver the objective and prepare the students	a. The teacher explains the learning objective					V
		b. The teacher informs the background of the lesson					V
		c. The teacher explains the importance of the lesson					V

		d. The teacher prepares students to learn	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
2.	Demonstrate the procedural and declarative knowledge	a. The teacher demonstrates the procedural knowledge correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
		b. The teacher demonstrated the declarative knowledge correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V <input type="checkbox"/>
		c. The teacher presents the materials in order and correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
3.	Guide the students during the lesson	a. The teacher has prepared the materials and media	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V

		b. The teacher guides the students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
4.	Check to understand and give feedback	a. The teacher checks whether the students have succeeded in the materials	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		b. The materials are given with special attention (stressing) on the application of more complex situations such as daily activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V

The score explanation:

1 : Not done by the teacher

2 : Done by the teacher but still not good enough

3 : Done by the teacher quite well

4 : Done by the teacher well

5 : Done by the teacher very well

### FIELD NOTE III

Date : February 19<sup>th</sup>, 2021

Teacher : Ms. Isnaini Mukarromah, S.Pd

Materials : The Colors

<b>No.</b>	<b>Aspect of Observation</b>	<b>Result</b>
1.	Deliver the objective and prepare the students	<ol style="list-style-type: none"><li>1. The teacher explains the learning objective very well.</li><li>2. The teacher informs the background of the lesson very well.</li><li>3. The teacher explains the importance of the lesson very well.</li><li>4. The teacher prepares students to learn very well.</li></ol>
2.	Demonstrate the procedural and declarative knowledge	<ol style="list-style-type: none"><li>1. The teacher demonstrates the procedural knowledge correctly very well.</li></ol>

		<p>2. The teacher demonstrates declarative knowledge correctly well.</p> <p>3. The teacher presents the materials in order and correctly very well.</p>
3.	Guide the students during the lesson	<p>1. The teacher has prepared the materials and media very well.</p> <p>2. The teacher guides the students very well.</p>
4.	Check to understand and give feedback	<p>1. The teacher checks whether the students have succeeded in the materials quite well.</p> <p>2. The materials are given with special attention (stressing) on the application of more complex situations such as daily activity very well.</p>



Direct instruction for the teacher:

1. Deliver the aim and prepared the students

Note : The teacher delivered the aim and prepared the students very well. The teacher must be maintained to deliver the aim and prepared the students because without doing that the class is never going well.

2. Demonstrate the procedural and declarative knowledge

Note : The teacher demonstrated the procedural knowledge very well, but in declarative knowledge, the teacher still finds out difficult, because the materials have to be conveyed repeat, or using the drill method

3. Guide the materials

Note : The teacher guided the materials very well, and it must be done during the lesson.

4. Check to understand and give them feedback

Note : The teacher checked to understand and give them feedback well because the teacher quite well at checks whether the students have succeeded in the materials. The researcher's suggestion, the teacher must check whether the students before class ends because it is the important thing the teacher can know students' development.

## Appendix 10

### THE OBSERVATION GUIDELINE IV

Date : February 26<sup>th</sup>, 2021

Teacher : Ms. Isnaini Mukarromah, S.Pd

Materials : The Action

No.	Content	Teacher's Role	Score				
			1	2	3	4	5
1.	Deliver the objective and prepare the students	a. The teacher explains the learning objective					V
		b. The teacher informs the background of the lesson				V	
		c. The teacher explains the importance of the lesson				V	

		d. The teacher prepares students to learn	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
2.	Demonstrate the procedural and declarative knowledge	a. The teacher demonstrates the procedural knowledge correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
		b. The teacher demonstrated the declarative knowledge correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V <input type="checkbox"/>
		c. The teacher presents the materials in order and correctly	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
3.	Guide the students during the lesson	a. The teacher has prepared the materials and media	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V

		b. The teacher guides the students	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V
4.	Check to understand and give feedback	a. The teacher checks whether the students have succeeded in the materials	<input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		b. The materials are given with special attention (stressing) on the application of more complex situations such as daily activity	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> V

The score explanation:

1 : Not done by the teacher

2 : Done by the teacher but still not good enough

3 : Done by the teacher quite well

4 : Done by the teacher well

5 : Done by the teacher very well

## FIELD NOTE IV

Date : February 26<sup>th</sup>, 2021

Teacher : Ms. Isnaini Mukarromah, S.Pd

Materials : The Action

<b>No.</b>	<b>Aspect of Observation</b>	<b>Result</b>
1.	Deliver the objective and prepare the students	<ol style="list-style-type: none"><li>1. The teacher explains the learning objective very well.</li><li>2. The teacher informs the background of the lesson well.</li><li>3. The teacher explains the importance of the lesson well.</li><li>4. The teacher prepares students to learn very well.</li></ol>
2.	Demonstrate the procedural and declarative knowledge	<ol style="list-style-type: none"><li>1. The teacher demonstrates the procedural knowledge correctly very well.</li></ol>

		<p>2. The teacher demonstrates declarative knowledge correctly well.</p> <p>3. The teacher presents the materials in order and correctly very well.</p>
3.	Guide the students during the lesson	<p>1. The teacher has prepared the materials and media very well.</p> <p>2. The teacher guides the students very well.</p>
4.	Check to understand and give feedback	<p>1. The teacher checks whether the students have succeeded in the materials quite well.</p> <p>2. The materials are given with special attention (stressing) on the application of more complex situations such as daily activity very well.</p>

Direct instruction for the teacher:

1. Deliver the aim and prepared the students

Note : The teacher delivered the aim and prepared the students well.

2. Demonstrate the procedural and declarative knowledge

Note : The teacher demonstrated the procedural knowledge very well, but in declarative knowledge, the teacher still founds out difficult, because the materials have to be conveyed repeat, or using the drill method

3. Guide the materials

Note : The teacher guided the materials very well.

4. Check to understand and give them feedback

Note : The teacher checked to understand and give them feedback well because the teacher quite well to checks whether the students have succeeded in the materials. The researcher's suggestion, the teacher must checks whether the students before class ends because it is the important thing the teacher can know students' development.



## Appendix 11

### THE LEARNING MODULE

#### CHAPTER I

#### Profession / Profesi

**Teacher**



**Police man**



**Police woman**



**Chef**



**Doctor**



**Magician**



**Housewife**



**Painter**



**President**



**Singer**



**Basketball player**



**Nurse**



My mother is 40 years old.  
She is a teacher.



My father is 45 years old.  
He is a policeman.



My sister is 24 years old.  
She is a painter.



My brother is 12 years old.  
He is a student.



My grandmother is 72 years old.  
She is a housewife.



My grandfather is 75 years old.  
He is a magician.

**A.** Translate the sentences below into English!

1. Ibuku adalah seorang guru. \_\_\_\_\_
2. Ayahku adalah seorang polisi. \_\_\_\_\_

3. Bibiku adalah seorang koki. \_\_\_\_\_
4. Pamanku adalah seorang dokter. \_\_\_\_\_
5. Aku adalah seorang murid. \_\_\_\_\_
6. Nenekku adalah seorang ibu rumah tangga. \_\_\_\_\_
7. Kakekku adalah seorang pesulap. \_\_\_\_\_
8. Saudara laki-lakiku adalah seorang pelukis. \_\_\_\_\_
9. Saudara perempuanku adalah seorang presiden. \_\_\_\_\_
10. Temanku adalah seorang polisi wanita. \_\_\_\_\_

## CHAPTER II

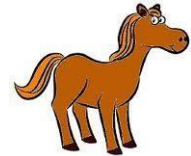
### The Color / Warna

The bird is blue.



The butterfly is pink.

The horse is brown.



*Answer the questions below!*

1. What is the color of Indonesian hair? The color of Indonesian hair is black.
2. What is the color of the sky? \_\_\_\_\_
3. What is the color of milk? \_\_\_\_\_

4. What is the color of grass? \_\_\_\_\_
5. What is the color of cloud? \_\_\_\_\_
6. What is the color of carrot? \_\_\_\_\_
7. What is the color of grapes? \_\_\_\_\_
8. What is the color of orange? \_\_\_\_\_
9. What is the color of banana? \_\_\_\_\_
10. What is the color of apple? \_\_\_\_\_
11. What is the color of sea? \_\_\_\_\_
12. What is the color of cotton? \_\_\_\_\_

**B.** Answer the questions below!

1. What is the color of the sky? \_\_\_\_\_
2. What is the color of milk? \_\_\_\_\_
3. What is the color of grass? \_\_\_\_\_
4. What is the color of cloud? \_\_\_\_\_
5. What is the color of carrot? \_\_\_\_\_
6. What is the color of grapes? \_\_\_\_\_
7. What is the color of orange? \_\_\_\_\_
8. What is the color of banana? \_\_\_\_\_



9. What is the color of apple? \_\_\_\_\_

10. What is the color of cotton? \_\_\_\_\_

## CHAPTER III

### Personal Information Form / Formulir Informasi Pribadi

**A.** Read the text below!

My name is Jason Marcus Mendoza. I'm 10 years old. I come from the Philippines. I am Filipino. I was born on October 29<sup>th</sup>, 1998. I live in Manila. My address is 17 Randall Street. I am an elementary school student. I study in

the Philippines Elementary School. My telephone number is 63-31-77258. My hobby is reading.

**B.** Complete the personal information form below according to the text above!

**Personal information form**

Full name : \_\_\_\_\_

Age : \_\_\_\_\_ Date

of birth : \_\_\_\_\_ Nationality : \_\_\_\_\_

Address : \_\_\_\_\_

Phone number : \_\_\_\_\_

School : \_\_\_\_\_

Hobby : \_\_\_\_\_

C. Complete the personal information form below according to your personal information!

**Personal information form**

Full name : \_\_\_\_\_

Age : \_\_\_\_\_

Date of birth : \_\_\_\_\_

Nationality : \_\_\_\_\_

Address : \_\_\_\_\_

Phone number : \_\_\_\_\_

School : \_\_\_\_\_

Hobby : \_\_\_\_\_

## CHAPTER IV

### W-H Question

# Where



at home



at school



at the beach



at the hospital



at the restaurant



at the museum



at the bank



at the zoo

Sleep

Q : Where do you sleep?

A : I sleep at home

Have a picnic

Q : \_\_\_\_\_

A : \_\_\_\_\_

See animals

Q : \_\_\_\_\_

A : \_\_\_\_\_

Eat

Q : Where do you eat?

A : I eat at dining room

Study

Q : \_\_\_\_\_

A : \_\_\_\_\_

Save money

Q : \_\_\_\_\_

A : \_\_\_\_\_

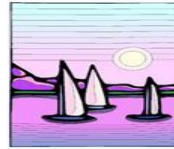
## When



in the  
morning



in the  
afternoon



in the  
evening



at  
night

Wake up

Q : When do you wake up?

Go home from school

Q : \_\_\_\_\_

Lunch

Q : \_\_\_\_\_

A : I wake up in the morning

A : \_\_\_\_\_

A : \_\_\_\_\_

Breakfast

Dinner

Go to school

Q : When do you breakfast?

Q : \_\_\_\_\_

Q : \_\_\_\_\_

A : I breakfast in the morning

A : \_\_\_\_\_

A : \_\_\_\_\_

## **Appendix 12**

### **LESSON PLAN**

#### **RPP DARING TEMA 1 (AKU BISA)**

Sekolah : SLB Purba Adhi Suta Purbalingga

Kelas : 12 C (Tuna Grahita & Autis)

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 16JP (4x Meetings)

#### **Materi Pembelajaran**

1. Profession
2. The Color
3. Personal Information Form
4. W-H Question

## **Tujuan Pembelajaran**

- Siswa mampu menyebutkan profesi dalam bahasa Inggris
- Siswa menyebutkan benda dan warnanya dalam bahasa Inggris
- Siswa mampu menuliskan dan menyebutkan data diri dalam Bahasa Inggris

## **Kegiatan Awal / Pembuka**

- Pembelajaran dilakukan melalui metode daring, dengan menyampaikan materi dan tugas melalui aplikasi WhatsApp.
- Guru menyapa tiap siswa melalui pesan
- Menyampaikan pesan dan himbauan tentang pencegahan penyebaran virus COVID-19



### **Kegiatan Pembelajaran**

- Guru meminta siswa memperhatikan materi di modul
- Guru memberikan contoh membaca kata melalui video
- Siswa mencoba membaca kata dalam modul
- Siswa mengerjakan tugas dari guru
- Siswa mengirimkan hasil belajar berupa foto dan video via WhatsApp

### **Kegiatan Penutup**

- Guru mengecek laporan belajar siswa via sms/ pesan WhatsApp
- Guru memberikan evaluasi dan apresiasi terhadap hasil belajar siswa

### **Penilaian**

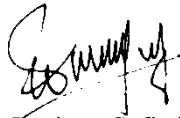
- Pengetahuan

1. Menjawab pertanyaan dalam modul
- Ketrampilan
    1. Menirukan kata dengan benar
    2. Praktek membaca kata dalam modul
  - Sikap
    1. Mengumpulkan tugas tepat waktu

Purbalingga, 2 Juli 2020

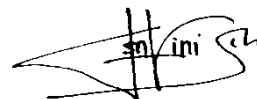
Mengetahui,

Kepala SLB Purba Adhi Suta



Wahyu Dwiana Safitri, S.Pd

Guru Kelas



Isnaini Mukarromah, S.Pd

## PEDOMAN PENILAIAN

Nama Siswa : \_\_\_\_\_

Hari, Tanggal : \_\_\_\_\_

Materi : \_\_\_\_\_

### 1. PENGETAHUAN

NO	Profession	Meaning	SCORE		
			1	2	3
1	Teacher				
2	President				
3	Nurse				
4	Housewife				
5	Policeman				
6	Singer				

**Keterangan** : Nilai pengetahuan =  $\frac{\text{Jumlah score} \times 10}{1,5}$

## 2. KETERAMPILAN

NO	ASPEK YANG DINILAI	SKOR				
		1	2	3	4	5
1.	Menirukan pengucapan dengan tepat					
2.	Membaca kata dan kalimat di modul					
3.	Mempraktekan pengucapan kata dan kalimat yang ada di modul dengan ekspresi yang tepat					

**Keterangan** : Nilai ketrampilan =  $\frac{\text{Jumlah score} \times 10}{1,5}$

1,5

### 3. SIKAP

NO	ASPEK YANG DINILAI	SKOR		
		1	2	3
1	Kemandirian			
2	Pengumpulan tugas tepat waktu			
3	Keaktifan dalam interaksi dengan guru			

**Keterangan** : Nilai sikap =  $\frac{\text{Jumlah score} \times 10}{1,5}$

**Total Nilai** :  $\frac{(\text{Nilai 1} \times 40\%) + (\text{Nilai 2} \times 30\%) + (\text{Nilai 3} \times 30\%)}{3}$



## Appendix 13

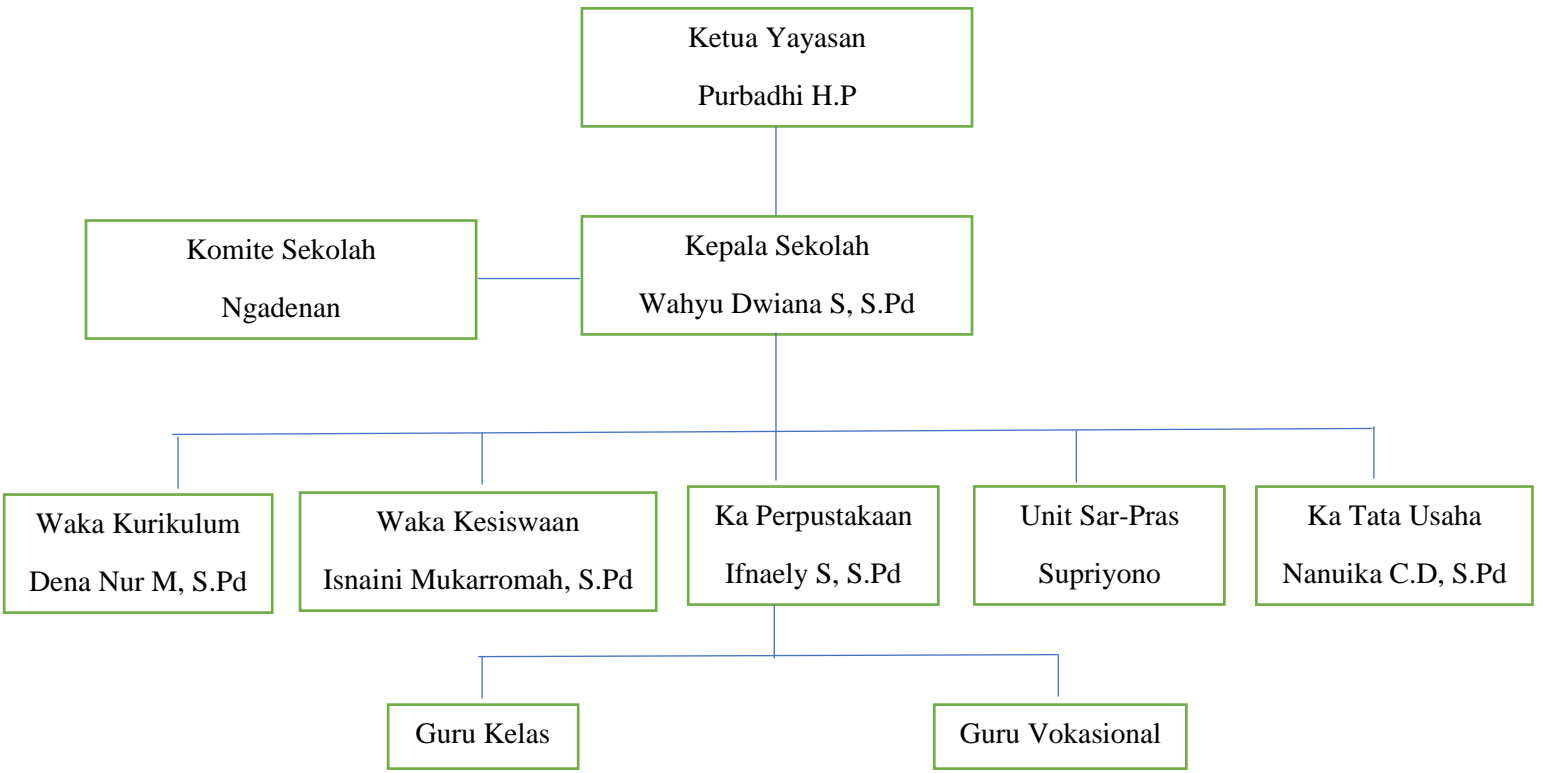
### THE STUDENTS' LIST

**Class: XII C**

<b>No.</b>	<b>Name</b>	<b>Kind of Disable</b>
1.	Alifia Hanifah	Tuna Grahita (barriers to thinking)
2.	Ammar Rahmatdiyan	Autism
3.	Mauli Azharia Putri	Tuna Grahita
4.	M. Dilla Al Shihab	Tuna Grahita
5.	Raka Maulana Ikhsan	Autism

**Appendix 14**

**ORGANIZATIONAL STRUCTURE OF SLB PURBA ADHI SUTA  
PURBALINGGA**



<b>No.</b>	<b>Nama Guru</b>	<b>Jabatan</b>
1.	Jaka Bangkit Prasetyo, S.Pd	Guru Kelas & Vokasional
2.	Isnaeni Mukarromah, S.Pd	Guru Kelas & Vokasional
3.	Supriyono	Guru Kelas & Vokasional
4.	Dena Nur Mustika, S.Pd	Guru Kelas & Vokasional
5.	Ines Kusnandari, S.Pd	Guru Kelas & Vokasional
6.	Rani Setiana, S.Pd	Guru Kelas & Vokasional
7.	Cakses Priambangun	Guru Pendamping Siswa
8.	Fajar Subechi	Guru Pendamping Siswa
9.	Andrita Furi Ningtias	Guru Pendamping Siswa
10.	M. Resi Nuari	Guru Pendamping Siswa
11.	Catur Susiyanto	Guru Pendamping Siswa
12.	Cakhyo Pamuji	Guru Pendamping Siswa
13.	Wahyudi Indra Setiawan	Guru Pendamping Siswa



## Appendix 15

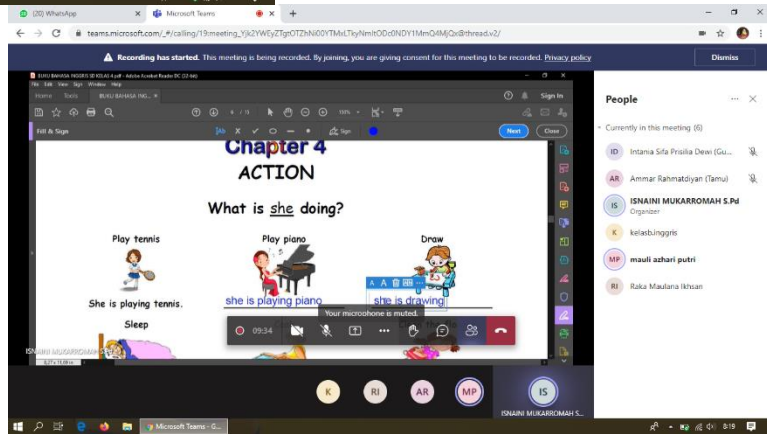
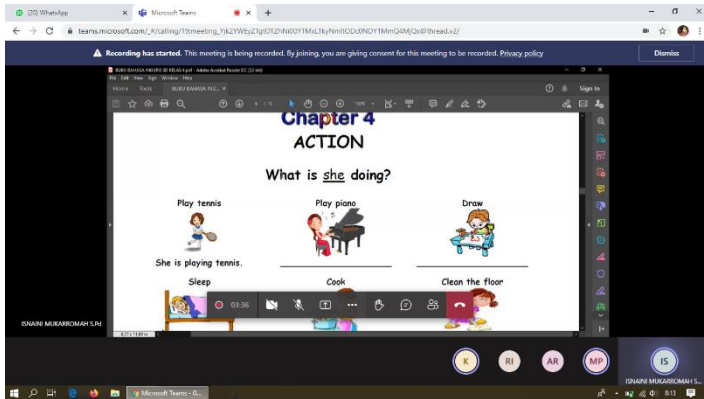
### DOCUMENTATION

Home visit to the student's house



## Online Class Used Microsoft Teams Video Call





The activity of student's therapy in school



Therapy's tools for students



Library Room



Outdoor Therapy Room



Medical Room



Kitchen for Students in Vocational Class



# Classroom



Learning Module for Students

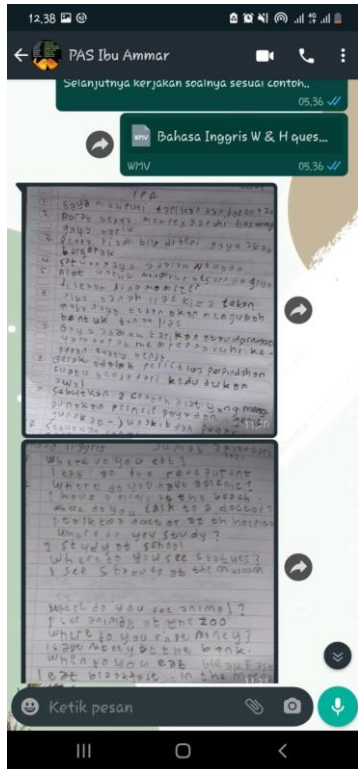


Laundry Room for Students in Vocational Class

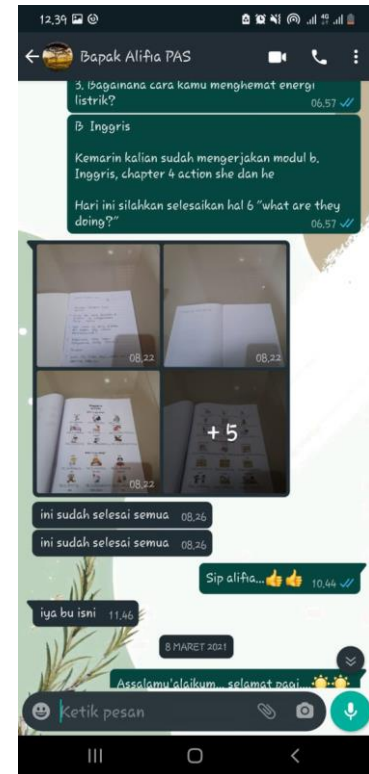




## Conversation on WhatsApp between the teacher and students



156



## Appendix 16

### RESEARCH PERMIT APPLICATION LETTER



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: B -272/Un.10.3/D.1/PP.00.9/01/2021

27 Januari 2021

Lamp : -

Hal : Mohon Izin Riset

a.n. : Intania Sifa Prisilia Dewi

NIM : 1703046045

Yth.

Kepala SLB Purba Adhi Suta Purbalingga  
di Purbalingga

Assalamu'alaikum Wr.Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Intania Sifa Prisilia Dewi

NIM : 1703046045

Alamat : Perum Bumi Padamara Baru Jl Kahyangan 4 Blok C5 RT 01 RW  
03 Desa Bojanegara Kec. Padamara Kabupaten Purbalingga

Judul skripsi : Teaching English Speaking to Disable Students in Indonesia: A  
Descriptive Analysis

Pembimbing :

1. Dra. Nuna Mustikawati Dewi, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 31 hari, mulai tanggal 27 Januari 2021 sampai dengan tanggal 26 Februari 2021

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu'alikum Wr.Wb.




Tembusan :

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)

## Appendix 17

### COMPLETION OF RESEARCH LETTER



**YAYASAN PURBA ADHI**  
**SLB PURBA ADHI SUTA**  
*Membangun Tunas Bangsa Berkeadilan*  
Jl. Letjend S.Parmen No. 19B Purbalingga Wetan, Purbalingga 53317  
Telp 082223289898, e\_mail : [slb\\_purbaadhisuta@gmail.com](mailto:slb_purbaadhisuta@gmail.com)

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**SURAT KETERANGAN**  
No.083/SLB PAS/II/2021

Yang bertanda tangan di bawah ini Kepala Sekolah Luar Biasa Purba Adhi Suta Kecamatan Purbalingga, Kabupaten Purbalingga, menerangkan bahwa sesungguhnya saudara :


Nama	: Intania Sifa Prisilia Dewi
NIM	: 1703046045
Universitas	: Universitas Islam Negeri Walisongo Semarang
Prodi/ Jurusan	: Pendidikan Bahasa Inggris

Mahasiswa tersebut benar-benar melaksanakan kegiatan penelitian di SLB Purba Adhi Suta, pada tanggal 27 Januari 2021 sampai dengan tanggal 26 Februari 2021. Dengan judul penelitian:

**“TEACHING ENGLISH SPEAKING TO DISABLE SETUDENTS IN INDONESIA: A DESCRIPTIVE ANALYSIS”**

Demikian surat keterangan ini kami baut dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Purbalingga, 26 Februari 2021  
Kepala Sekolah



**Wahyu Dwiana Safitri, S.Pd.**

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Accessed on February 10<sup>th</sup>, 2021 7 PM.

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