



## AN ANALYSIS OF PROBLEMS FACED BY THE ENGLISH TEACHER IN TEACHING THE STUDENTS WITH SPECIAL NEED AT 10TH GRADE STUDENTS OF SLBN 1 MATARAM

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**Abstract:** The role of the teacher in the world of education is very important. Each teacher is required to have abilities in teaching especially teachers who teach children with special needs. However, in reality, teachers who teach children with special needs experience a more difficult process in teaching than teachers in general because they face more complicated problems in teaching. Therefore, this research was conducted to analyze the problems faced by English teacher in teaching students with special needs and how the teacher solves the problems. This research focused to analyze the problems faced by English teacher in teaching of 10<sup>th</sup> grade of mental retardation students at SLBN 1 Mataram. The qualitative method and purposive sampling are used in this research. The participant in this research was an English teacher of SLBN 1 Mataram and the instruments that used were interview and observation. Furthermore, data reduction, data presentation, and data verification and drawing conclusion were used to analyze the data. The results of this research showed that the problems faced by the teacher were 1) difficulty to communicate with students, 2) difficulty to control students' behavior during learning process, 3) difficulty to explain the material. Furthermore the way the teacher solved the problems were by 1) repeating words clearly and slowly then using a little gesture, 2) the teacher calming and paying attention to students, 3) looking for interesting material and lower the level, 4) using media while teaching, 5) preferring the practical learning.

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**Keywords:** Teacher problems, Teaching English, Students with special needs

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### INTRODUCTION

Education is one of the most important things in our lives as human being. Education not only plays an important role for each individual but also plays an important role for a nation. Langeveld (1980) stated that education is an adult human effort to guide immature human to maturity. Based on the Indonesian constitution article 31 paragraph 1 and act number 20 year 2003 about The National Education System, every citizen has the same right to get a quality education both for normal citizen and also citizens with physical, emotional, mental, intellectual and social rights special education. Realising the law above, the Indonesian government provides special services for children with special needs. The service is an inclusive service, as an educational service for students with special needs in terms of disabilities, slow learners and those with other learning difficulties (Marentek, 2007). This

service is provided to assist the children with special needs can also get an education like other children.

In its development, special schools in Indonesia must continue to improve both in terms of quantity and quality, especially in the qualifications of workforce, which in this case are teachers. The role of the teacher in the world of education is very important and large, without a teacher, the process of achieving educational goals will not run smoothly. In this case, teachers of special school are required to have special abilities in teaching children with special needs. Thus, the process runs more difficult than the task of teachers in general, especially for English teachers. Therefore, SLB teachers faced many problems and challenges when teaching students with special needs. The problem of teachers in teaching students with special needs is also discussed in many research. The first one was by Revita (2021). Which found that the most common problems faced by teachers when teaching children with special needs, especially Intellectual and Developmental Disability students, are the handling of students and students' difficulties in understanding and capturing the lessons or material explained by teacher. Another research said that difficulties and problems were found when teaching deaf children because they had limited vocabulary and were unable to hear clearly (Adi, (2017) . In addition, this topic was also discussed in Azizah (2020) which discussed about what challenges teachers encounter when teaching deaf students.

The initial observations was conducted on July 19, 2022 at SLBN 1 Mataram and it showed that there were some problems found in the process of teaching and learning such as the students hard to focus on the learning process, there are some students who did not regularly attended the class. For those reasons, this research was conducted to find out the difficulties or problems faced by English teachers in teaching students with special needs at SLBN 1 Mataram.

## **RESEARCH METHODS**

This research used a qualitative method. This research did not prioritize the number of population and sample because the number of population and sample in this research are limited (Kriyantono, 2014). Therefore, this research used observation and interviews to collect data. Before observations and interviews, the procedures carried out are; preparing research instruments, research instruments are consulted with the supervisor, and the last was writing interview transcripts and observation results based on the answers of the respondents and what seen while in the class being observed. Interviews were conducted with English teachers who taught the class that had been determined to be held for research. Conclusions were drawn from the data display to answer the research questions. After collecting data, three actions in data analysis were used namely; the data reduction, the data presentation, and the conclusion drawing/verification (Miles & Huberman, 1994).

## **FINDINGS AND DISCUSSION**

### **A. FINDINGS**

After conducting the interview and the observation, the researchers found that there are 3 problems and also the ways the teacher solved the problems in teaching students with special need. The problems are as follows:

#### **a. Difficulty to communicate with students**

In the observation, the researchers found that during the learning processes the mental retardation students had difficulty capturing what the teacher explained and sometimes they misinterpreted what the teacher said. It is also difficult for the teacher to understand what they are saying, this is because there are some students who have speech disorders.

Further, on the interviews with the 10th grade English teacher at SLBN 1 Mataram, the teacher stated that “communication with students is difficult, first some of them have a speech disorder, so when I invite them to talk sometimes, I don't understand what they are saying. Second, they find it difficult to catch and understand what I am talking about, so the two-way communication is not smooth”.

Based on the results of observations and supported by the results of interviews with teachers, it is stated that the teacher found it difficult to understand what students said and students also found it difficult to understand what the teachers said. Therefore, from these results it can be affirmed that the communication between teachers and students is not smooth.

#### **b. Difficulty to control the behavior of students during learning process**

In the classroom when the researchers conducted the observation, the researchers found that when one student started to lose focus, other students will follow it and the teacher will find it difficult to get their attention back. When they were not focused they usually play by themselves and there were students who walked out of the classroom so the teacher has to bring them back into the classroom.

From the interview with the 10th grade English teacher at SLBN 1 Mataram, the teacher stated that “students like to lose focus when learning, they learn according to their mood, if they are not in the mood some time they rebel. The loss of focus is like playing or talking to themselves, disturbing friends, disturbing the teacher, walking around in class sometimes out of class”

Based on the observations and interviews results, it can be concluded that teachers have difficulty controlling the habits of students who quickly lose focus, have unstable moods, and rebellious.

#### **c. Difficulty to explain the material**

The researchers found that the teacher had prepared the material very well while the observation. The teacher used attractive and easy learning media. However, when the teacher explained the material, students took a long time to understand what the teacher said so the teacher repeated the material 3 times and explained it very slowly.

During the interviews with English teacher that taught the class, the teacher stated that “when conveying materials in class, students are usually difficult and take a long time to understand, they are also get bored quickly, if i ask questions their answers are not appropriate, if i told them to write some of them cannot did it well so it takes a lot of time”

From the description of the results of observations and teacher interviews about the difficulty of explaining the material, it can be interpreted that it was true that teachers experience these difficulties because students take a long time to catch and understand what the teacher explains, they are easily bored, and it is difficult to write the material taught.

To deal with the problems that the teacher faced in teaching students with special needs, there are some ways that teacher did to solve her problems:

**a. The efforts of the teacher to communicate well with students**

When the observation was conducted the researchers saw that the teacher really tried to communicate well with students, the teacher repeated the same words many times, asked another students, and also used a gesture so that students understood and after several times explained the students could catch the teacher's meaning even though there were some students who were still difficult to understand.

Based on the results of interviews with the 10th grade English teacher at SLBN 1 Mataram, the teacher stated that “in order to understand what they are talking about I usually answer and point to what they means, repeatedly until it is correct. Sometimes I also understand what they are talking about from their own friends, there are some students who speak more fluently, they tell me what their friends are talking about. In order for them to understand what I am talking about, I usually repeat the same sentence several times and slowly, and I have to use gestures to emphasize what I want to convey to them”.

According to the results of the observation and interview above, it can be known that the teacher's efforts to communicate with students are by repeating sentences slowly, using gestures, and asking other students.

**b. The efforts of the teacher to controll the behavior of students during learning process**

Teachers play a big role in maintaining the conduciveness of the teaching and learning process. But sometimes despite their efforts, some things can still disrupt the learning process. This is what the English teacher of SLBN 1 Mataram experienced, during the observation the researchers saw that some students were not focused on learning and repeatedly had to be handled by the teacher by calming them, giving their special attention and calling their name one by one so that they could stay focused again.

The results of the interview with the 10th grade English teacher at SLBN 1 Mataram, the teacher stated that “if there are the students who are not in the mood and rebels when learning, I only calm them down and give special attention. If those who like to lose focus, I must visited them one by one, called their names, calmed down one by one, persuaded, and coached individually”

From the description above, it can be interpreted that the teacher's efforts to control students' habits during the learning process are by calming them down, giving special attention to them, calling their names one by one, persuading them to do something, and guiding them individually.

**c. The efforts of the teacher to explain the material**

In the learning process in the 10th mental retardation students class, the researchers saw that the teacher used several methods when teaching. The teacher lowered the level of the material, The teacher made a line with points to become a word and the students will thicken it, teachers also use learning media such as animated English videos and make interesting student worksheets. So that when explaining the material students could understand

Based on the results of interviews with 10th grade English teachers at SLBN 1 Mataram, the teacher stated that “for explaining the material I usually look for interesting material and lower the level of difficulty so that students can understand easily, and so that students can't get bored. I usually use media such as cartoon videos, flash cards, and I also make my own LKS (Student Worksheet) instead of using the material the book. It's because students are difficult to do the exercise and read the material book, I have to flexible, the important thing is that students understand the material. This school apply more hands-on learning. For mental retardation students, we are more focusing them on self-build so that they can be an independent human, for example I tell them to make their own tea, while practice I also explain that teh is tea in English. Now at school they can greet using English, so when they meet me they say *"hello madam"*. Students can more understand and don't get bored easily when practicing”

Based on the review of the research results above, it can be concluded that the teacher's efforts in explaining the material so that students understand are by reducing the level of difficulty of the material being taught, using varied learning media, and implementing learning that prioritizes direct practice.

**B. DISCUSSION**

Conforming to the findings above the researchers found three problems faced by the teacher when teaching students with special need, they are; 1) difficulty to communicate with students, 2) difficulty to control students' behavior during learning process, 3) difficulty to explain the material. Those findings are supported by the statements of Choiri & Yusuf, (2009) who stated that teachers experience a lot of difficulties when teaching mental retardation students, this creates quite a complicated problem for the teacher. The problems faced by teachers when teaching mental retardation students are: a) The student's condition. They have a low level of intelligence, they find it difficult to concentrate, have difficulty thinking abstractly, have a weak memory, and find it difficult to understand the material being taught, b) Less teaching time. Because students find it difficult to catch lessons, teachers need more time to teach, especially in terms of memorization, c) Communication problems. The teacher must convey the material with selected words, so that it is easier for students to understand. Not only that, similar statement was also stated by Fadillatul. H &

Ahmad Sopandi, (2019) who stated that mental retardation students have an IQ below the average compared to normal students in general.

Beside of the problems faced by the english teacher, the findings were also explained about some ways of the teacher to solve the problems. The first is the efforts of the teacher to communicate well with students. To overcome this problem the teacher tried to repeating words clearly and slowly. This is in line with what Crain, (2007) said that the communication that is built with them should highlight our efforts to understand their unique experiences. The second is the efforts of teacher to control the behavior of students who are often unfocused during the teaching and learning process. Hikmah, (2018) claimed that a friendly environment can help students with disabilities feel comfortable in the classroom. Not only that (Evertson & Edmund T. Emmer, 2011) also argued that teachers can encourage students to be enthusiastic about learning by means of positive interactions between teachers and students. To control the students who were often unfocused during learning process, the teacher calmed and paid attention to students who are not in the mood and rebel by approach them, the teacher would call their names in many times, persuaded them, calmed and coached them individually. The next effort is the efforts to convey the subject matter so that it is easy for students to understand, the first one is teachers look for interesting material and lower the level of difficulty. Furthermore, the teacher used media to attract students' attention and so that students are not easily bored. And not only that the teachers also prefer a practical learning style by; Showing concrete objects such as showing pictures and objects directly. This is in line with what Suparti said that Media is needed to develop students' mental retardation abilities. Waqiatul Jannah, (2020) also stated that media is one of the tools used by teachers to facilitate the delivery of material and guide the process of student social interaction.

Then all of the findings and statements above was also supported by the statements from Larrivee in Smith (2009: 124) who said that there are several things that teachers must consider as references and solutions in teaching children with special needs, in this case especially mental retardation students. They are classroom management, providing feedback, learning modification, creating a conducive learning. In this research, the researcher found there are some efforts of the teacher to overcome her problems in teaching English for students with special needs.

## **CONCLUSION**

Based on research findings and discussion, it can be concluded that here are three problems in teaching students with special need they are difficulties to communicate with students, difficulties to control students' behavior during learning process, and difficulties to explain the material.

More importantly, the teacher has some efforts to solved the problems faced when teaching students with special need. The efforts are repeating words clearly and slowly then using a little gesture, calming and paying attention to students, looking for interesting material and lowering the level, using media while teaching, and preferring the practical learning.



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