

**ENGLISH LEARNING STRATEGY FOR STUDENTS WITH
INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
(IDD)**

THESIS

Submitted in Partial Fulfillment of the Requirement for Gaining the
Degree of Bachelor of Education in the English Language Education



By:

LAILA MAULIDIYAH

1903046116

EDUCATION AND TEACHER TRAINING FACULTY

UNIVERSITAS ISLAM NEGERI WALISONGO

SEMARANG

2023

THESIS STATEMENTS

THESIS STATEMENTS

I am a student with the following identity:

Name : Laila Maulidiyah

Student Number : 1903046116

Department : English Education Department

State that the thesis is entitled:

**English Learning Strategy for Students With Intellectual and Developmental Disabilities
(IDD)**

is purely my work. I am responsible for the content of this thesis. Other writers' opinions and findings in this thesis are quoted or cited based on ethical standards.

Semarang, 07 June 2023

The researcher,



Laila Maulidiyah
NIM 1903046116

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hanka Km.2 Ngaliyun, Semarang 50185
Telp. 024-7601295, Fax. 024-7615387

RATIFICATION

Thesis with the following identity:

Name : Laila Maulidiyah
Student Number : 1903046116
Department : Pendidikan Bahasa Inggris
Title : English Learning Strategy for Students with Intellectual and Developmental Disabilities (IDD)

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining the Bachelors' Degree in English Education Department.

Semarang, 05 July 2023

THE BOARD OF EXAMINERS

Chairperson,

Dra. Nuna Mustikawati Dewi, M.Pd
NIP. 197811032007012016

Secretary,

Daviq Rizal, M.Pd
NIP. 197710252007011015

Examiner I

Dra. Hj. Ma'rifatul Fadhillah, M.Ed
NIP. 196208031989032003

Examiner II

Sayyidatul Fadillah, M.Pd
NIP. 198109082007102003



Advisor

Daviq Rizal, M.Pd
NIP. 197710252007011015

ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hainka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: <http://fik.walisongo.ac.id>

ADVISOR NOTE

To:
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University Semarang

Assalamualaikum Wr. Wb.

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

Name : Laifa Maulidiyah
Student Number : 1903046116
Department : English Education Department
Title : English Learning Strategy for Sudents with Intellectual and Developmental Disabilities (IDD)

I state that the thesis is ready to be submitted to English Education and Teacher Training Faculty of Education and Teacher Training Walisongo State Islamic University Semarang to be examined at Munaqosyah session.

Wassalamualaikum Wr. Wb

Semarang, 7th June 2023

Advisor,

Davia Rizal, M.Pd

NIP. 197710252007011015

ABSTRACT

Title : **ENGLISH LEARNING STRATEGY FOR STUDENTS WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES (IDD)**

Name : Laila Maulidiyah

NIM : 1903046116

This research used the descriptive qualitative method and aimed to identify the English learning strategies used by the teacher for students with intellectual and developmental disabilities and to explore the influencing factors for the use of those English learning strategies. The participant was a teacher who teaches six students with IDD in the 11th grade at SLB Negeri Sumbang Bojonegoro. The data were collected through an interview, classroom observation and documentation. The results showed that the teacher used all types of learning strategies purposed by Oxford (1990), namely memory strategies (reviewing well and applying images and sounds), cognitive strategies (taking notes, giving students exercises or homework, and using repetition), compensation strategies (guessing intelligently, switching to the mother tongue by using gestures and body language, and giving extra time), meta-cognitive strategies (paying attention), affective strategies (making positive statements, taking a deep breath, and laughing), and social strategies (asking questions). Furthermore, the influencing factors for the use of those strategies are the student factor, including the students' intelligence and interest in learning English, the type of task, and the environment, including facilities and learning time.

Keywords: *English Learning, Language Learning Strategies, Teacher Strategies, Students with Intellectual and Developmental disabilities.*

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

“For Indeed, with hardship [Will Be] ease”

Q.S Al-Insyirah 94:5

So, think before making a decision, set a strategy before attacking, and deliberate before moving forward.

- Imam Syafi' I –

As long as it is your responsibility, get it done!

DEDICATION

This thesis is dedicated to Ali Khoirul, the best, greatest, and strongest father of my life. Thank you for supporting me financially, praying for me, and loving me. Dedicated also to Sri Wahyuni, my beautiful mother, who always gave me endless prayers, love, and motivation. And then to my beloved brother, Ali Muaddib Ahsan, thank you for being my support system. Last but not least, for my big family, thank you for your endless prayers and support. May Allah always bless them.

ACKNOWLEDGEMENT

Alhamdulillahirobbil alamin,

First of all, in the name of Allah, the most gracious and merciful lord of the universe, and because of His blessings, the researcher could finish this research entitled "English Learning Strategy for Students with Intellectual and Developmental Disabilities (IDD)".

Second, Shalawat and Salam are always dedicated to our lovely Prophet Muhammad SAW, the last prophet who guided us from darkness to lightness. The researcher realizes that this research will never be complete without the support, cooperation, help, and encouragement of many people. Therefore, in this opportunity, the researcher would like to express thanks and gratitude to the following parties for their contribution:

1. Dra. Nuna Mustikawati Dewi, M.Pd., as the Head of the English Education Department
2. Lulut Widyaningrum, M.Pd., as the Secretary of the English Education Department of the State Islamic University of Walisongo Semarang.
3. Daviq Rizal, M.Pd., as the advisor who has been patient in guiding, giving advice, and giving motivation during the arrangement of this thesis.

4. The deepest gratitude goes to all the lecturers in the English Education Department who have shared knowledge and provided learning facilities to the researcher during the study.
5. Istijani, M.Pd., as the principal of SLB Negeri Sumbang Bojonegoro, has permitted the research.
6. Fika Kurniawati, S.Pd., as the English teacher in the 11th grade at SLB Negeri Sumbang Bojonegoro, gave permission for conducting interviews and provided support for doing the research.
7. My beloved parents, Ali Khoirul and Sri Wahyuni, who always pray for me, give me the spirit, which is the biggest motivation for the writer in completing this thesis.
8. My brother, Ali Muaddib Ahsan, who has prayed for and supported me
9. My big family, especially my grandfather (Prawoto and Ali Khojar) and my grandmother (Ngasri and Indasih), who have prayed for and supported me
10. Myself, Laila Maulidiyah, thank you for always being patient, strong, and trying to give your best in completing this thesis.
11. For everyone involved with the completion of the thesis, may Allah SWT bless us. Amin Yaa Rabbal Alamiin

Finally, the researcher will gladly accept constructive criticism and suggestions because the researcher realizes that this thesis is still

not perfect. The researcher hopes this research can be useful for all parties who need additional reading related to this research topic.

Semarang, 07 June 2023

The researcher,

A handwritten signature in black ink, appearing to be 'Laila Maulidiah', written over a horizontal line.

Laila Maulidiah
NIM 1903046116

TABLE OF CONTENT

THESIS STATEMENTS	ii
RATIFICATION.....	iii
ADVISOR NOTE	iv
ABSTRACT	v
MOTTO	vi
DEDICATION.....	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENT	xi
LIST OF APPENDICES.....	xiii
CHAPTER I INTRODUCTION.....	1
A. Research Background.....	1
B. Research Questions	5
C. Research Objectives	5
D. Research Significance	6
CHAPTER II RELATED LITERATURE.....	8
A. Previous Research	8
B. Theoretical Review	13
1. Language Learning strategies.....	13
2. Intellectual and developmental disability (IDD)	18
CHAPTER III RESEARCH METHOD	25
A. Research Design.....	25

B. Research Setting	25
C. Research Participants	26
D. Data Sources.....	27
E. Techniques of Data Collection.....	28
F. Techniques of Data Analysis.....	30
CHAPTER IV FINDINGS AND DISCUSSION	33
A. Research Finding.....	33
B. Discussion	46
CHAPTER V CONCLUSION AND SUGGESTION	59
A. Conclusion.....	59
B. Suggestion	60
REFERENCES	
APPENDICES	
CURRICULUM VITAE	

LIST OF APPENDICES

Appendix I The Instruments of Collecting Data by Observation

Appendix II The Instruments of Collecting Data by Interview

Appendix III Results of Classroom Observation I & II

Appendix IV Results of the Interview

Appendix V Profile of SLB Negeri Sumbang Bojonegoro

Appendix VI Documentation

Appendix VII Students Data of the 11th Grade

Appendix VIII Completion of Research Letter

CHAPTER I

INTRODUCTION

This chapter provides the research background, research questions, research objectives, and research significance.

A. Research Background

Knowing a foreign language is undoubtedly crucial in today's modern world. Being unable to communicate in a language other than one's mother tongue might be deemed illiterate. However, learning and teaching a foreign language is not an easy task¹. It can be challenging and complex to teach English as a foreign language to many students who have intellectual and developmental disabilities (IDD). Students with IDD have several standard deviation levels below average.

First, in terms of intellectual functioning and adaptive behavior, they show difficulties in various academic skills, and they are unable to adapt to their environment during development. Second, an individual's physical condition can impact a variety of body parts or systems, including the neurological system, the sensory system, the metabolism, and degenerative diseases².

¹ Amir Mohammadian and Shima Mohammadian Dolatabadi, 'The Effect of Affection on English Language Learning of Children with Intellectual Disability Based on Total Physical Response Method of Language Teaching', *International Journal of English Language and Literature Studies*, 5.2 (2016), 92–103 <<https://doi.org/10.18488/journal.23/2016.5.2/23.2.92.103>>.

² Louis E. Bartoshesky and Charmaine Wright, 'Intellectual Developmental Disabilities: Definitions, Diagnosis, and Delivery of Care', *Delaware Journal*

Besides, students with IDD may be difficult to manage in the classroom since they have difficulties not only comprehending the lesson but also interacting with their peers and teachers.

The previous research revealed that the difficulties teachers had when teaching students with IDD were related to the teaching methods and media employed as well as the student's capacity for learning³. However, despite the teachers' challenges when dealing with students who have IDD, numerous studies have shown that choosing an appropriate language learning strategy (LLS) has been recognized have a significant influence on students' educational experiences and as one of the primary factors in the success of English language acquisition⁴.

Moreover, language learning strategies (LLS) as a teacher's primary design. Besides, to improve the efficacy of unsaturated learning, language learning strategies (LLS) must be used. The learning strategies that students will get during the learning process should be decided by teachers to properly accomplish the

of *Public Health*, 7.2 (2021), 1–6
<<https://doi.org/10.32481/djph.2021.03.004>>.

³ Revita Putri Utami, Suharyadi Suharyadi, and Utari Praba Astuti, 'EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 6.1 (2021), 173 <<https://doi.org/10.21093/ijeltal.v6i1.912>>.

⁴ Sri Mulyani, 'Language Learning Strategies of Successful EFL Learners', *International Journal in Applied Linguistics of Parahikma*, 2.1 (2020), 31–39.

learning objectives and further improve the learning outcomes⁵. In line with a previous study stated that the teacher provides a significant role in language learning strategies. To maintain student engaged and interested throughout the teaching and learning process, they must be empowered to choose the teaching methods, models, and resources⁶.

Further research used language learning strategies while putting them into practice. Incorporating language learning strategies to students, particularly the less successful ones, will help them acquire linguistic mastery and strengthen their language skills. Additionally, a classroom observation's findings revealed that four English teachers implement the direct strategies, namely memory, cognitive, compensation, and indirect strategies, such as metacognitive, affective, and social strategy, suggested by Oxford (1990) theory into the implementation of their lessons⁷.

In addition, past research informed that during the pandemic, the total physical response strategy was frequently employed to

⁵ Proceeding International Seminar and Islamic Studies Medan, 'Islamic Education Learning Strategy for Students With Special Needs in the New (Case Study : Slb ' Aisyiyah Tembung)', 2 (2021), 654–58.

⁶ Alisa Salsabila, 'Investigating English Learning Strategies in Bina Amal Islamic Boarding School Semarang' (UIN Walisongo Semarang, 2022).

⁷ Haddi Junaidi Kussin, Aion Omar, and Napisah Kepol, 'Language Learning Strategies (LLS): Teachers' Notions and Practice', *Dinamika Ilmu*, 18.1 (2018), 109–22 <<https://doi.org/10.21093/di.v18i1.1086>>.

teach English to learners with mild intellectual disabilities⁸. While, other studies demonstrate a kinds of English learning strategies for both intensive and regular inclusive classrooms for students with intellectual disability. For intensive inclusive programs used an individualized strategy. Besides, individualized and behavior modification strategies for regular inclusive programs⁹.

In the pre-observation conducted at the SLB Negeri Sumbang Bojonegoro, the researcher observed a teacher who teaches students with IDD in the 11th grade. All students in the 11th grade have IDD. However, it consists of two different levels. Therefore, there is a high probability that a teacher who teaches English to students with IDD will have a variety of learning strategies at their disposal. Teachers have to consider the usage of English learning strategies for students with IDD. By understanding the unique challenges faced by those students and incorporating effective strategies into their instruction, teachers can support the academic success and overall well-being of their students with IDD.

Based on the background research mentioned, the research objective is to identify the language learning strategies used by the teacher who teaches the English language to students with IDD in

⁸ Zubaedah Wiji Lestari, N. Dede Khoeriah, and Nani Nur'aeni, 'English Language Learning for Mild Intellectual Disability Students During Pandemic', 2.2 (2018), 9–19.

⁹ Arwanto, 'English Teaching And Learning Strategies For Students With Intellectual Disabilities In The Inclusive Class Of Putra Harapan Junior High School Purwokerto' (State Institute of Islamic Studies Purwokerto, 2021).

SLB Negeri Sumbang Bojonegoro. Therefore, the researcher would like to do further research entitled "**English Learning Strategy for Students with Intellectual and Developmental Disabilities (IDD)**".

B. Research Questions

Based on the research background mentioned above, the following questions will be investigated in the present research:

1. What are the English learning strategies used by the teacher for students with intellectual and developmental disabilities (IDD)?
2. What are the influencing factors for the use of those English learning strategies by teacher for students with intellectual and developmental disabilities (IDD)?

C. Research Objectives

Based on the research questions above, the research objectives are as follows:

1. To identify the English learning strategies used by the teacher for students with intellectual and developmental disabilities in the 11th grade at SLB Negeri Sumbang Bojonegoro
2. To explore the influencing factors for the use of those English learning strategies by the teacher for students

with intellectual and developmental disabilities in the 11th grade at SLB Negeri Sumbang Bojonegoro.

D. Research Significance

Based on the existing problem, it was expected that the results of this research would be beneficial theoretically, pedagogically, and practically.

1. Theoretically

- 1). This research was expected to help teachers have a better understanding of English learning strategies for students with intellectual and developmental disabilities.
- 2). This research was expected to make a positive contribution to increasing the quality of English in special needs schools, especially for students with intellectual and developmental disabilities.
- 3). This research was expected to give readers more extensive information.

2. Pedagogically

This research will give the reader information about the English learning strategies used by the teacher for students with intellectual and developmental disabilities in the 11th grade at SLB Negeri Sumbang Bojonegoro.

3. Practically

- 1). For the researcher

The researcher receives new knowledge about effective English learning strategies for students with intellectual and developmental disabilities (IDD), which hopefully be useful in the future.

2). For the teacher

This research can be used as an evaluation and hopefully will improve English learning strategies for students with intellectual and developmental disabilities and enrich insights into future learning strategies

3). For students with intellectual and developmental disabilities

This research can help students become more motivated and interested in learning English to become successful learners.

CHAPTER II

RELATED LITERATURE

This chapter provides the previous research, and theoretical review.

A. Previous Research

The research entitled “*Promotion of Language Learning Strategies in the Classroom: EFL Teacher’s Perceptions*” conducted by Angeliki, Eleni, Edgar, Areti-Maria, Vassilia, Konstantinos and Zoe Gavriilidoud (2018)¹⁰. The researchers investigated the LLS promoted by instructors in Greek mainstream and Muslim minority schools using information gathered from a 47-item, specially constructed questionnaire.

The results showed what types of strategies participants advocated more or less frequently. Specific strategy categories are being promoted (such as compensation, metacognitive, and respectively) was influenced by the teachers' ages and levels of teaching experience. So, there were disparities between mainstream and Muslim minority school teachers in terms of LLS promotion. But, there were no disparities both primary and secondary school teachers, or between those who had and did not have postgraduate degrees.

¹⁰ Angeliki Psaltou-Joycey and others, ‘Promotion of Language Learning Strategies in the Classroom: EFL Teachers’ Perceptions’, *Language Learning Journal*, 46.5 (2018), 557–68 <<https://doi.org/10.1080/09571736.2018.1503114>>.

The similarities between both studies are that they identify the implementation of learning strategies in the classroom. However, there are differences between both studies. First, the subject of the previous research was mainstream and Muslim minority schools teachers in Greece. Meanwhile, my current study subject is a teacher who teaches students IDD at SLB Negeri Sumbang Bojonegoro, Indonesia. Second, the previous research used questionnaires for data collection. Meanwhile, my current research uses classroom observation and interviews for data collection.

In addition, the research entitled “*The Analysis of Learning Strategy in Speaking Skill: A Study on People With Disability*” was conducted by Muhammad Iqbal Adikusuma, Fakhri Fikri, and Rasi Yugafiati (2018)¹¹. The research used descriptive-qualitative. The results demonstrated that they employed a screen reader program to improve pronunciation and vocabulary. Reading novels, listening to music, and watching movies are other ways to learn. And they collect vocabulary as much as possible or learn by autodidact and use it in conversation with others.

The similarities between both studies are in identifying learning strategies. However, there are differences between both studies. First, previous research focused on speaking skills.

¹¹ Muhammad Iqbal Adikusuma, Fakhri Fikri, and Rasi Yugafiati, ‘The Analysis of Learning Strategy in Speaking Skill: A Study on People With Disability’, *PROJECT (Professional Journal of English Education)*, 1.5 (2018), 712 <<https://doi.org/10.22460/project.v1i5.p712-717>>.

Meanwhile, my current study covers more broadly all aspects of learning English (speaking, writing, listening, and reading). Secondly, the subject of previous research has been people with disabilities in IKIP Siliwangi Bandung. Meanwhile, my current study subject is a teacher who teaches students IDD at SLB Negeri Sumbang Bojonegoro and finds out the influencing factors for the use of those English learning strategies.

Furthermore, the research conducted by Ratna Juli Astuti (2021) entitled “*An Analysis Of English Teachers’ Strategies In Encouraging Young Learners’ Participation*”¹². The research used descriptive-qualitative. Conducted at Madrasah Ibtidaiyah Plus Ja-al Haq Bengkulu with two English teachers as research participants. Data collection techniques included observation, documentation, and interviewing. Bonnie Piller and Mary Jo Skillings' theory of teaching strategies for primary students was used to analyzed the data.

The strategies used included demonstration, verbal illustration, pictorial illustration, choral drill, association, look-and-say, narrative, read-and-say, and questioning. The results showed that to promote young students' participation, verbal illustration, look-and-say, questioning, and demonstration are the most significant strategies teachers frequently employ and succeeded in encouraging young learners' participation.

¹² Ratna Juli Astuti, ‘An Analysis Of English Teachers’ Strategies In Encouraging Young Learners’ Participation’, 2021 <<http://repository.iainbengkulu.ac.id/id/eprint/6471>>.

The similarities between both studies are to identify teachers' strategies in the English learning process. However, the subjects of previous research were students in public schools, but the subject of the current research is a teacher who teaches students with IDD in SLB Negeri Sumbang Bojonegoro.

Next, the research entitled "*High Functioning Autistic Students' Learning Strategies in Writing Texts in Inclusive Schools*" was conducted by Muhammad Soali and Benny Krisbiantoro (2021)¹³. The research method is a qualitative study. Four HFA learners in the 7th grade at inclusive schools contributed as participants. For data collection, interviews, observation, and documentation were used. The Purwokerto Junior High School and the Junior High School of Yogyakarta both participated in this research.

The findings demonstrated that HFA students utilized images as motivation to enhance their writing of descriptive writing. Success in writing English descriptive texts by autistic pupils is affected by several important factors. Such as motivation, autistic students' perception towards learning strategies used, the learning experience, the environment, teacher strategies, and the role of special guidance teachers. Additionally, when learning English, there are two dominant strategies. Both memory and cognitive strategies are involved. Finally, the teacher's teaching strategy is

¹³ Muhammad Soali and others, 'High Functioning Autistic Students' Learning Strategies in Writing Texts in Inclusive Schools', 2 (2021), 155–74.

one factor that influences the decision of the student learning strategies.

The similarities between both studies are in identifying English learning strategies. However, the differences between both studies were the subject of previous research with HFA students. Meanwhile, my current study subject is a teacher who teaches students with IDD in SLB Negeri Sumbang Bojonegoro.

The research conducted by Khamlan Phommavongsa (2021) entitled “*English Learning Strategies Used by Lao Students in A Lao University*”¹⁴. The research used qualitative. The instruments for collecting data were questionnaires and interviews. The findings showed that both male and female students employed the six types of learning strategies outlined by Oxford (1990) theory. Including social, affective, metacognitive, compensation, memory, and cognitive strategies. Additionally, the most often used learning strategies among male students are cognitive strategies. However, memory techniques are mostly used as a learning strategy by female students.

The similarities between both studies is in identifying the use of learning strategies in the classroom. However, the differences between both studies are: First, the previous research attempted to distinguish between the learning strategies employed both male and female students at Savannakhet University. Meanwhile, my

¹⁴ Khamlan Phommavongsa, ‘English Learning Strategies Used By Lao Students In A Lao University’ (Savannakhet University (SKU) in, 2021).

current research subject is a teacher who teaches students with IDD at SLB Negeri Sumbang Bojonegoro. Secondly, the previous research used questionnaires and interviews as instruments for collecting data. Meanwhile, my current research uses interviews and classroom observation as research instruments for collecting data.

B. Theoretical Review

1. Language Learning strategies

The following provides the definition, classification, and factors influencing the use of learning strategies.

a. Definition of language learning strategies

Learning strategies are the strategies applied in educational activities. Brown stated that language learning strategies are processes that contribute directly to learning¹⁵. Oxford defined that learning may be made easier, faster, more fun, more independent, more efficient, and more transferable for a new situation by the use of strategies¹⁶. Whereas, according to Hasriadi, learning strategy is a process, technique, determination of methods, and steps in learning that are determined by

¹⁵ Abdalmaujod A. Hardan, 'Language Learning Strategies: A General Overview', *Procedia - Social and Behavioral Sciences*, 106 (2013), 1712–26 <<https://doi.org/10.1016/j.sbspro.2013.12.194>>.

¹⁶ Hong Shi, 'Learning Strategies and Classification in Education', *Institute for Learning Styles Journal*, 1.1989 (2017), 29–32.

educators to help students learn more efficiently and optimally¹⁷.

The learning strategy's objective is to increase the efficacy and efficiency of students' learning activities. Educators and learners engage educationally with one another. The type of interaction in the learning process is determined by the learning strategies. The learning strategy used must influence good learning activities so that learning objectives can be optimally achieved.

To be capable to achieve the information and objectives of education, a teacher must know and comprehend how knowledge may be received and understood by students. As a result, teachers must be capable of mastering learning strategies. With mastery of this learning strategy, it is hoped that the message to be conveyed to students can arrive as expected by the objectives of education¹⁸.

The implementation of active language learning strategies aids students in taking control of their education by enhancing language abilities while boosting confidence and enthusiasm in the learning process. To improve self-directed learning, it is crucial

¹⁷ Hasriadi, *Strategi Pembelajaran*, ed. by Firman, 1st edn (Bantul: Mata Kata Inspirasi, 2022).

¹⁸ Arin Tentrem Mawati and others, *Strategi Pembelajaran*, ed. by Ronal Watrianthos & Janner Simarmata, 1st edn (Yayasan Kita Menulis, 2021).

to educate students on how to understand learning strategies. Thus, teachers are expected to choose the best learning strategies for their students¹⁹.

Language learning strategies have characteristics such as contributing to the primary objective of communicative competence, expanding the role of teachers, involving many aspects of the learner, allowing learners to become more independent, supporting learning both directly and indirectly, being problem-oriented, being flexible, requiring a specific action performed by the learner, and being influenced by various factors²⁰.

However, according to the demands of today's society, learning strategies should not only be useful in achieving learning objectives. But also have an accompanying impact on the growth of the personality of the individual, corresponding to the demands of the formation of competencies. For this reason, it is necessary to use strategies that are appropriate to the real-life context, to explore and put to use the information that is in a new setting. The principles of

¹⁹ Seli Marlina Radja Leba, Ranta Butarbutar, and Basilius R. Werang, 'Exploring the English Learning Strategies of an Indigenous Papuan Student of Indonesia', *Qualitative Report*, 26.9 (2021), 2745–68 <<https://doi.org/10.46743/2160-3715/2021.4881>>.

²⁰ Shi, "Learning Strategies...", 25.

learning strategies that must be understood by teachers include: goal-oriented, activity, individuality, and integrity²¹.

b. Classification of Language Learning Strategies

Many experts have categorized language learning techniques (LLS). However, the taxonomies of language learning strategies purposed by Oxford (1990) will be discussed as follows:

Oxford's Taxonomy

Oxford proposed more detailed classification of language learning strategies. The strategies are classified into direct and indirect. Memory, cognitive, and compensation strategies are categorized as direct strategies.

First, memory strategies, which are helpful to retain new words in their memory and recall when necessary especially during communication, such as creating mental linkages, applying sound and images, employing action, and reviewing well. *Second*, cognitive strategies including practicing, message-sending and receiving, analysis, and summarization assist learners in comprehending and producing a new language. *Thirdly*, compensation strategies, such as guessing word meaning

²¹ Seminar and Medan, "Islamic Education...", 656.

by clues and guessing word meaning through gestures when students are unsure of the exact phrase, aid students in understanding the new language.

Meanwhile, metacognitive, affective, and social strategies are categorized as indirect strategies. *First*, metacognitive strategies help students manage their learning by planning, paying attention, self-evaluating, and monitoring their mistakes in the learning process. *Second*, to help individuals manage their own emotions, motivation, and attitudes the affective strategies is used. Examples include lowering anxiety, rewarding oneself, and encouraging oneself. *Third*, the social strategy is beneficial to acquire language through conversations to target languages by developing cultural understanding, collaborating with peers, and asking questions.

c. Factors that Influence Learning Strategies Use

Several factors affect the usage of learning strategies. According to Ellis, learner factors, social factors, and situational factors are the factors that influence the use of learning strategies. Oxford also discovered factors like gender, age, learning style, cultural background, task type, motivation, attitudes, and teacher opinions that influence the application of learning strategies²².

²² Shi, "Learning Strategies...", 29.

The other factors are student factors including age and maturity, intelligence, students interest²³, attention of students, level of aspiration, and the physical and mental health of students; teacher factors including teachers' personalities, teachers' communication skills, teachers' knowledge and teacher behavior towards students; curriculum factors; teaching methods factors including the suitability of teaching methods, practice and application, use of co-curricular activities, and use of teaching aids; and environmental factors including the natural environment, social environment, and learning time²⁴.

2. Intellectual and developmental disability (IDD)

The following presents the definition, characteristics, and etiology of intellectual and developmental disabilities.

a. Definition of Intellectual and developmental disability

Intellectual and developmental disabilities (IDD) encompasses both intellectual impairment and

²³ Mohd Erfy Ismail and others, 'Factors That Influence Students' Learning: An Observation on Vocational College Students', *Journal of Technical Education and Training*, 11.1 (2019), 93–99 <<https://doi.org/10.30880/jtet.2019.11.01.12>>.

²⁴ Gitanjali Padhi, 'Factors Affecting Teaching-Learning Process', *International Journal of Creative Research Thoughts (IJCRT)*, 9.4 (2021), 2418–23 <www.ijcrt.org>.

developmental disabilities. Intellectual disability (ID) is defined as significant restrictions in intellectual functioning and adaptive behavior. Besides, the disability appears before turning 18 years old.

Meanwhile, developmental condition (DD) is a severe, long-lasting condition that manifests before the age of 22 and is brought on by physical and mental disability, or by a combination of both. It is likely to last forever and causes significant functional restrictions in at least three key areas of daily life. It represents the necessity for a mix and sequence of lifetime or extended-duration special, transdisciplinary, or generic services, individual supports, and other types of help that are personally planned and coordinated²⁵.

Many of these conditions affect some parts of the body or systems. Metabolism affects overall body and brain functions. Sensory systems impair the senses (sight, hearing, smell, taste, and touch) and the way the brain receives or interprets sensory data. Degenerative diseases have an impact on people who experience disruptions in skills, abilities, and functions. And the nervous system can have an impact on intelligence and

²⁵ Robert L Schalock, Ruth Luckasson, and Marc J Tassé, 'The Contemporary View of Intellectual and Developmental Disabilities: Implications for Psychologists', 31.3 (2019), 223–28 <<https://doi.org/10.7334/psicothema2019.119>>.

learning, abnormalities of behavior, difficulties with speech or language, seizures, and problems moving.

Moreover, based on the intelligence of the quotient results for the score criteria and visible impairment before the age of 18, the level of severity is categorized into mild, moderate, severe, and profound²⁶. An IQ between 50 to 69 indicates mild, the early developmental milestones are delayed, and their growth is slower than that of typical children. However, they can converse and learn fundamental skills.

Besides, an IQ between 35 to 49 indicates moderate. They take a long time to meet intellectual developmental milestones. They have trouble learning and thinking logically, yet they can communicate and care for themselves with some assistance.

In addition, an IQ between 20 to 34 indicates severe. They are visibly behind in every aspect of their early development, have a relatively small vocabulary, and have trouble pronouncing words. They may develop basic self-help abilities through much practice and patience. However, they will still need support in the community, at school, and at home.

²⁶ Don D. McMahon and others, 'Virtual Reality Exercise Games for High School Students With Intellectual and Developmental Disabilities', *Journal of Special Education Technology*, 35.2 (2020), 87–96 <<https://doi.org/10.1177/0162643419836416>>.

The last, an IQ below 20 indicates profound. These people are unable to care for themselves and lack communication skills. Their emotional expression is limited and poorly understood. Physical problems and a shorter life expectancy are common²⁷. The categories of intellectual and developmental disabilities can be known through inequalities in the steps of language, motor, and behavioral development²⁸.

b. Characteristics of intellectual and developmental disability

The most common characteristic of intellectual and developmental disabilities is learning slowly. Meanwhile, the specific characteristics include:

a) Academic achievements

People with intellectual and developmental disabilities have ongoing academic achievement challenges due to cognitive inefficiencies. Such as very low intelligence, striving to survive in school, finding it hard to remember things or learn and employ current knowledge.

²⁷ Xiaoyan Ke & Jing Liu, 'Developmental Disorders: Intellectual Disability', *Psychiatry*, 2012 <<https://doi.org/10.1002/9781118753378.ch42>>.

²⁸ Michael Bach, 'A Comprehensive Guide to Intellectual and Developmental Disabilities', ed. by Ph.D Michael L. Wehmeyer and others, 2 edition (Sydney, 2008), v, 35 <<https://doi.org/10.1111/j.1741-1130.2008.00182.x>>.

b) Physical characteristics

The majority of children with intellectual and developmental disabilities have multiple disabilities that impact nearly all aspects of their intellectual and physical development, for instance: sitting up, crawling, or walking later than other children of similar ages.

c) Speech and language

Individuals with intellectual and developmental disabilities might delayed language understanding, speaking, and interpreting body language.

d) Adaptive skills

People who have intellectual and developmental disabilities find it difficult to comprehend social norms, have difficulty "seeing" or comprehending the outcomes of actions, have difficulty solving problems, and have difficulty with everyday duties such as basic self-care or money management²⁹.

²⁹ Abha Shree and P. C. Shukla, 'Intellectual Disability: Definition, Classification, Causes and Characteristics', *Learning Community-An International Journal of Educational and Social Development*, 7.1 (2016), 9 <<https://doi.org/10.5958/2231-458x.2016.00002.6>>.

c. Etiology of intellectual and developmental Disability

The impairment of brain development before birth, during birth, or in childhood can result in intellectual and developmental disabilities. Some prevalent causes can be categorized as follows:

a) Chromosome abnormalities

An additional or missing chromosome. For instance, having an additional copy or part of a copy of chromosome 21 results in Down syndrome.

b) Infections during pregnancy

The use of alcohol or drugs by the pregnant woman might result in intellectual and developmental disabilities. Other dangers include hunger, some environmental toxins, and maternal infections such as toxoplasmosis, CMV, rubella, and syphilis during pregnancy. HIV-infected pregnant mothers may pass the infection on to their offspring, causing potential neurological harm.

c) Traumatic Brain Injury (TBI)

The condition brought on by trauma from falls, car accidents, sports-related collisions, or objects that pierce the skull. TBI can range from

mild, often called itching, to severe, which can cause long-term problems.

d) Genetic mutations, additions, or deletions

These are brought on by inherited gene defects, genetic errors that result from gene combine, or other genetic issues that are brought on during pregnancy by infections, x-ray exposure, and other factors. Intellectual and developmental problems have been connected to more than 500 hereditary diseases. Phenylketonuria (PKU) is a single-gene disorder also referred to as an inborn metabolic mistake since it is brought on by a faulty enzyme.

e) Problem at birth

For examples: prematurity and low birth weight.

f) Problems during childbirth.

IDD may result from the umbilical cord wrapping around the baby's neck after birth, which might obstruct the blood's access and oxygen to brain.

CHAPTER III

RESEARCH METHOD

The research methodology is covered in this chapter, including the research design, research setting, research participants, the data collection and analysis techniques.

A. Research Design

The research used a descriptive-qualitative approach. This research analyzes in-depth of cases, activities, processes, and often programs, on one or more individuals, as well as solves existing problems based on the data and make interpretations of the data³⁰. In another word, a research approach that utilizes qualitative data and describes a descriptive history is qualitative descriptive research³¹.

B. Research Setting

The research setting was conducted at SLB Negeri Sumbang Bojonegoro. It consists of senior high school (SMALB), junior high school (SMPLB), elementary school (SDLB), kindergarten

³⁰ John W. Creswell, *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches / John W. Creswell. — 4th Ed.*, four editi (The United States of America: SAGE Publications India Pvt. Ltd.) <<https://www.ptonline.com/articles/how-to-get-better-mfi-results>>.

³¹ Vickie a. Lambert and Clinton E. Lambert, 'Qualitative Descriptive Research: An Acceptable Design', *Pacific Rim International Journal of Nursing Research*, 16.4 (2013), 255–256 <<http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064>>.

(TKLB) located on Pattimura Street No. 28 Bojonegoro, East Java. The reasons for choosing the school as a research setting are due to the following considerations: (1) The school is categorized as one of the best special schools in Bojonegoro. (2) The school is located in the middle of the city. (3) Students won numerous awards in the competition. (4) The researcher did not have special relationships with the principal, students, or any of the teachers at this institution, to prevent the chance of biases.

C. Research Participants

An English teacher and six students with intellectual and developmental disabilities participated in the research. The participants' names are Mrs. Fika Kurniawati, an English teacher, and the names of the students with intellectual and developmental disabilities are Septian, Dani, Wafa, Andre, Gigih, and Ridwan. The researcher only appointed one teacher because she was one of the English teachers who had experience teaching students with intellectual and developmental disabilities over a long period of time and graduated from special education. This participant was chosen because it is thought to be appropriate for strengthening the data that needs to be collected.

In addition, the researcher chose students with intellectual and developmental disabilities due to the high number of students with intellectual and developmental disabilities in Bojonegoro. Thus, education for students with intellectual disabilities and their

development should be emphasized and given more attention, especially in their learning process. This is so that students can succeed in language classes, especially English.

D. Data Sources

The researcher used two data sources, specifically:

1. Primary Data

The data obtained or gathered directly by the researcher themselves³². In-depth interviews were used to acquire the data with an English teacher who teaches the English language to students with intellectual and developmental disabilities in the 11th grade at SLB Negeri Sumbang; classroom observations to know how the teacher teaches their students and what and how the teacher employs learning strategies for their students; and documentation collected by the researcher when conducting research.

2. Secondary Data

Secondary data refers to the data collected and obtained earlier by past researchers, someone else, or the library. And is available to the researcher. The researcher

³² Oluwatosin Victor Ajayi, 'Distinguish Between Primary Sources of Data and Secondary Sources of Data', 2017, 1–5.

supplemented data from primary sources with secondary sources such as books, journals, and research papers³³.

E. Techniques of Data Collection

The researcher collecting data through observation, interview, and documentation.

1. Interview

The interview includes the transmission of oral-verbal stimuli and oral-verbal responses. The researcher did a personal interview for this research. Acquiring information through personal interviews is usually carried out by structured interviews. In structured interviews, a series of planned questions are used, along with highly regulated recording procedures. Thus, a structured interview refers to a rigid procedure has been established, asking questions in the structure and sequence prescribed³⁴.

In this research, the researcher interviewed English teacher in the 11th grade at SLB Negeri Sumbang Bojonegoro. It was intended to explore the influencing factors for the use of those English learning strategies for students with intellectual and developmental disabilities.

³³ Gordon Clark, 'Secondary Data', in *Methods in Human Geography: A Guide for Students Doing a Research Project*, ed. by Robin Flowerdew and David Martin, Second edi, 2005, p. 57 <www.pearsoned.co.uk>.

³⁴ C.R. Kothari, *Research Methodology Methods and Techniques (Second Revised Edition)*, 1990.

2. Observation

Observations can be overt or covert. Besides, observation as a powerful tool for collecting qualitative data can be conducted by participants or non-participants³⁵. Meanwhile, the researcher conducted direct non-participant observation, because the researcher wanted to know closely the interactions, behaviors, and processes carried out while retaining the position of an outsider or a guest³⁶.

In the observational data collection, the researcher has conducted observation guides and field notes. First, observation guides, which include spaces for recording open-ended narrative data through a description of the processes, interactions, or behaviors to be observed. Thus, the observation needs to follow the observation guidelines that has been made beforehand. And last, field notes.

The term "field notes" describes narrative information that can be written on paper. Moreover, field notes must contain information such as the observer's name, date and time, location of observation, object, and a short title to

³⁵ David Barrett and Alison Twycross, 'Data Collection in Qualitative Research', *Evidence-Based Nursing*, 21.3 (2018), 63–64 <<https://doi.org/10.1136/eb-2018-102939>>.

³⁶ Malgorzata Ciesielska, Katarzyna W. Boström, and Magnus Öhlander, 'Observation Methods', *Qualitative Methodologies in Organization Studies*, 2 (2017), 33–52 <https://doi.org/10.1007/978-3-319-65442-3_2>.

help in determining the objective of the observation process³⁷.

Therefore, the researcher uses the observation sheets during the classroom observation to systematically record information on each of these categories. The information collected is used for analyzing and drawing conclusions about the English learning strategies used by the teacher for students with intellectual and developmental disabilities (IDD) in the 11th grade at SLB Negeri Sumbang Bojonegoro.

3. Documentation

The researcher uses the documentation to gain data in the form of SLB Negeri Sumbang Bojonegoro's profile, IDD's student data, and others related to the documentation found by the researcher.

F. Techniques of Data Analysis

In this research, the data were analyzed qualitatively. However, the method for analyzing qualitative data consists of three simultaneous activities by Miles and Huberman's model,

³⁷ Centers for Disease Control and Prevention, 'Data Collection Methods for Program Evaluation: Observation', *Centers for Disease Control and Prevention*, 16, 2018, 2
<<https://www.cdc.gov/healthyyouth/evaluation/pdf/brief16.pdf>>.

namely data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

Data reduction is a type of analysis in which data is sharpened, focused, sorted, discarded, and organized to draw and verify "final" conclusions. Data reduction begins with explaining, selecting the essentials, and focusing on anything relevant to the field's data content. In this case, the reduced data provides a clearer overview and prompts the researcher to do further data collection. The acquired data was then transcribed, and the selected data was arranged to be displayed.

2. Data Display

After reducing all of the data, the data is displayed. It aims to make it simpler for the researcher to understand what will happen and plan the next task based on what is known.

3. Conclusion Drawing or verification

The next step in qualitative research is conclusion-drawing and data verification. Conclusion-drawing is the process of taking a step back to consider what the analyzed data means and to assess their implications for the existing question. While verification is integrally connected to conclusion drawing, it requires revisiting the data as much as necessary to re-examine or verify the

emerging conclusions about English learning strategies for students with intellectual and developmental disabilities (IDD)³⁸.

³⁸ Miles Matthew B and A. Michael Huberman, 'An Expanded Sourcebook Qualitative Data Analysis Second Edition', *CEUR Workshop Proceedings*, 2014, 89–92.

CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher provides the research findings, research limitations, and discussion.

A. Research Finding

1). English language learning strategies used by the teacher for students with IDD in the 11th grade at SLB Sumbang Bojonegoro

The following table summarizes the English learning strategies used by the teacher for IDD’s students in classroom observation I on May 5, 2023.

Table 1
Language Learning Strategies Used in Classroom Observation I

Language Learning	Direct	Main Strategies	Sub-strategies used by teacher in the classroom
		Memory	Reviewing well
		Cognitive	Creating structure for input and output (taking notes), Practicing (giving some exercises or homework, and use the repetition

		technique)
	Compensation	Guessing intelligently, Overcoming limitations in speaking and writing (switching to the mother tongue, using gesture and body language, and provides accommodations such as extra time)
Indirect	Metacognitive	Centering your learning (paying attention)
	Affective	Encouraging themselves (making positive statements), Lowering anxiety (taking a deep breath)
	Social	Asking questions

Based on the findings of classroom observation, the teacher used one sub-category (which is grouped under 'memory strategies') in English learning. The sub-category was "reviewing well," and the teacher used that strategy by encouraging students to review the previous lesson and review the difficult words.

In addition, the teacher used two sub-categories under "cognitive strategies," such as creating the structure for input and output and practicing. The first sub-category was "creating the structure for input and output" by taking notes. The teacher used that strategy by reminding the students to keep or copy words from materials about *self-introduction*, like *address, day of birth, hobby, etc.*, into their notebooks to help aid their memory.

The next sub-category was "practicing," and the teacher used that strategy by "giving the students some exercise" so that they had opportunities to develop their problem-solving skills and "repeating" to clarify pronunciation or sounds and increase students' understanding of the material. This strategy is always used by a teacher.

Meanwhile, the teacher used two sub-categories grouped under "compensation strategies". The first sub-category was "guessing intelligently". Students were first asked to intelligently guess the meaning of words like *address and hobby* (just to name a few) before they could resort to help from their classmates and eventually the teacher. The second sub-category was "overcoming limitations in speaking and writing" by switching to the mother tongue and using gestures and body language during explaining the material to flow communication smoothly. Sometimes, the teacher gives

the students extra time to help them overcome learning barriers.

The teacher in class demanded the students pay attention while she was teaching in front of the class, saying, "Attention, please!". "Centering your learning" is one of the metacognitive strategies that language learners are required to use to stay focused in the learning process.

Meanwhile, the teacher used two sub-categories of affective strategies in the English learning process. First, the teacher encourages their students by occasionally asking them to come forward to present assigned tasks, such as asking students to introduce themselves by giving out simple words of encouragement. When students are called forward and they complete the task. The teacher uttered all sorts of words of encouragement, like "*Good job, great, that's right and Excellent*". "Encouraging themselves" is one of the crucial strategies that help the student develop confidence and motivation to learn English.

The second sub-category was "lowering anxiety", The teacher tells students to take a deep breath and close their eyes. This activity helps students relax even further. When the teacher asks questions both for clarification and verification, it is one of the social strategies often used by the teacher in the English learning process. The sub-category was "asking questions.", The teacher used this strategy to increase

the participation of students in the learning process, arouse student curiosity, and lead students in determining answers.

The following table summarizes the English learning strategies used by the teacher for IDD's students in classroom observation II on May 12, 2023:

Table 2

Language Learning Strategies Used in Classroom Observation II

		Main Strategies	Sub-strategies used by teacher in the classroom
		Language Learning Strategies	Direct
Cognitive	Creating structure for input and output (taking notes, Practicing (giving some exercises or homework, and use the repetition technique)		
Compensation	Guessing intelligently		
Indir		Metacognitive	Centering your learning (paying attention)

	Affective	Encouraging themselves (making positive statements), Lowering anxiety (using laughing)
	Social	Asking questions

Different from classroom observation I, the teacher used two sub-categories (which are grouped under ‘memory strategies’) in English learning. The first sub-category was "reviewing well," and the teacher used that strategy by encouraging students to review the previous lesson and review the difficult words. Secondly, the teacher used another strategy in English learning, which is "applying images and sounds," by using imagery and representing sounds in memory.

The teacher encourages students by linking abstract words that are accompanied by a visual symbol or an image of a tangible object. Besides, it asks students to see the objects around them by adding visual descriptions such as colors, size, shape, etc. For instance, the teacher points to the whiteboard and says, "This is a whiteboard, the color is white, the function is to write the material" or asks the students to remember the word "door" while the teacher represents the sound "tok tok tokkk". So, this strategy can be utilized to remember objects easily.

In addition, the teacher used two sub-categories under "cognitive strategies," such as creating the structure for input and output, and practicing. The first sub-category was "creating the structure for input and output" by taking notes. The teacher used that strategy by reminding the students to keep or copy words from *the objects around them*, like *chairs, floors, windows, books, door, etc.*, into their notebooks to help aid their memory.

The next sub-category was "practicing," and the teacher used that strategy by "giving the students some exercise" so that they had opportunities to develop their problem-solving skills and "repeating" to clarify pronunciation or sounds and increase students' understanding of the material. This strategy is always used by a teacher.

Meanwhile, the teacher used one sub-category grouped under "compensation strategies". The sub-category was "guessing intelligently." Students were first asked to intelligently guess the meaning of words like *chair, floor, window, book, doors, etc.* (just to name a few) before they could resort to help from their classmates and eventually the teacher. Considering the easier content of the lesson, the teacher only used one example of the "guessing intelligently" sub-categories.

When students do not pay attention to explanations from the teacher, they play alone with friends, daydream, and do

other things that prevent them from focusing on the lesson. The teacher said, "Attention, please!". "Centering your learning" is one of the metacognitive strategies that language learners are required to use in order to stay focused in the learning process.

Meanwhile, the teacher used two sub-categories of affective strategies in the English learning process. First, the sub-category was "encouraging themselves" by making positive statements. When students succeed in working on the given exercise (even with mistakes that are quite minimal), the teacher utters all sorts of words of encouragement, like "good job". The second subcategory is "lowering anxiety" by using laughter. The teacher uses jokes to create a fun and non-stressful learning atmosphere.

Similar to classroom observation I, the teacher did not use many social strategies to teach IDD students in class. The sub-category was "asking questions", The teacher used this strategy to increase the participation of students in the learning process, arouse student curiosity, and lead students in determining answers. Nevertheless, asking questions plays a very important role in the English learning process.

According to the interview findings in the first session on May 16, 2023, the teacher said that the total number of students in the 11th grade was six students with intellectual and developmental disabilities. Among six students, three of

them (Dani, Wafa, and Andrian) are categorized as mild. while three of them (Seftian, Ridwan, and Gigih) are categorized as moderate.

“There are six students in the 11th grade. His names are: Septian, Dani, Wafa, André, Gigih, and Ridwan. All of the students have intellectual and developmental disabilities. However, students are on two levels: mild and moderate”.

Regarding the classification of student abilities, the teacher explains that at the beginning of student admission, they are all tested and evaluated. This helps teachers understand each student’s abilities and weaknesses. In addition, the results of the evaluation will be given to their parents so that they know their child’s condition and can support the learning process at home.

“Well... The same as other public schools. At the beginning of student admission. The student is tested, and the teacher assesses each student. In this way, we know the abilities and weaknesses of each student. Teachers also give test results or assessments to their parents”.

In addition, teaching English to students with intellectual and developmental disabilities is challenging and beneficial. However, to overcome those challenges, the teacher uses many methods, such as being patient and compassionate and choosing appropriate learning strategies when teaching English to students with intellectual and developmental

disabilities. In terms of being beneficial, teachers can help students reach their potential. So, during the teaching session at SLB Negeri Sumbang, the teacher gained a lot of valuable experience.

“Teaching IDD students is both challenging and beneficial. It requires a compassionate and patient approach with students. In addition, in the implementation of learning, teachers are required to adapt the learning strategies according to the abilities of each student. It has been a very rewarding experience because I can help IDD students reach their potential and become self-sufficient individuals. The most important thing is that being a teacher at this school is a very valuable experience.”

Another way to overcome these challenges is to seek support from other teachers to get different advice and perspectives on finding the right solution.

“Of course, I usually overcome these challenges by seeking support from fellow teachers. So I got different advice and perspectives to find the right solution. And so that I can provide a good service to my students”.

Furthermore, to support the process of learning English at home, good collaboration between parents and teachers is needed. Parents should actively guide and assist their children in learning at home, communicate with teachers, complement each other, and contribute according to their capacities and fields to success in education. Whereas, the school staff helps

to provide supporting facilities in the English learning process.

“I encourage parents to provide information about their child’s learning needs and help develop home learning strategies. In addition, parents are told that children should always send WhatsApp messages through written messages, not voice messages, in order to help develop students’ writing skills. Meanwhile, the school staff helps to provide support facilities for learning English.”

Learning strategy is an important part of the teaching and learning process that is useful for improving understanding and learning outcomes. However, not all students can learn easily and quickly. For instance, students with intellectual and developmental disabilities should get good supervision and guidance so that they keep up with lessons. Therefore, the teacher argues that language learning strategies (LLS) should be taught to students so that learning goals can be achieved. The teacher is required to design and choose the right learning strategy according to the abilities of each student.

“No, no, they have to be taught. Considering that each student’s abilities are different, I also implement different strategies. Among six IDD students in 11th grade, three of them could do the assigned tasks independently, but I still watched and occasionally approached the students to see their progress. Meanwhile, I help other students by implementing strategies such as repetition, guessing intelligently, the dictation method, and simplified instructions. Therefore,

I think that LLS can be taught, especially to students with intellectual and developmental disabilities. If not, until the lesson is over, they have not made progress; they chose to continue playing (laughing mildly). In addition, most of my students are shy and afraid. I didn't just push; I even ordered them to do... So I think LLS should be taught".

Besides, the teacher believes that language learning strategies (LLS) are very important in helping students succeed in the language.

"I think it's very important. If we talk about the frequency of 1–10, I would rate 10–10. LLS can help students succeed in language. Specifically, English language for students with intellectual and developmental disabilities".

In addition, to monitor and evaluate IDD students' progress in the process of learning English, the teacher gives tasks or tests in the class. In this way, the teacher can compare the current task with the previous task to see the student's progress.

"Oh, usually by giving a task or test. In this way, it allows me to observe how far each student's progress has come".

2). The influencing factors for the use of those English learning strategies by the teacher for students with IDD in the 11th grade at SLB Negeri Sumbang Bojonegoro.

According to the teacher interviewed in the second session on May 16, 2023, the factors that influence the use of English learning strategies include, first, student factors. A total of six students in the 11th grade were categorized into two levels: mild and moderate. It can be seen that the student's intelligence is different. Therefore, the teacher uses different and varied learning strategies for each student depending on the student's abilities.

“The factors that influence the use of learning strategies are student factors. Considering that students with intellectual and developmental disabilities have different abilities, I use different and varied learning strategies in the English language learning process, also depending on the objectives”.

Besides, the student's interest also influences the use of those learning strategies. All students assume that learning English is very hard. Hence, the teacher must be able to create a joyful learning atmosphere so that the students can capture the English lesson easily.

“That's right, from my experience during teaching, I think students with intellectual and developmental disabilities are less interested in learning English. Like the case during early school hours, spontaneous children say “Hard, English again”! (annoying face).

Therefore, to create a non-monotonous and interesting learning situation, I provide material using pictures".

In addition, the type of task also affects the use of learning strategies. If tasks are categorized as easy, teachers only use a few learning strategies. Meanwhile, if students face difficult tasks, teachers use several learning strategies.

"If the task is in the easy category, I use only a few strategies. However, if the task is in a difficult category, I also use many and varied strategies".

Furthermore, the teacher explained that the environment, including facilities and learning time, also influences the use of those learning strategies. In the learning process, the teacher utilizes the available facilities that support English language learning. In addition, the teacher often gives additional time to overcome the student's difficulties.

"I often give additional time in class as well as use the available facilities to support the English learning process".

B. Discussion

In this section, the researcher discusses the data from classroom observation and interviews that have been presented in the findings. The displayed discussion is as follows:

Based on the findings of the interview, the English teacher teaches six students with intellectual and developmental

disabilities in the 11th grade, consisting of two different levels of categories: mild and moderate. Classifying the level of IDD students' ability is done by testing and assessing each student at the beginning of student admission. In this way, the teacher can know the abilities and weaknesses of each student. For the teacher, teaching students with intellectual disabilities and development is a very valuable experience. Indeed, the teacher also faces several challenges in teaching students with intellectual and developmental disabilities.

However, there are many ways to address it, including the teacher using a compassionate and patient approach, asking other teachers for different advice and perspectives to find appropriate solutions, collaborating with parents and school staff to support the development of English language learning for students with intellectual and developmental disabilities, and using appropriate learning strategies. The teacher also conveyed that learning strategies should be taught because of the condition of the IDD students themselves.

So, implementing learning strategies in the English language learning process is essential for students to succeed in the language. The result of the interview is in line with the previous research by Haddi Junaidi Kussin, Ainon Omar, and Napisah Kepolin entitled "Language Learning Strategies (LLS): Teachers' Notions and Practice". The results showed that language learning strategies can be taught to students, especially less successful

students. So, they can improve their language skills and master them³⁹.

Furthermore, the researcher identified and categorized the types of English learning strategies used by the teacher as seen in classroom observations I and II according to Oxford's (1990) theory. The results showed that the English teacher who teaches in the 11th grade at SLB Negeri Sumbang Bojonegoro used all types of learning strategies intended by Oxford (1990). Including memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies.

The first strategies used by the teacher to teach students with intellectual and developmental disabilities in the 11th grade at SLB Negeri Sumbang Bojonegoro is memory strategy. The memory strategy is the direct strategy that is useful for retaining new words in their memory and recalling them when necessary, especially during communication. Moreover, the teacher used this strategy by reviewing well and applying images and sounds.

Before starting a new lesson, the teacher invites students to review the previous lesson and review the difficult words. Due to the IDD students' difficulties in remembering things or learning and employing current knowledge, this method is very useful for recalling the subject matter that has been delivered before and making it easier for students to receive lessons that are still

³⁹ Kussin, Omar, and Kepol, *Language Learning...*, 110.

related. Whereas this strategy helps the teacher analyze the learning outcomes of previous learning.

The other strategy was to apply images and sounds. The teacher encourages students by connecting abstract words that are accompanied by a visual sign or an image of a tangible object and representing the sounds. Finally, the students can easily link words, sounds, and experiences to form memories. Previous research showed that memory strategy training has positively contributed to the acquisition of new information, retention, production, and vocabulary by allowing students to acquire the language more easily, readily, effectively, and independently⁴⁰.

The second was cognitive strategies, which help students understand and produce a new language. However, the teacher used two types: taking notes to create the structure for input and output and practicing by giving students exercises or homework, and using repetition.

During the English learning process, the teacher always makes sure his students write down the material in the book. Through taking notes, students can remember by re-reading information or knowledge that has been learned and reduce the impact of forgetting the previous lessons. So, note-taking is a highly common and crucial classroom activity activity to enhance

⁴⁰ A. Indra Balini and V. David Jeyabalan, 'Role of Memory Strategy Raining in Language Learning', *Bodhi International Journal of Research in Humanities, Arts and Science*, 3.4 (2018), 39–42 <<https://www.researchgate.net/publication/342123258%0AROLE>>.

learning outcomes⁴¹. In addition, providing daily assignments or exercises for IDD students is very helpful for exploring problem-solving from many perspectives and helping teachers evaluate students' abilities and progress.

Furthermore, during the English learning process, the teacher often used repetition both in instruction and practice. In line with previous research, there are several approaches to address EFL teachers' difficulties in teaching English to students with intellectual and developmental disabilities, among them are repetition in instruction and practice⁴². All cognitive learning activities have the purpose of encouraging students to work through different problems and stimuli. The purpose of this activity is to get people to think about and use problem-solving skills without using any preparation or stages that lead to an answer⁴³.

Third, compensation strategies are helpful for students to use the new language for comprehension, such as guessing the meaning of words from context and guessing the meaning of words using gestures when the students do not know the precise expression. However, the teacher used two types, namely,

⁴¹ Farzana Sharmin Pamela Islam, 'Note-Taking of English Lessons at Tertiary Level: A Context of Bangladesh', *International Journal of Language Education*, 1.2 (2017), 1–7 <<https://doi.org/10.26858/ijole.v1i2.4314>>.

⁴² Utami, Suharyadi, and Astuti, EFL Teacher'..., 184.

⁴³ K. Lakshmi Priya, 'Effective Cognitive Strategies in English Language Learning', *Journal of Emerging Technologies and Innovative Research (JETIR)*, 8.12 (2021), 732–37.

guessing intelligently and overcoming limitations in speaking and writing by switching to the mother tongue; using gesture and body language; and providing accommodation by giving extra time.

The 'guessing intelligently' (using cues other than language ones) in class, by inviting the students to determine the meaning of some difficult terms using their understanding of context and text structure. Although students occasionally make incorrect guesses, the teacher may help students learn more independently and without relying on others. Furthermore, previous research has shown that the intelligent guessing strategy can boost students' comprehension of English vocabulary by 17%. As a result, this strategy makes it easier for students to comprehend English⁴⁴.

The other strategy was switching to the mother tongue. This case occurred when the teacher attempted to communicate with the IDD students in English, but they were unable to utilize and understand the target language effectively. As a result, the switch between the target language and the mother tongue (L1) occurred suddenly. Considering the student's limitations in learning English, the researcher was not surprised that "switching to the mother tongue" strategies were often used in learning English. Nevertheless, previous research stated that compensation

⁴⁴ Darju Prasetya, 'Application of the "Intelligent Guessing" Method to Optimize the Ability to Read English of State Junior High School in Tuban, East Java, Indonesia', in *Modern Perspectives in Language, Literature and Education Vol. 6*, ed. by Dr. Atilla Yildirim, first edit (India. United Kingdom: B P International, 2021), pp. 25–30 <<https://doi.org/10.9734/bpi/mplle/v6/2370F>>.

strategies could be used by EFL teachers to help students enhance their translation skill⁴⁵.

The next strategy was to utilize gestures and body language while conveying the content to keep communication flowing smoothly. Previous research found that using proper nonverbal communication (NVC) such as gesture, eye contact, facial expression, touch, posture, distance, vocal expression and clothing was very beneficial in building a positive relationship between teachers and students, helping students accept and understand the material, and creating an enjoyable classroom environment⁴⁶.

Supported by another study, it showed that the non-verbal communication most used in English class is hand movements. Hand movements are used by the teachers during communication and are required by students in English classes to understand the teachers' messages⁴⁷. Sometimes, teachers provide accommodations by giving students extra time to better understand the subject matter.

⁴⁵ Mona Fareed Mohamed Ragab, Azza Hamdy El-Marsafy, and Amal Mansour Abdu-Allah, 'The Effectiveness of Compensation Strategies for Developing Some Media Translation Skills for Media Students At the Faculty of Specific Education', *PalAech's Journal of Archaeology of Egypt/Egyptology (PJAEE)*, 18.4 (2021), 1550–59 <<https://doi.org/10.21608/jsezu.2021.237304>>.

⁴⁶ Abdul. S Afdhaliah, Nihla. Halim, 'Teachers' Nonverbal Communication in EFL Classroom Nihla' (Graduate Progrma, State University of Makassar, Indonesia, 2017).

⁴⁷ Wahyu Megawati, 'The Impact of Teacher's Verbal and Non-Verbal Communication on Sudents' Motivation in Learning English' (Universitas Negeri Semarang, 2020) <<https://doi.org/10.15294/eer.v10i4.39157>>.

Followed by metacognitive strategy. Paying attention, planning, self-evaluation, and monitoring one's blunders or the learning process are all metacognitive strategies that help students control their learning. Based on the analysis of classroom observation, the teacher in class demanded the students pay attention while she was teaching in front of the class, saying, "Attention, please!" to the student with IDD in the 11th grade at SLB Negeri Sumbang. This strategy helps the teacher keep students concentrated on the lesson being delivered.

The next is an affective strategy. The effective strategies are helpful for handling their own emotions, attitudes, and motivation. However, the teacher used two types of strategies in the English learning process: encouraging themselves by giving positive statements and lowering anxiety by taking a deep breath and laughing. Based on the analysis of classroom observation, the teacher utters all sorts of words of encouragement, like "good job, excellent, etc". Giving positive statements by the teacher to IDD students helps to increase their self-confidence, foster feelings of happiness, and foster a competitive spirit.

In line with the results of previous research, it was stated that proper feedback and praise are important teaching strategies that teachers must use to increase students' learning and establish a

positive connection between the teacher and students⁴⁸. Deep breathing and laughter are two ways to lower students' anxiety during the English learning process. Based on classroom observations, the teacher employs humor to create an enjoyable and stress-free learning environment.

Aside from that, the teacher encourages students to take a deep breath and close their eyes. This activity allows students to relax even more. If students have felt calm and relaxed, ask them to open their eyes slowly. According to the previous study, anxieties are worries and fears that have no evident cause. Anxiety can be reduced by breathing slowly while closing the eyes. Teachers frequently employ these strategies to help students remain calm when speaking in front of the class.⁴⁹

The last is social strategy. Social strategies are ways of learning a language through interactions with native speakers of the target language. However, the teacher only used one type of social strategy when teaching English to students with intellectual and developmental disabilities in the 11th grade at SLB Negeri Sumbang, namely asking questions. The use of questioning strategies for IDD students greatly helps teachers promote classroom interaction and build students' critical thinking.

⁴⁸ Asmaa Al-Ghamdi, 'Building a Positive Environment in Classrooms through Feedback and Praise', *English Language Teaching*, 10.6 (2017), 37 <<https://doi.org/10.5539/elt.v10n6p37>>.

⁴⁹ Mohammad Rezah Pahlevi, 'Teachers 'Socio-Affective Strategies In Teaching Speaking At SMA Muhammadiyah 5 Makassar' (Muhammadiyah University of Makassar, 2022).

According to previous research, the teacher's questioning strategies have many roles in the EFL classroom, including remembering students' comprehension, drawing students' attention, engaging students in class, and increasing students' thinking capacity at higher-order levels⁵⁰. Another study showed that the teacher used high-order thinking questions to help students think critically. However, the teacher used lower-order thinking questions to guide the students' understanding of the subject⁵¹.

However, there are several influencing factors for the use of those English learning strategies by the teacher for students with IDD in the 11th grade of SLB Negeri Sumbang Bojonegoro, including the student factor, the type of task, and the natural environment. Based on the analysis of the interview, the student's intelligence and their interest in learning English are the main factors that influence the use of those English learning strategies by the teacher.

First, a total of six students in the 11th grade were categorized into two levels: mild and moderate. It can be seen that the student's intelligence is different. Therefore, the teacher uses

⁵⁰ Annisa Astrid and others, 'The Power of Questioning: Teacher's Questioning Strategies in the EFL Classrooms', *Indonesian Research Journal in Education /IRJE/*, 3.1 (2019), 91–106 <<https://doi.org/10.22437/irje.v3i1.6601>>.

⁵¹ N Mustika, J Nurkamto, and S Suparno, 'Influence of Questioning Techniques in EFL Classes on Developing Students' Critical Thinking Skills', *International Online Journal of Education and Teaching (IOJET)*, 7.1 (2020), 278–87 <<http://iojet.org/index.php/IOJET/article/view/774>>.

different and varied learning strategies for each student depending on the student's abilities. In addition, all students assume that learning English is very hard. Hence, the teacher must be able to create a joyful learning atmosphere by applying images and sound strategies in teaching English so that the students can capture the lesson easily.

Secondly, the type of task also influences the use of those learning strategies. If the task is categorized as easy, the teacher just used a few learning strategies. Meanwhile, if students faced hard tasks, the teacher used some of the learning strategies. The last is the environment, including facilities and learning time. The teacher utilizes the available facilities that support English language learning. In addition, the teacher often gives additional time to overcome the student's difficulties.

The learning strategies above greatly help both the teacher and students succeed in learning English. All of the above learning strategies are considered effective because there is a beneficial interaction between the two parties. Among them is the fact that the selection of learning strategies by the teacher has been accurately targeted according to the ability of each student.

Meanwhile, each student has accepted and implemented the learning strategies that have been determined by the teacher. However, the resulting impact remains different depending on the ability of each student to implement the learning strategy.

Students with better implementation of learning strategies have a better impact on their success in English.

Although the research has achieved its objectives, some limitations cannot be avoided. First, due to the time limit, classroom observations were only made twice, considering the preparation for the semester exams. Second, regarding the research subject, there was only one English teacher with six students in the 11th grade at SLB Negeri Sumbang Bojonegoro. Therefore, when the same research is conducted at another institution or on a different subject, different results may be obtained. Third, the research is limited to a descriptive analysis of the data gathered from classroom observation and in-depth interviews. No statistical analysis will be conducted.

By implementing learning strategies based on the Oxford 1990 theory, the teacher can improve the effectiveness of learning English for IDD students. The use of these learning strategies can help IDD students improve their understanding and English language skills. Memory strategies help them remember vocabulary and language structure; cognitive strategies assist them in solving language problems; compensation strategies help them overcome communication barriers; metacognitive strategies help them monitor and regulate their understanding; affective strategies help them manage learning-related emotions; and social strategies help them interact with others.

In addition, by integrating such diverse learning strategies, the teacher can create learning environments that encourage student engagement and increase their motivation to learn English. The implications of this research broaden the understanding of effective and relevant learning strategies for IDD students and provide a foundation for the development of better strategies in the future.

Overall, the results of this study have positive implications for improving English language learning for students through the implementation of diverse learning strategies based on the Oxford 1990 theory. These implications can support teachers, schools, and researchers in improving an effective English language learning strategies for students with intellectual and developmental disabilities.

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, the research provides conclusions and gives suggestions based on the research findings and discussion.

A. Conclusion

It can be concluded that the English teacher who teaches in the 11th grade at SLB Negeri Sumbang Bojonegoro used all types of learning strategies intended by Oxford (1990). First, in the field of memory strategies, the teacher selects the reviewing technique and applies images and sounds to the English learning process. Second, cognitive strategies, the teacher selects the take notes technique, giving them exercises or homework, and using repetition both in instruction and practice.

Third, compensation strategies, the teacher selects the guessing intelligently strategy, switching to the mother tongue, utilizing gestures and body language, and giving students more time. Fourth, metacognitive strategies, the teacher demanded the students pay attention when she was teaching in front of the class by saying, "Keep silent, please!". Fifth, affective strategies, the teacher utters all sorts of words of encouragement and uses deep breathing and laughter to lower students' anxiety. Sixth, social strategies, the teacher's use of questioning strategies for IDD students.

Meanwhile, the influencing factors for the use of those strategies above are the student factor, the type of task, and the environment. According to the findings of the interview, a total of six students in the 11th grade were categorized into two levels: mild and moderate. It can be seen that the student's intelligence is different. Therefore, the teacher uses different and varied learning strategies for each student depending on the student's abilities. In addition, all students assume that learning English is very hard. Hence, the teacher must be able to create a joyful learning environment by applying images and sound strategies in teaching English so that the students can capture the lesson easily.

Secondly, the type of task also influences the use of those learning strategies. If the task is categorized as easy, the teacher just used a few learning strategies. Meanwhile, if students faced hard tasks, the teacher used some of the learning strategies. The last is the environment, including facilities and learning time. The teacher utilizes the available facilities that support English language learning. In addition, the teacher frequently provides extra time to help students overcome challenges.

B. Suggestion

Based on the conclusion above, the researcher would like to provide numerous suggestions. Although the teacher used all of the learning strategies intended by Oxford (1990), including social and memory strategies. But, it would be more interesting if the

teacher used more sub-categories grouped under memory and social strategies. For instance, the teacher can use other types of memory strategies by using English songs, English movies, or English cartoons.

Meanwhile, to encourage interaction with others, the teacher can use other social strategies, such as role plays and collaborative projects. It is expected that students can follow English lessons happily and are more interested in learning English. Besides, they can enhance their English by employing additional English learning strategies.

Therefore, the school can help complete the facilities and infrastructure needed during the learning process. For instance, by adding the classroom and LCD projector It was expected that LCD media projectors could help the teacher teach more easily, effectively, and efficiently. Furthermore, the researcher suggests that other researchers research on the use of technology or special applications to facilitate English language learning for students with intellectual and developmental disabilities.

REFERENCES

- Adikusuma, Muhammad Iqbal, Fakhri Fikri, and Rasi Yugafiati, 'The Analysis of Learning Strategy in Speaking Skill: A Study on People With Disability', *PROJECT (Professional Journal of English Education)*, 1.5 (2018), 712 <<https://doi.org/10.22460/project.v1i5.p712-717>>
- Afdhaliah, Nihla. Halim, Abdul. S, 'Teachers' Nonverbal Communication in EFL Classroom Nihla' (Graduate Progrma, State University of Makassar, Indonesia, 2017)
- Ajayi, Oluwatosin Victor, 'Distinguish Between Primary Sources of Data and Secondary Sources of Data', 2017, 1–5
- Al-Ghamdi, Asmaa, 'Building a Positive Environment in Classrooms through Feedback and Praise', *English Language Teaching*, 10.6 (2017), 37 <<https://doi.org/10.5539/elt.v10n6p37>>
- Arwanto, 'English Teaching And Learning Strategies For Students With Intellectual Disabilities In The Inclusive Class Of Putra Harapan Junior High School Purwokerto' (State Institute of Islamic Studies Purwokerto, 2021)
- Astrid, Annisa, Rizqy Dwi Amrina, Deta Desvitasari, Uci Fitriani, and Aisyah Shahab, 'The Power of Questioning: Teacher's Questioning Strategies in the EFL Classrooms', *Indonesian Research Journal in Education |IRJE|*, 3.1 (2019), 91–106 <<https://doi.org/10.22437/irje.v3i1.6601>>
- Astuti, Ratna Juli, 'An Analysis Of English Teachers' Strategies In Encouraging Young Learners ' Participation', 2021 <<http://repository.iainbengkulu.ac.id/id/eprint/6471>>
- Bach, Michael, 'A Comprehensive Guide to Intellectual and Developmental Disabilities', ed. by Ph.D Michael L. Wehmeyer, Ph.D Ivan Brown, Ph.D Maire Percy, Ph.D Karrie A. Shogren, and Sc.D. Wai Lun Alan Fung, M.D., 2 edition (Sydney, 2008), v, 35 <<https://doi.org/10.1111/j.1741-1130.2008.00182.x>>

- Balini, A. Indra, and V. David Jeyabalan, 'Role of Memory Strategy Raining in Language Learning', *Bodhi International Journal of Research in Humanities, Arts and Science*, 3.4 (2018), 39–42 <<https://www.researchgate.net/publication/342123258%0AROLE>>
- Barrett, David, and Alison Twycross, 'Data Collection in Qualitative Research', *Evidence-Based Nursing*, 21.3 (2018), 63–64 <<https://doi.org/10.1136/eb-2018-102939>>
- Bartoszesky, Louis E., and Charmaine Wright, 'Intellectual Developmental Disabilities: Definitions, Diagnosis, and Delivery of Care', *Delaware Journal of Public Health*, 7.2 (2021), 1–6 <<https://doi.org/10.32481/djph.2021.03.004>>
- Centers for Disease Control and Prevention, 'Data Collection Methods for Program Evaluation: Observation', *Centers for Disease Control and Prevention*, 16, 2018, 2 <<https://www.cdc.gov/healthyyouth/evaluation/pdf/brief16.pdf>>
- Ciesielska, Malgorzata, Katarzyna W. Boström, and Magnus Öhlander, 'Observation Methods', *Qualitative Methodologies in Organization Studies*, 2 (2017), 33–52 <https://doi.org/10.1007/978-3-319-65442-3_2>
- Clark, Gordon, 'Secondary Data', in *Methods in Human Geography: A Guide for Students Doing a Research Project*, ed. by Robin Flowerdew and David Martin, Second edi, 2005, p. 57 <www.pearsoned.co.uk>
- Creswell, John W., *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches / John W. Creswell. — 4th Ed.*, four editi (The United States of America: SAGE Publications India Pvt. Ltd.) <<https://www.ptonline.com/articles/how-to-get-better-mfi-results>>
- Fareed Mohamed Ragab, Mona, Azza Hamdy El-Marsafy, and Amal Mansour Abdu-Allah, 'The Effectiveness of Compensation Strategies for Developing Some Media Translation Skills for

Media Students At the Faculty of Specific Education', *PalAech's Journal of Archaeology of Egypt/Egyptology (PJAEE)*, 18.4 (2021), 1550–59 <<https://doi.org/10.21608/jsezu.2021.237304>>

Hardan, Abdalmaujod A., 'Language Learning Strategies: A General Overview', *Procedia - Social and Behavioral Sciences*, 106 (2013), 1712–26 <<https://doi.org/10.1016/j.sbspro.2013.12.194>>

Hasriadi, *Strategi Pembelajaran*, ed. by Firman, 1st edn (Bantul: Mata Kata Inspirasi, 2022)

Islam, Farzana Sharmin Pamela, 'Note-Taking of English Lessons at Tertiary Level: A Context of Bangladesh', *International Journal of Language Education*, 1.2 (2017), 1–7 <<https://doi.org/10.26858/ijole.v1i2.4314>>

Ismail, Mohd Erfy, Suhaizal Hashim, Norhasyimah Hamzah, Noorazman Abd Samad, Saiful Hadi Masran, Khairul Azhar Mat Daud, and others, 'Factors That Influence Students' Learning: An Observation on Vocational College Students', *Journal of Technical Education and Training*, 11.1 (2019), 93–99 <<https://doi.org/10.30880/jtet.2019.11.01.12>>

Kothari, C.R., *Research Methodology Methods and Techniques (Second Revised Edition)*, 1990

Kussin, Haddi Junaidi, Ainon Omar, and Napisah Kepol, 'Language Learning Strategies (LLS): Teachers' Notions and Practice', *Dinamika Ilmu*, 18.1 (2018), 109–22 <<https://doi.org/10.21093/di.v18i1.1086>>

Lambert, Vickie a., and Clinton E. Lambert, 'Qualitative Descriptive Research: An Acceptable Design', *Pacific Rim International Journal of Nursing Research*, 16.4 (2013), 255–256 <<http://antispam.kmutt.ac.th/index.php/PRIJNR/article/download/5805/5064>>

Leba, Seli Marlina Radja, Ranta Butarbutar, and Basilius R. Werang, 'Exploring the English Learning Strategies of an Indigenous

- Papuan Student of Indonesia', *Qualitative Report*, 26.9 (2021), 2745–68 <<https://doi.org/10.46743/2160-3715/2021.4881>>
- Lestari, Zubaedah Wiji, N. Dede Khoeriah, and Nani Nur'aeni, 'English Language Learning for Mild Intellectual Disability Students During Pandemic', 2.2 (2018), 9–19
- Liu, Xiaoyan Ke & Jing, 'Developmental Disorders: Intellectual Disability', *Psychiatry*, 2012 <<https://doi.org/10.1002/9781118753378.ch42>>
- Matthew B. Miles, and A. Michael Huberman, 'An Expanded Sourcebook Qualitative Data Analysis Second Edition', *CEUR Workshop Proceedings*, 2014, 89–92
- Mawati, Arin Tentrem, rosmita sari Siregar, Ahmad Fauzi, friska juliana Purba, Kelly Sinaga, La Lli, and others, *Strategi Pembelajaran*, ed. by Ronal Watrianthos & Janner Simarmata, 1st edn (Yayasan Kita Menulis, 2021)
- McMahon, Don D., Brenda Barrio, Amanda K. McMahon, Kristen Tutt, and Jonah Firestone, 'Virtual Reality Exercise Games for High School Students With Intellectual and Developmental Disabilities', *Journal of Special Education Technology*, 35.2 (2020), 87–96 <<https://doi.org/10.1177/0162643419836416>>
- Megawati, Wahyu, 'The Impact of Teacher's Verbal and Non-Verbal Communication on Sudents' Motivation in Learning English' (Universitas Negeri Semarang, 2020) <<https://doi.org/10.15294/eej.v10i4.39157>>
- Mohammadian, Amir, and Shima Mohammadian Dolatabadi, 'The Effect of Affection on English Language Learning of Children with Intellectual Disability Based on Total Physical Response Method of Language Teaching', *International Journal of English Language and Literature Studies*, 5.2 (2016), 92–103 <<https://doi.org/10.18488/journal.23/2016.5.2/23.2.92.103>>
- Mulyani, Sri, 'Language Learning Strategies of Successful EFL

Learners', *International Journal in Applied Linguistics of Parahikma*, 2.1 (2020), 31–39

Mustika, N, J Nurkamto, and S Suparno, 'Influence of Questioning Techniques in EFL Classes on Developing Students' Critical Thinking Skills', *International Online Journal of Education and Teaching (IOJET)*, 7.1 (2020), 278–87 <<http://iojet.org/index.php/IOJET/article/view/774>>

Padhi, Gitanjali, 'Factors Affecting Teaching-Learning Process', *International Journal of Creative Research Thoughts (IJCRT)*, 9.4 (2021), 2418–23 <www.ijcrt.org>

Pahlevi, Mohammad Rezah, 'Teachers 'Socio-Affective Strategies In Teaching Speaking At SMA Muhammadiyah 5 Makassar' (Muhammadiyah University of Makassar, 2022)

Phommavongsa, Khamlan, 'English Learning Strategies Used By Lao Students In A Lao University' (Savannakhet University (SKU) in, 2021)

Prasetya, Darju, 'Application of the "Intelligent Guessing" Method to Optimize the Ability to Read English of State Junior High School in Tuban, East Java, Indonesia', in *Modern Perspectives in Language, Literature and Education Vol. 6*, ed. by Dr. Atila Yildirim, first edit (India. United Kingdom: B P International, 2021), pp. 25–30 <<https://doi.org/10.9734/bpi/mplle/v6/2370F>>

Priya, K. Lakshmi, 'Effective Cognitive Strategies in English Language Learning', *Journal of Emerging Technologies and Innovative Research (JETIR)*, 8.12 (2021), 732–37

Psaltou-Joycey, Angeliki, Eleni Agathopoulou, Edgar Joycey, Areti Maria Sougari, Vassilia Kazamia, Konstantinos Petrogiannis, and others, 'Promotion of Language Learning Strategies in the Classroom: EFL Teachers' Perceptions', *Language Learning Journal*, 46.5 (2018), 557–68 <<https://doi.org/10.1080/09571736.2018.1503114>>

- Salsabila, Alisa, 'Investigating English Learning Strategies in Bina Amal Islamic Boarding School Semarang' (UIN Walisongo Semarang, 2022)
- Schalock, Robert L, Ruth Luckasson, and Marc J Tassé, 'The Contemporary View of Intellectual and Developmental Disabilities : Implications for Psychologists', 31.3 (2019), 223–28 <<https://doi.org/10.7334/psicothema2019.119>>
- Seminar, Proceeding International, and Islamic Studies Medan, 'Islamic Education Learning Strategy for Students With Special Needs in the New (Case Study : Slb ' Aisyiyah Tembung)', 2 (2021), 654–58
- Shi, Hong, 'Learning Strategies and Classification in Education', *Institute for Learning Styles Journal*, 1.1989 (2017), 29–32
- Shree, Abha, and P. C. Shukla, 'Intellectual Disability: Definition, Classification, Causes and Characteristics', *Learning Community-An International Journal of Educational and Social Development*, 7.1 (2016), 9 <<https://doi.org/10.5958/2231-458x.2016.00002.6>>
- Soali, Muhammad, Social Sciences Faculty, Harapan Bangsa, Benny Krisbiantoro, Social Sciences Faculty, and Harapan Bangsa, 'High Functioning Autistic Students' Learning Strategies in Writing Texts in Inclusive Schools', 2 (2021), 155–74
- Utami, Revita Putri, Suharyadi Suharyadi, and Utari Praba Astuti, 'EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability', *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 6.1 (2021), 173 <<https://doi.org/10.21093/ijeltal.v6i1.912>>

APPENDICES

Appendix 1

THE INSTRUMENTS OF COLLECTING DATA BY CLASSROOM OBSERVATION

Teacher :

Materials :

Date/Time :

		Main Strategy	Sub-Strategies	Teacher's Role	Qualifications	
					Yes	No
Language Learning Strategies	Direct	Memory	Reviewing well	The teacher encourages students to use review techniques, such as encouraging students to review the previous lesson		
			Applying images and sounds	The teacher uses imagery and represents sounds in memory		
			Creating mental linkages, placing new words into context, and using acronyms	The teacher provides opportunities for students to link new information to existing knowledge		

	Employing an action	The teacher provides opportunities for students to use other memory aids		
Cognitive	Practicing	The teacher provides opportunities for students to use problem-solving skills, such as by giving them some exercises or homework		
		The teacher encourages students to use the repetition technique		
	Creating structure for input and output	The teacher helps the student use the dictation method in delivering English subjects		
		The teacher asks students to make handwritten notes or take notes		

	Receiving and sending messages strategies	The teacher provides feedback that helps students reflect on their learning and adjust their strategies		
Compensation	Guessing intelligently	The teacher helps students use clues		
	Overcoming limitations in speaking and writing	The teacher always uses gestures and body language to flow communication smoothly		
		Using synonyms to guess the meaning of words		
		The teacher provides accommodations, such as extra time, to help students overcome learning barriers.		
		The teacher helps the students understand by switching the words to their		

			mother tongue		
Indirect	Meta-cognitive	Arranging and planning your learning	The teacher encourages students to set goals and plan their learning		
		Centering your learning	The teacher encourages students to monitor their own progress, adjust their learning strategies accordingly, self-regulate their learning, and stay focused on the learning process		
		Evaluating your learning	The teacher encourages students to reflect on their learning and evaluate their own understanding		
	Affective	Encouraging themselves	The teacher helps students develop self-confidence and motivation. Creating positive and supportive		

		statement in the learning environment		
	Lowering anxiety	The teacher encourages the IDD students' self-confidence and lowers anxiety through strategies such as deep breathing and laughing.		
	Taking their emotional temperature	The teacher provides opportunities for students to express their emotions and feelings		
Social	Cooperating with pairs	The teacher provides opportunities for students to work in pairs or groups		
	Empathizing with others	The teacher encourages students to help each other		
	Asking questions	The teacher encourages interaction among students, such as using a questioning style		

Appendix 2

THE INSTRUMENTS OF COLLECTING DATA BY INTERVIEW

Topic : English learning strategies used by the teacher for students with IDD.

Interviewee :

No	Questions
1	How many students are in 11th grade?
2	How do you classify your IDD students according to their abilities? What method do you use?
3	Can you describe your teaching experience with IDD students in an English classroom?
4	Have you faced any challenges or difficulties in teaching English to IDD students? If yes, how have you addressed them?
5	How do you collaborate with parents and other professionals to support the English language learning of your IDD students?
6	Do you think LLS can be taught to students, or are they self-obligatory?
7	How important do you think LLS is in helping students become proficient in the language?
8	How do you monitor and assess your IDD students' progress in English language learning? Do you use any specific assessment tools or techniques?

Topic : The influencing factors for the use of those English learning strategies for students with IDD

No	Questions
1	What are the influencing factors that affect your decision to use certain English learning strategies for your IDD students? Are there any external or internal factors that impact your approach to teaching?

Appendix 3

RESULTS OF CLASSROOM OBSERVATION I

Teacher : Mrs. Fika Kurniawati, S.Pd

Materials : Self Introduction

Date/Time : 05 May 2023 / 07.30-09.00 am

		Main Strategy	Sub-Strategies	Teacher's Role	Qualifications	
					Yes	No
Language Learning Strategies	Direct	Memory	Reviewing well	The teacher encourages students to use review techniques, such as encouraging students to review the previous lesson	✓	
			Applying images and sounds	The teacher uses imagery and represents sounds in memory		✗
			Creating mental linkages, placing new words into context, and using acronyms	The teacher provides opportunities for students to link new information to existing knowledge		✗

	Employing an action	The teacher provides opportunities for students to use other memory aids		x
Cognitive	Practicing	The teacher provides opportunities for students to use problem-solving skills, such as by giving them some exercises or homework	✓	
		The teacher encourages students to use the repetition technique	✓	
	Creating structure for input and output	The teacher helps the student use the dictation method in delivering English subjects		x
		The teacher asks students to make handwritten notes or take notes	✓	

	Receiving and sending messages strategies	The teacher provides feedback that helps students reflect on their learning and adjust their strategies		x
Compensation	Guessing intelligently	The teacher helps students use clues	✓	
	Overcoming limitations in speaking and writing	The teacher always uses gestures and body language to flow communication smoothly	✓	
		Using synonym to guess the meaning of words		
		The teacher provides accommodations, such as extra time, to help students overcome learning barriers.	✓	
		The teacher helps the students understand by switching the words to their	✓	

			mother tongue		
Indirect	Meta-cognitive	Arranging and planning your learning	The teacher encourages students to set goals and plan their learning		x
		Centering your learning	The teacher encourages students to monitor their own progress, adjust their learning strategies accordingly, self-regulate their learning, and stay focused on the learning process	✓	
		Evaluating your learning	The teacher encourages students to reflect on their learning and evaluate their own understanding		x
	Affective	Encouraging themselves	The teacher helps students develop self-confidence and motivation. Creating a positive and supportive statement in	✓	

		learning environment		
	Lowering anxiety	The teacher encourages the IDD students' self-confidence and lowers anxiety through strategies such as deep breathing and laughing.	✓	
	Taking their emotional temperature	The teacher provides opportunities for students to express their emotions and feelings		✗
Social	Cooperating with pairs	The teacher provides opportunities for students to work in pairs or groups		✗
	Empathizing with others	The teacher encourages students to help each other		✗
	Asking questions	The teacher encourages interaction among students, such as using a questioning style	✓	

RESULTS OF CLASSROOM OBSERVATION II

Teacher : Mrs. Fika Kurniawati, S.Pd

Materials : The objects

Date/time : 12 May 2023 / 07.30-09.00 am

		Main Strategy	Sub-Strategies	Teacher's Role	Qualifications	
					Yes	No
Language Learning Strategies	Direct	Memory	Reviewing well	The teacher encourages students to use review techniques, such as encouraging students to review the previous lesson	✓	
			Applying images and sounds	The teacher uses imagery and represents sounds in memory	✓	
			Creating mental linkages, placing new words into context, and using acronyms	The teacher provides opportunities for students to link new information to existing knowledge		✗

		Employing an action	The teacher provides opportunities for students to use other memory aids		x
Cognitive	Practicing		The teacher provides opportunities for students to use problem-solving skills, such as by giving them some exercises or homework	✓	
			The teacher encourages students to use the repetition technique	✓	
	Creating structure for input and output		The teacher helps the student use the dictation method in delivering English subjects		x
			The teacher asks students to make handwritten notes or take notes	✓	

	Receiving and sending messages strategies	The teacher provides feedback that helps students reflect on their learning and adjust their strategies		x
Compensation	Guessing intelligently	The teacher helps students use clues	✓	
	Overcoming limitations in speaking and writing	The teacher always uses gestures and body language to flow communication smoothly		x
		Using synonym to guess the meaning of words		x
		The teacher provides accommodations, such as extra time, to help students overcome learning barriers.		x
		The teacher helps the students understand by switching the words to their		x

			mother tongue		
Indirect	Meta-cognitive	Arranging and planning your learning	The teacher encourages students to set goals and plan their learning		x
		Centering your learning	The teacher encourages students to monitor their own progress, adjust their learning strategies accordingly, self-regulate their learning, and stay focused on the learning process	✓	
		Evaluating your learning	The teacher encourages students to reflect on their learning and evaluate their own understanding		x
	Affective	Encouraging themselves	The teacher helps students develop self-confidence and motivation. Creating a positive and supportive statement in	✓	

		learning environment		
	Lowering anxiety	The teacher encourages the IDD students' self-confidence and lowers anxiety through strategies such as deep breathing and laughing.	✓	
	Taking their emotional temperature	The teacher provides opportunities for students to express their emotions and feelings		✗
Social	Cooperating with pairs	The teacher provides opportunities for students to work in pairs or groups		✗
	Empathizing with others	The teacher encourages students to help each other		✗
	Asking questions	The teacher encourages interaction among students, such as using a questioning style	✓	

Appendix 4

RESULT OF INTERVIEW

Interviewee : Mrs. Fika Kurniawati, S.Pd
Topic : English learning strategies used by teacher for students with intellectual and developmental disabilities (IDD)
Date/time : 16 May 2023 / 11.00-11.45 am

Q1 How many students are in 11th grade? (*Berapa banyak siswa di kelas 11?*)

There are six students in the 11th grade. His names are: Septian, Dani, Wafa, André, Gigih, and Ridwan. All of the students have intellectual and developmental disabilities. However, students are on two levels: mild and moderate. (*Ada enam siswa di kelas 11. Namanya adalah Septian, Dani, Wafa, André, Gigih, dan Ridwan. Semua siswa memiliki cacat intelektual dan perkembangan. Siswa berada di dua tingkat. (ringan dan sedang).*)

Q2 How do you classify your IDD students according to their abilities? What method do you use? (*Bagaimana Anda mengklasifikasikan siswa IDD Anda sesuai dengan kemampuan mereka? Metode apa yang Anda gunakan?*)

Well... The same as other public schools. At the beginning of student admission. The student is tested, and the teacher assesses each student. In this way, we know the abilities and weaknesses of each student. Teachers also give test results or assessments to their parents. (*Sama halnya dengan sekolah-sekolah umum lainnya. Pada awal penerimaan mahasiswa. Siswa diuji, dan guru mengevaluasi setiap siswa. Dengan cara ini, kita tahu kemampuan dan kelemahan masing-masing siswa. Guru*

juga memberikan hasil tes atau penilaian kepada orang tua mereka).

Q3 Can you describe your teaching experience with IDD students in an English classroom? *(Bisakah Anda menjelaskan pengalaman mengajar Anda dengan siswa tunagrahita di kelas bahasa Inggris?)*

Teaching IDD students is both challenging and beneficial. It requires a compassionate and patient approach with students. In addition, in the implementation of learning, teachers are required to adapt the teaching method according to the abilities of each student. It has been a very rewarding experience because I can help IDD students reach their potential and become self-sufficient individuals. The most important thing is that being a teacher at this school is a very valuable experience. *(Mengajar siswa IDD adalah sebuah tantangan dan menguntungkan. Memerlukan pendekatan yang penuh kasih sayang dan kesabaran dengan pelajar. Selain itu, dalam pelaksanaan pembelajaran, guru diminta untuk menyesuaikan metode pengajaran sesuai dengan kemampuan masing-masing siswa. Ini telah menjadi pengalaman yang sangat bermanfaat karena saya dapat membantu siswa IDD mencapai potensi mereka dan menjadi individu yang mandiri. Yang paling penting adalah bahwa menjadi guru di sekolah ini adalah pengalaman yang sangat berharga.)*

Q4 Have you faced any challenges or difficulties in teaching English to IDD students? If yes, how have you addressed them? *(Pernahkah Anda menghadapi tantangan atau kesulitan dalam mengajar bahasa Inggris kepada siswa IDD? Jika ya, bagaimana Anda menyikapinya?)*

Of course, I usually overcome these challenges by seeking support from fellow teachers. So I got different advice and perspectives to find the right solution. And so that I can provide a good service to my students. *(Tentunya, biasanya saya mengatasi tantangan tersebut dengan mencari dukungan dari rekan sesama guru. Sehingga saya mendapatkan saran dan perspektif yang berbeda untuk*

menemukan solusi yang tepat. Dan supaya saya dapat memberikan pelayanan yang baik terhadap siswa saya.)

Q5 How do you collaborate with parents and other professionals to support the English language learning of your IDD students? (*Bagaimana Anda berkolaborasi dengan orang tua dan profesional lainnya untuk mendukung pembelajaran bahasa Inggris siswa tunagrahita Anda?*)

I encourage students' parents to provide information about their child's learning needs and help develop home learning strategies. In addition, parents are told that children should always send WhatsApp messages through written messages, not voice messages, in order to help develop students' writing skills. Meanwhile, the school staff helps to provide support facilities for learning English. (*Yha...saya menganjurkan orang tua siswa untuk memberikan informasi tentang kebutuhan belajar anak dan membantu mengembangkan strategi belajar dirumah. Selain itu, orang tua diberitahu agar anak selalu mengirimkan pesan whatsapp lewat pesan tertulis tidak pesan suara, hal tersebut agar membantu mengembangkan kemampuan menulis siswa. Sementara, staf sekolah membantu untuk menyediakan fasilitas pendukung pembelajaran bahasa inggris.*)

Q6 Do you think LLS can be taught to students, or are they self-obligatory? (*Menurut anda, apakah LLS dapat diajarkan atau apakah bisa dilakukan mandiri?*)

No, no, they have to be taught. Considering that each student's abilities are different, I also implement different strategies. Among six IDD students in 11th grade, two of them could do the assigned tasks independently, but I still watched and occasionally approached the students to see their progress. Meanwhile, I help other students by implementing strategies such as repetition, guessing intelligently, the dictation method, and simplified instructions. Therefore, I think that LLS can be taught, especially to students with intellectual and developmental

disabilities. If not, until the lesson is over, they have not made progress; they chose to continue playing (laughing mildly). In addition, most of my students are shy and afraid. I didn't just push; I even ordered to do... So I think LLS should be taught. *(Tidak, mereka harus diajarkan. Mengingat bahwa kemampuan masing-masing siswa berbeda, saya juga menerapkan strategi yang berbeda. Di antara enam siswa IDD di kelas 11, dua dari mereka dapat melakukan tugas yang ditugaskan secara mandiri, tetapi saya masih menonton dan kadang-kadang mendekati siswa untuk melihat kemajuan mereka. Sementara itu, saya membantu siswa lain dengan menerapkan strategi seperti pengulangan, menebak dengan cerdas, metode diktasi, dan instruksi yang disederhanakan. Oleh karena itu, saya pikir LLS dapat diajarkan, terutama kepada siswa dengan cacat intelektual dan perkembangan. Jika tidak, sampai pelajaran selesai, mereka belum membuat kemajuan; mereka memilih untuk terus bermain (laughing mildly). Selain itu, sebagian besar siswa saya malu dan takut. Saya tidak hanya mendorong; saya bahkan memerintahkan untuk melakukan... Jadi saya pikir LLS harus diajarkan).*

Q7 How important do you think LLS is in helping students succeed in the language? *(Seberapa penting menurut anda LLS dalam membantu siswa menjadi sukses dalam bahasa?)*

I think it's very important. If we talk about the frequency of 1–10, I would rate 10–10. LLS can help students succeed in language. Specifically, English language for students with intellectual and developmental disabilities. *(Sangat penting menurut saya, kalau bicara tentang frekuensi dari 1-10 saya akan menilai 10-10. Strategi pembelajaran bahasa dapat membantu siswa sukses dalam bahasa. Khususnya bahasa inggris untuk siswa tunagrahita).*

Q8 How do you monitor and assess your IDD students' progress in English language learning? Do you use any specific assessment tools or techniques? *(Bagaimana Anda memantau dan menilai kemajuan siswa tunagrahita anda*

dalam pembelajaran bahasa Inggris? Apakah Anda menggunakan alat atau teknik penilaian tertentu?)

Oh....usually by giving a task or test. In this way, it allows me to observe how far each student progress. *(Oh...biasanya dengan memberikan sebuah tugas atau tes. Dengan cara ini, memungkinkan saya untuk mengamati sejauh mana progres masing-masing siswa).*

Topic : The influencing factors for the use of those English learning strategies for students with intellectual and developmental disabilities (IDD)

Date/time : 16 May 2023 / 11.45-12.00 am

Q1 *What are the influencing factors that affect your decision to use certain English learning strategies for your IDD students? Are there any external or internal factors that impact your approach to teaching? (Faktor apa saja yang mempengaruhi keputusan Anda untuk menggunakan strategi pembelajaran bahasa Inggris tertentu untuk siswa tunagrahita anda? Apakah ada faktor eksternal atau internal yang memengaruhi pendekatan Anda dalam mengajar?)*

The factors that influence the use of learning strategies are student factors. Considering that students with intellectual and developmental disabilities have different abilities, I use learning strategies in the English language learning process also vary depending on the objectives. *(Faktor-faktor yang mempengaruhi penggunaan strategi pembelajaran adalah faktor siswa. Mengingat bahwa siswa dengan cacat intelektual dan perkembangan memiliki kemampuan yang berbeda, strategi pembelajaran yang saya gunakan dalam proses pembelajaran bahasa Inggris juga bervariasi tergantung pada target).*

Q2 Well...is it also influenced by the student's interest in learning English? (*Baik. apakah juga dipengaruhi karena minat siswa terhadap pelajaran bahasa Inggris?*)

That's right, from my experience during teaching, I think students with intellectual and developmental disabilities are less interested in learning English. Like the case during early school hours, spontaneous children say "Hard, English again"! (annoying face). Therefore, to create a non-monotonous and interesting learning situation, I provide material using pictures. (*Itu benar, dari pengalaman saya selama pengajaran, saya pikir siswa dengan cacat intelektual dan perkembangan kurang tertarik untuk belajar bahasa Inggris. Seperti halnya saat jam sekolah awal, anak-anak spontan mengatakan "susah, bahasa Inggris lagi!"(wajah yang menjengkelkan). Oleh karena itu, untuk menciptakan situasi belajar yang tidak monoton dan menarik, saya menyediakan materi menggunakan gambar.*)

Q3 Is it also influenced by the type of task? (*Apakah juga dipengaruhi oleh jenis tugas?*)

Yes, it is. If the task is in the easy category, I use only a few strategies. However, if the task is in a difficult category, So the strategies I use are also many and varied. (*Iya itu juga. Jika tugas dalam kategori ringan, saya hanya menggunakan beberapa strategi saja. Namun, jika tugasnya dalam kategori susah. Maka strategi yang saya gunakan juga banyak dan bervariasi.*)

Q4 Is it influenced by environmental factors that include facilities and learning time? (*Apakah dipengaruhi oleh faktor lingkungan yang mencakup sarana dan prasarana, dan waktu belajar?*)

Yes. Due to incomplete facilities, I only use the available facilities. (*Ya. Karena fasilitas yang tidak lengkap, saya hanya menggunakan fasilitas yang tersedia*)

Appendix 5

PROFILE OF SLB NEGERI SUMBANG BOJONEGORO

SLB Negeri Sumbang Bojonegoro is located at Pattimura Street No. 28 in Sumbang Village, Bojonegoro District, Bojonegoro Regency, East Java. It consists of kindergarten (TKLB), elementary school (SDLB), junior high school (SMPLB), and senior high school (SMALB). Extraordinary School (SLB) is a school that is used for students who have special needs, such as visual impairments, hearing impairments, intellectual and developmental disabilities, physical impairments, autism, and multiple disabilities.

The vision of the SLB Negeri Sumbang Bojonegoro is independent, performing, faithful, and fearful. Student-oriented autonomy is developed through planned and sustained entrepreneurial activities by professional teachers who guide students to live independently and socialize well. However, the objectives of SLB Negeri Sumbang Bojonegoro are: (1) To provide the widest possible services and opportunities for every citizen, especially for children with special needs to obtain an education. (2) Improving the management of educational institutions that are more qualified and professional. (3) Increasing the participation of parents, the community, non-governmental organizations, and the government in special education. (4) So that students can live independently both in the family and in society.

To support the realization of the vision and objectives of the SLB Negeri Sumbang Bojonegoro, some activities programmed by the school are extracurricular and vocational, such as scouting, dance art, musical art, painting art, culinary arts, fashion, wood skills, information and computer engineering, and handcraft. These

vocational activities are primarily aimed at supporting the development of children's talents and interests later in life.

In addition, students, teachers, and schools win numerous awards in competitions ranging from regents to provinces and even nationals. Some facilities at Sumbang Bojonegoro include the headmaster's room, teacher's room, classroom, therapy room, cooperative room, computer laboratory, music room, hall, library, school medical room, literacy park, school canteen, and parking area.

Appendix 6

STUDENT DATA OF 11th GRADE

No	NAME	CATEGORIES	AGE
1	Ahmad Dani Oktavian	C (mild)	18
2	Choirul Wafa Bahrurla	C (mild)	18
3	M. Reyhan Andreansyah	C (mild)	20
4	Seftian Fuziananda Putra	C1 (moderate)	18
5	Mochamad Ridwan Saputro	C1 (moderate)	22
6	Moh. Wafiqurrohman	C1 (moderate)	18

Appendix 7

DOCUMENTATION



Figure 1. The researcher asks permission to research



Figure 2. Classroom observation



Figure 3. Interview with the English teacher



Figure 4. Interview with the principal

Appendix 8

COMPLETION OF RESEARCH LETTER



PEMERINTAH PROVINSI JAWA TIMUR
DINAS PENDIDIKAN
SEKOLAH LUAR BIASA NEGERI SUMBANG BOJONEGORO
Jl. Pattimura No. 28 Phone 08125980906 email : istijani151daya@gmail.com
BOJONEGORO Kode pos : 62115

SURAT KETERANGAN

Nomor : 421.B/ 52 / 101.6.22.40/2023

Yang bertanda tangan di bawah ini Kepala SLB Negeri Sumbang Bojonegoro menerangkan dengan sebenarnya bahwa :

N a m a : LAILA MAULIDIYAH
NIM : 1903046116
Jurusan /Prog. Studi : Pendidikan Bahasa Inggris
Jenjang : S1 UIN WALISONGO SEMARANG
Benar-benar telah melaksanakan Kegiatan penelitian di
Sekolah : SLB Negeri Sumbang Bojonegoro,
Alamat : Jln. Pattimura No. 28 Sumbang - Bojonegoro.

Demikian Surat Keterangan ini saya buat dengan sebenarnya, agar dapat digunakan sebagaimana mestinya.

Bojonegoro, 5 Juni 2023
Kepala Sekolah

ISTIJANI, M.Pd.
NIP. 19650419 199303 2 003

CURRICULUM VITAE

Personal Data

Name : Laila Maulidiyah
Place, Date of Birth : Bojonegoro, 08 July 2001
Address : Sumberharjo, RT.015 RW.005
Sumberrejo, Bojonegoro, East Java
Gender : Female
E-mail : lailamaulidya08@gmail.com

Formal Education

1. 2007-2013 MI Islamiyah Sumberharjo
2. 2014-2016 MTs I Attanwir Talun Bojonegoro
3. 2016-2019 MA I Attanwir Talun Bojonegoro

Non-Formal Education

1. 2014-2019 PP At-tanwir Talun Bojonegoro
2. 2019- 2020 Mahad Aljamiah Walisongo Semarang

Semarang, 07 June 2023

The researcher,



Laila Maulidiyah
NIM 1903046116