CHAPTER I
INTRODUCTION

A. Background of The Research

The education can improve the quality of human resources to be able to potential resources in Indonesia. Education is a powerful instrument of social change, and often initiates upward movement in the social structure. Institutions of education such as formal education, informal education and non-formal education were the place for transferring knowledge and culture for every citizen in Indonesia.

Each child is special and each of them has their own needs. Therefore the better education services are provided for them, they will be able to have a better life. This also applies for the children with special needs, such as the handicapped, the gifted and talented, children with learning disabilities etc.

Everyone has the right to have education, this statement is in line with the spirit of 1945 Constitution, section 31, verse 1 that every citizen have right to obtain education. Education is a basic human right, like all human right. It is universal and inalienable, regardless of gender, religion, ethnicity or economic status, is entitled to it. It can be concluded that every children with special need including those with intellectual disability need full guarantee to gain good quality of education.

As it stated in Indonesian Regulation number 23 year 2002 section 9 about children protection, it can be concluded that every child has right to get education and teaching in order to develop their level of intelligence appropriately in accordance with their propensity and proclivity. Besides disabled children also have the right to get special education, while children who have special qualities also have the right to get special education.

In addition, it also stated in Government Regulation of Law No. 20 of 2003 in section 3 about national education system on special education that the national education functions to develop skills and form the character and civilization of the nation's dignity in the context of the intellectual life of the nation, aimed at developing the potential of learners in order to become a man who is faithful and devoted to God Almighty, glorious characteristically, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible.

Nowadays, it is common to find students with special needs going to a school (special school), since students with special needs have the right to go to school as the same as normal students. Special education is provided at the
primary and secondary education level and it part of the national education system in Indonesia. There are three types of special schools, namely (1) Sekolah Dasar Luar Biasa (SDLB = Special Primary School), (2) Sekolah Luar Biasa (SLB = Special School consists of kindergarten, primary school, junior high school and senior high school), and (3) integrated school. The integrated school is where the students with special needs are learning together with the normal students.

At the SLB has different levels of schools are located in one school, namely Kindergarten (TKLB) at least 1—2 years studying time, Primary school (SDLB) at least 6 years studying time, Junior high school (SMPLB) at least 3 years studying time and Senior high school (SMALB) at least 3 years studying time. In addition in Indonesia, the special schools are categorized as:

1. SLB-A is a special school for visual impairment
2. SLB-B is a special school for hearing impairment
3. SLB-C is a special school for mild intellectual disability
4. SLB-C1 is a special school for moderate intellectual disability
5. SLB-D is a special school for physical impairment
6. SLB-E is a special school for emotional disturbed and social mal-adjusted
7. SLB-G is a special school for multiple handicapped

Overall, attending school is essential for students with intellectual disability to learn not only academic skills but also self-discipline, social and practical skills for community living. Though they have more difficulty learning, experience and several researches have shown that by applying the right educational techniques, many are capable of acquiring the basic skill of reading, writing and speaking.

In addition, Wahab (2005, p. 64) states that schooling system for intellectual disabilities is just designed and addressed to the mildly intellectual disabilities and the moderately intellectual disabilities. This system was created especially for serving them more effectively and efficiently, because the schools can use the common personnel and facilities. To improve the quality of education for the intellectual disabilities, in 1980’s the Directorate of Special Education built some model special schools for all kind of disabilities, including for the intellectual disabilities whether at the national or provincial levels.

According to Agheana and Folostina (2015, p. 2370) described the students with intellectual disabilities based on the Pieget theory, intellectual
disability can be defined by unfinished operative building. During ontogenesis, the student with intellectual disabilities is only capable to execute concrete operations, as opposed to normal one, which, at the age of 14—15 years old, already has a formal operative structure. The development of the person with profound mental disability does not exceed the maximum sensor-motor intelligence, in other words, that level at which the child is normally developed during the first two to three years of life.

English is one of compulsory subjects which are taught in junior high school, senior high school, and in all departments of university even in school for students with special needs (SLB), but not all special education or (SLB) include English as compulsory subject. Hence, the Indonesian government always makes effort to improve the quality of society especially adult generation through many ways: capability in English, in order to be able to confront the competition in globalization era.

Knowing the importance of education for each human being especially children and the need of mastering English to face the global era, the government finds it necessary to teach English to people with intellectual disability as well. The government regulation No. 19 Year 2005 about National Education Standard section 6 verse 1c stated that English should become one of the subjects for students with intellectual disability.

The English teacher should be able to apply various techniques in presenting the material to students with intellectual disabilities, in order to make these students interested in English and to master the material. However, teaching English is not as simple as getting students to stand up or sit down, the teacher should struggle to make students motivated and fun in studying English. Even though it will take more time and effort since English is not their first or second language. Moreover, teaching English to students with intellectual disabilities will take extra efforts because the weakness of students with intellectual disabilities is thinking or reasoning; they have low ability in learning and social adapting.

Moreover, Deri Nurcahyo (2013, p.7) states that many people argue that teaching the students with intellectual disabilities is very difficult because the differences of disability that each students has. So, the teacher should teach the students with intellectual disabilities in appropriate ways, especially when teaching English. The teachers should understand the students` disabilities, give great attention toward the students` characteristic in the learning process, and be able to deal with the students` who are mentally and physically different.
In relevance with this study, there is one research that has already been conducted. There was a quasi experimental study about *The Effect of Affection on English Language and Literature Studies* conducted by Amir Mohammadian and Shima Mohammadian. This research aimed to evaluate the effect of teaching with affection on English learning of students with intellectual disabilities. The participants in this research are 18 males and females with mild intellectual disabilities between 6 to 14 years old.

In this research, these researchers used the standard test of language development (TOLD) for assessing their native language development. The result of the test showed that all of them were mildly disabled and their native language development was same, then they were randomly divided in two groups. After the pre-test and checking the homogeneity of the control and the experimental groups, there was a treatment. The treatment comprised in teaching a list of 13 English imperative forms. The words in the target sentences were chosen based on the TPR method of language teaching, however only the experimental group were exposed to affection. After analyzing the data it was proved that giving affection to intellectually disabled students of English language in the age of Childhood (up to 14 years) triples the outcome of the instruction. This indicates not only the feasibility of learning a foreign language to them, but also the importance of teacher’s positive behavior during the instruction.

Teaching English as a foreign language to intellectually disabled students are much more complicated than normal EFL students, and it requires specific techniques and methods. Giving affection by the teacher is assumed to be an effective way to overcome limitations caused by intellectual disability. Learning a foreign language like English can give an essence of being a part of the mainstream for students with intellectual disability. It reduces the feeling of being regarded as different by others, by teaching the skills required to perform independently in the community, the differences between students with intellectual disabilities and their peers would be minimized.

According to Mohammadian and Dolatabadi (2016, p. 95) there are many positive reports on successful foreign language learning by students with intellectual disabilities despite their difficulties in first language acquisition. They cited from the research that reports cases with Down syndrome who had deaf parents, and they could develop certain level of both English and sign language. He also states that students with intellectual disabilities who were raised with bilingual parents can develop a certain
degree of bilingualism. With observing many disabled children who were able to speak and comprehend more than one language, he concluded that learning foreign language seems to be within the capacity of children with intellectual disabilities.

Therefore, Mohammadian and Dolatabadi (2016, p. 96) also describe a research that a child’s foreign language communicative ability, even if a child is mildly mentally disabled, can be provoked by using a professional approach to teaching and learning. The research data conducted in this research suggested that these children are capable of achieving certain foreign language skills. But it is teachers’ foreign language competence and their pedagogical approach which both play a decisive role in the process of foreign language acquisition.

SMPLB Negeri 01 Lebak Bulus implemented the curriculum of K13 for English subject. In this new curriculum there are four competences; spiritual attitude competence, social attitude, knowledge and skills. These competences can be achieved through intra-curricular, co-curricular and/or extracurricular. Curriculum of K13 has two competences for students with intellectual disabilities; they are main competence and basic competence. Main competence demands the students to understanding and applying knowledge depends on their curiosity about science, technology, art, culture related to phenomenology. Meanwhile, basic competence demands these students to process, present and analyze in concrete way (using, describing, combining, modifying and making) and in abstract way (writing, reading, counting, drawing, and arranging) depends on what the students studied in the school and other same sources from theoretical perspective.

However, the real condition in this school shows there are several problems related to implement the curriculum of K13 for English subject. First, this is the new curriculum for English subject in this school because the previous academic years this school still used KTSP for English subject therefore the English teacher does not design English syllabus and English lesson plan yet. Second, the English teacher does not have English course book from the government. Furthermore, the other problem that the researcher found in this school is in the classroom there two classifications of students with intellectual disabilities; moderate and mild intellectual disability which means teacher should teach these students with different condition.

Although many studies have been done in order to examine the learning ability of students with intellectual disabilities in general, and how well they
could learn their mother tongue, not much have been done to investigate the effective ways of teaching them a foreign language especially English language.

From the background research above, the writer as a researcher is interested in making a study entitled “Teaching English as a Foreign Language for Students with Intellectual Disabilities (A Descriptive Study at the Eighth Grade of SMPLB Negeri 01 Lebak Bulus)”.

B. Focus of The Research

Based on the background of the research above, the writer focused on describing students with intellectual disabilities dealing with English learning activities in the classroom. Therefore, the writer described the teacher developing the syllabus, delivering the materials and conducting the evaluation of English for students with intellectual disabilities at SMPLB Negeri 01 Lebak Bulus.

C. Research Question

Based on the focus of the research above, the research questions will be:
1. How did the teacher develop the English syllabus for students with intellectual disabilities?
2. How did the teacher deliver the English materials for students with intellectual disabilities?
3. How did students with intellectual disabilities deal with English learning activities?
4. How did the teacher evaluate the teaching and learning English for students with intellectual disabilities?

D. The Objective of Research

The research aimed to describe students with intellectual disabilities dealing with English learning activities in the classroom. Furthermore, this research is aimed on how the teacher develops the syllabus, delivers the materials and conducts the evaluation of English for students with intellectual disabilities at SMPLB Negeri 01 Lebak Bulus.

E. The Significance of The Research

This research generally purposed to raise the understanding from public around how students with intellectual disabilities learn English as a foreign language. The most significance hoped to be conveyed from this research are:
1. Theoretically
   This research is expected to contribute an additional knowledge and information to the picture of how students with intellectual disabilities deal with learning English as a foreign language. Therefore, it has become our responsibility as part education performer to provide them a good quality of education.

2. Practically
   The result of the research is hoped to be useful not only for the researcher to fulfill the requirement of master’s degree but also for these stakeholders as below:
   a) For school
      The result of this research is hoped be useful for the school the way of treating students with intellectual disabilities in learning EFL by implicating an appropriate English syllabus, providing quality English teacher, implementing a conductive activity, its testing and evaluation properly.
   b) For teachers
      This research is expected to develop teachers` teaching approach includes develop the syllabus in its implementing based on students` need, selecting and providing proper materials, and also creating meaningful strategies to treat those students with intellectual disabilities. This research is also purposed to give additional knowledge for other English teachers about the symptom of students with intellectual disabilities involves the difficulties they use to face during learning English.
   c) For other researchers
      This research is hoped giving the beneficial description to any further researcher which wants to study the same case, so this research becomes helpful information and useful reference for the next studies.
CHAPTER II
LITERATURE REVIEW

A. Students with Special Needs

Students with special needs are kinds of students who cannot study in regular class, with use standard method as stated by Wolkolf and McCune (2004, p. 598). In this explanation, students with special needs defined as students who need special class, special teaching technique, special materials and special facilities. According to Ayers (2006, p. 45), students in this category display limited cognitive ability and below-average competence in academic linguistic and social functioning. They may also have difficulty in focusing to learn, having trouble concentrating, and getting easily distracted.

According to Churcill, Mulholand, and Capello (2008, p. 4) defined students with special needs as students with difficulties who need instructional accommodation, curricular adaptations, and/or related services to be successful in school and prepared for either further education or the work force. They emphasized that students with special needs are the students who have disabilities and also require special education services because of their disabilities.

In the educational context, students with special needs or disabled students are called as exceptional students. The term of exceptional students refers to those who have special condition on their physical, mental, intellectual, and/or social development. As Minati (2013, p. 45) elaborates that the term special needs deals with different aspects: cognitive and learning disabilities; social, emotional and behavioral qualities; communication and interaction; sensory, physical and medical conditions.

Some students are easily identified as candidates for special needs from their medical history. In order to understand who students with special educational needs are, Padurean (2014, p. 310) mentions the most frequent disorders they face:

1. Attention deficit: they cannot focus on the lesson
2. Movement deficit: they cannot coordinate their movement
3. Difficulties in processing visual and acoustic information: many students have difficulty in recognizing the sounds of a language but recognize easily letters and written words
4. Difficulty in developing cognitive learning strategies: certain students are incapable of organizing their activity and developing their own learning style
5. Oral communication disorder: they are the result of poor linguistic abilities, speaking disorders and under developed vocabulary
6. Reading difficulties: they have difficulty in recognizing, decoding and understanding the read words
7. Writing difficulties: they cannot complete tasks which involve writing
8. Mathematical difficulties: they have poor mathematics skills, they lack notions of space and time which are used in this subject.

Moreover, Albans and Smith (2006, p. 1) elaborate the students with special needs through these classifications, they are:
1. Students with sensory or physical disabilities
2. Students with intellectual disabilities
3. Students with emotional and/or behavioral disorders
4. Students with communication and/or language disorders
5. Students experiencing difficulties in learning.

Thus, to conclude the term of students with special needs such as the students might have problems or special talent in thinking, seeing, hearing, speaking, socializing, or moving. Therefore, the students with special needs require special education to reach their full potential.

Like normal students, students with special educational needs have the right to learn and succeed like normal students. As Sunardi, Yusuf, Priyono and Yeager (2011, p. 2) state that the education for students with special needs has been in existence in Indonesia since before the country received its independence. Pioneer Ch. A. Westhoff opened a sheltered workshop for the visual impairment in Bandung in 1901. Also in Bandung 1927, a school for the intellectual disability was opened by Vereniging Bijzonder Onderwijs, promoted by Folker, so that the school became known as the Folker School. The first school for the hearing impairment was initiated in Bandung in 1930 by C. M. Roelfsema. After Indonesia’s independence, a few special schools were established in other regions, mostly managed by private foundations, consisting of special school types for the visual impairment, the hearing impairment, the intellectual disability, the physical impairment, and the emotionally disturbed.

Special education means specially designed instruction that meets the unusual needs of an exceptional student and which might require special materials, teaching techniques, or equipment and/or facilities. Students with visual impairments might require reading materials in large print or Braille; students with hearing impairment might require hearing aids and/or instruction in sign language; those with physical disabilities might need
special equipment; those with emotional or behavioral disorder might need smaller and more highly structured classes; and students with special gifts or talents might require access to working professionals.

Historically, special education research has focused on placement, service-delivery options, and providing support for general education teachers so that they can academically support the students with special needs in the inclusive environment (Mastropieri & Scruggs, 2010).

Moreover, Canges (2010, p. 15) stated that over the last 30 years, educating students with special needs in the general education classroom environment has received considerable attention. The movement toward a more inclusive education for students with special needs gained legislative recognition in the United States with the passing of Public Law 94—142, The Education for All Handicapped Children’s Act, in 1975. Although the goals of inclusion include both academic and social objectives, research has revealed that for it to be considered truly successful, the inclusive environment must support the development of authentic relationship between students with and without special needs.

Wight (2015, p. 40) elaborated that people often see students with special needs through a black-and-white lens; either they are special education and limited, or they are regular education and competent. The reality of the situation is of course far more complex. Those with special education need are, under IDEA (Individuals with Disabilities Education Act), guaranteed the right to an appropriate education, which must include foreign language study.

As mention above, there is the legislation known as IDEA ensures that all children and youth with disabilities have the right to a free, appropriate public education. In addition, Hallahan, Kauffman and Pullen (2009, p. 28) stated that there are another legislations have also played a major role in special education, such as ADA and NCLB. ADA or Americans with Disabilities Act is the landmark federal law, enacted in 1999. ADA ensures the right of the individuals who have disabilities to nondiscriminatory treatment in other aspects of their lives; it provides protections of civil rights in the specific areas of employment, transportation, public accommodations, state and local government and telecommunications.

In the early twenty-first century, under the administration of President George W. Bush the federal No Child Left Behind Act or NCLB became a major factor in the focus of public schooling, including special education.
NCLB was an attempt to improve the academic performance of all students, including those with disabilities (Yell & Drasgow, 2005).

Then, special education means specially designed instruction that meets the unusual needs of students with special needs. It may include special materials, teaching techniques, or equipment and/or facilities.

B. Students with Intellectual Disabilities

Disability can be defined as an illness, injury or condition that makes it difficult for someone to do the things that other people do. JICA (Japan International Cooperation Agency) (2002, pp. 8—9) elaborated two definitions defining disabilities in Indonesia: medical definition and legal definition. Medical definition defined by Guidance for Checkups and Functional Ability of People with Disabilities and Legal definition defined based on Indonesian Regulation Number 4 Year 1997 Section 1 about people who have disabilities.

Medical definition classified as:

1. Physically disabled
   People who are stated to suffer from motor impairment of the body parts; consisting of bone, muscle, and joints in term of structure and or function, so that he or she is not able to perform normal activities.

2. Visually disabled
   People who cannot count object visually within a distance of 1 meter. According to WHO (World Health Organization), a visually disabled person is defined as a person who even after maximum correction, cannot count finger 3 meters away.

3. Hearing impaired
   People who are stated to have or disturbed hearing and speaking functions so that he or she cannot communicate properly.

4. Intellectually disabled
   People who suffer from deviation or defect in mental growth and development which occurs in the womb or during childhood; and whose intellectual disability is caused by biological, organic, or functional factors.

5. Psychiatrically disabled
   People who are suffering from psychiatric defect due to biological, organic or functional factors that cause change to mind frame, mood, or actions.
6. Overlapping

People who are suffer from serious physical defect, mental disabilities, or emotional deviation, to the extent that she or he requires intensive care and comprehensive treatment.

Furthermore, legal definition defined disability as any person who has a physical or intellectual disability that can disrupt their livelihoods and/or constraint him or her from performing normal activities, they are:

1. Physically disabled
2. Intellectually disabled
3. Physically and intellectually disabled

The intellectually disabled according to the explanation in Indonesian Regulation Number 4 Year 1997 Section 1 are those who are intellectually and behavior impaired by nature and/or from effects of disease.

Sunardi, Yusuf, Priyono and Yeager (2011, p. 2) also explain that a child with disability is seen as one who has learning difficulties due to environmental disadvantages. The definition of disabled includes gifted and talented students, those with linguistic differences, and those in poverty, and expends from physical and intellectual disabilities to social and emotional disabilities.

The term Intellectual Disability (ID) is increasingly being used instead of mental retardation. Maulik and Harbour (2010, p. 2) elaborated about several terms that used for Intellectual Disability. ID is known by different names in different countries. According to data collected from 147 countries, some common terminology is: mental retardation (most common term in 76% of the countries), intellectual disability (57%), mental handicap/disability (40%). Other terms like learning/developmental disability and mental deficiency/sub normality are also used. However, the term Mental Retardation is no longer used because of its negative connotation.

Many terms and definition are used to refer to intellectual disabilities, such as mental retardation, mental handicap, intellectual disabilities, and learning disabilities. Nevertheless, all these definitions have three criteria in common: significant limitations in intellectual functioning, significant limitations in adaptive behavior, and manifestation of these symptoms before adulthood.

In January 2007, the major professional organization for people with significant cognitive or intellectual disabilities-the American Association on Mental Retardation (AAMR)-changed its name to the American Association on Intellectual and Development Disabilities (AAIDD). To understand the
reasons for this change, Hallahan, Kauffman and Pullen (2009, p. 146) explained that people with sub-average intellectual disabilities have been subject of ridicule and scorn. Whatever name that has been applied to them by professionals has ended up being used pejoratively by the public. The growing negatively associated with the term *mentally retarded*, coupled with other factors, such as the nearly worldwide acceptance the term *disability* to describe a variety of limitations, created the climate for the name change to AAID. *Intellectual* disability connotes limitations in thinking. *Developmental* disability connotes that the limitations interfere with normal development of functions. In practice, most professionals simply use the shorter term *intellectual disability*.

1. **The Nature of Students with Intellectual Disabilities**

According to the tenth revision of the WHO (World Health Organization): Intellectual disability (ID) is a disorder defined by the presence of incomplete or arrested mental development, principally characterized by the deterioration of concrete functions at each stage of development and that contribute to the overall level of intelligence, such as cognitive, language, motor and socialization functions; in this anomaly, adaptation to the environment is always affected. For intellectual disability, scores for intellectual development levels must be determined based on all of the available information, including clinical signs, adaptive behavior in the cultural medium of the individual and psychometric findings.

On the other hand, the current definition of intellectual disability according to the American Association on Intellectual and Developmental Disabilities (AAIDD) (2002, p. 1) is a disability characterized by significant limitation both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills.

AAIDD (2002, p. 1) also states that the following five assumptions are essential to the application of the definition:

a. Limitations in present functioning must be considered within the context of community environments typical of the individual’s age peers and culture.

b. Valid assessment considers cultural and linguistic diversity as well as difference in communication, sensory, motor, and behavioral factors.

c. Within and individuals, limitations often coexist with strengths.

d. An important purpose of describing limitations is to develop a profile of needed supports.
e. With appropriate personalized supports over a sustained period, the life functioning of the person with mental retardation (intellectual disability) generally will improve.

The AAIDD definition above emphasized two important points: intellectual disability involves problems in adaptive behavior not just intellectual functioning, and the intellectual functioning and adaptive behavior of a person with intellectual disabilities can be improved.

Agheana and Folostina (2015, p. 2369) defined intellectual disability a disorder with onset during the developmental period that includes both intellectual and adaptive functioning deficits in conceptual, social, and practical domains that result in failure to meet developmental and socio-cultural standards for personal independence and social responsibility.

Maulik and Harbour (2010, p. 2) also stated that intellectual disability is a condition of arrested or incomplete development of the mind. Intellectual disability is especially characterized by impairment of skills manifested during the developmental period, which contribute to the overall level of intelligence, i.e. cognitive, language, motor, and social abilities.

Weis (2014, p. 91) emphasizes that it is important to keep in mind that intellectual disability is characterized by low intellectual functioning and problems in adaptive behavior. Many people believe that intellectual disability is determined solely by IQ; however, deficits in adaptive functioning are equally necessary for the diagnosis. Adaptive functioning can be assessed by interviewing caregivers about students’ behavior and comparing their reports to the behavior of typically developing students of the same age and culture group. A student with an IQ of 65 but with no problems in adaptive functioning would not be diagnosed with intellectual disability.

Weis (2014, p. 91) elaborates that adaptive functioning also can measured in three broad domains:

a. Conceptual skills: understanding language, speaking, reading, writing, counting, telling time, solving math problems, the ability to learn and remember information and skills

b. Social skills: interpersonal skills (e.g., making eye contact when addressing others), following rules (e.g., turn-taking during games), social problem-solving (e.g., avoiding arguments), understanding others (e.g., empathy), making and keeping friends

c. Practical skills: activities of daily living including personal care (e.g., getting dressed, grooming), safety (e.g., looking both ways before
crossing street), home activities (e.g., using the telephone), school/work skills (e.g., showing up on time), recreational activities (e.g., clubs, hobbies), and using money (e.g., paying for items at a store)

Furthermore, Hallahan, Kauffman and Pullen (2009, p. 147) defined adaptive behavior as social and practical intelligence that people have learned so that they can function in their everyday lives; along with intellectual functioning, are considered in making a determination of intellectual disability. Adaptive behavior consists of social intelligence and practical intelligence. Social intelligence refers to ability to understand and interpret people and social interaction and practical intelligence refers to ability to solve everyday problems.

In summary, intellectual disability is a term used when a person has certain limitations in cognitive functioning and adaptive functioning such as communicating, taking care of him or herself, and social skills. These limitations will cause a child to learn and develop more slowly than a typical child.

Students with intellectual disabilities have the same basic human right and fundamental freedoms as other students, including the rights to grow up in a family environment. But the enhanced education and care needs of students can challenge the family`s capacity to fulfill their functions and the ability to cope with exhaustion and isolation. Parents of students with intellectual disabilities generally reported needing more relevant information, psychology, support, and respite care service.

2. Identification of Students with Intellectual Disabilities

For most people picture the students with intellectual disabilities as the students with very low intelligence, walk in an awkward manner, not interact much with other students, speak using simple sentences, or the students might be unable to speak at all. Although the image of intellectual disability, generated from these descriptions, might be accurate, it is probably not complete.

However, according to both the DSM (Diagnostic and Statistical manual of Mental disorder) and ICD (International Classification of Disease), three basic criteria should be met for a diagnosis of intellectual disability:

a. Deficits in general mental abilities such as reasoning, problem-solving, planning, abstract thinking, judgment, academic learning and learning from experience with an IQ two or more standard deviations below the population mean for a person`s age and cultural group (IQ below 70).
b. These deficits significantly impair functioning by limiting participation and performance in one or more aspects of daily living, such as communication, social participation, functioning at school or at work, or personal independence at home or in community settings. These limitations result in the need for ongoing support at school, work, or independent life.

c. Onset during the developmental period.

As explanation above, the students with intellectual disabilities are usually brought to professional attention because of their behavior rather than their low intelligence.

There is misconception about students with intellectual disabilities; most of people assume that intellectual disability defined by how a person scores on an IQ test. In fact, the most commonly used definition specifies that an individual must meet two criteria in order to be considered intellectually disabled: low intellectual functioning and low adaptive skills. As Hallahan, Kauffman and Pullen (2009, p. 156) clearly classified that there are two major areas are assessed to determine whether a person is intellectually disabled:

a. Intelligence test

There are many types of IQ tests; one of the most commonly used IQ tests for children is the WISC-IV. As explained by Taylor (2009, p. 161) WISC-IV stands for Wechsler Intelligence Scale for Children-IV is one of three scales developed by Wechsler. The others are the Wechsler Preschool and Primary Scale of Intelligence-III (used for children 2.5 to 7 years old) and the Wechsler Adult Intelligence Scale-III. There also is a screening test called the Wechsler Abbreviated Scale of Intelligence. The WISC-IV is the most widely used intelligence test in the schools, covering the age range of 6 through 16 years. The WISC-IV consists of a full-scale IQ, as well as four composite scores: verbal comprehension, perceptual reasoning, working memory and processing speed. Compared to many psychological tests, IQ test such as the WISC-IV are among the valid: the instrument measures what it is supposed to measure. However, there are at least for reasons for caution:

1) An individual’s IQ can change from one testing to another, and although not common, sometimes the change can be dramatic.

2) All IQ tests are culturally biased to a certain extent. Largely because of differences in language and experience, people from minority groups are sometimes at a disadvantage in taking such tests.
3) The younger the child, the less validity the test has. Infant intelligence tests are particularly questionable.

4) IQ tests are not the absolute determinant when it comes to assessing a person’s ability to function in society. A superior IQ does not guarantee a successful and happy life, nor does a low IQ doom a person to a miserable existence. Other variables are also important determinants of a person’s coping skills in society. That is why, for example, professionals also assess adaptive behavior.

b. Adaptive behavior

The basic format of instruments used to measure adaptive behavior requires that a parent, teacher, or other professional answer questions related to the person’s ability to perform adaptive skills. Most measures of adaptive behavior are standardized and do not lend themselves well to progress monitoring. However, adaptive behavior assessment should be integrated with interventions such that services are provided in a data-based decision framework. Interviews, observations, and self-report techniques can be helpful in monitoring students’ progress in adaptive skills.

Most people assumed that students with intellectual disabilities tend have a low intelligence; however, based on explanation above to identify those who have intellectual disabilities can be assessed by their IQ functioning and adaptive behavior. It cannot decide that students with low IQ as students with intellectual disabilities, there is also consideration about their adaptive behavior; adaptive behavior here means communication, self-care, home living, social skills, community use, self-direction, health and safety, functional academics, leisure, and work.

3. **Classifications of Students with Intellectual Disabilities**

Mohammadian and Dolatabadi (2016, p. 94) explained that there are four types of intellectual disability, reflecting the degree of intellectual impairment; An IQ of 49 to 70 indicates mild retardation, An IQ of 35 to 49 indicates moderate retardation, An IQ of 20 to 34 indicates severe retardation, and an IQ below 20 indicates profound retardation.

Moreover, Ke and Liu (2012, p. 5) elaborated more about classification of intellectual disability, they are:

a. Profound

   IQ is usually below 20; profound intellectual disability accounts for 1% to 2% of all cases. These individuals cannot take care of themselves and
have no language. Their capacity to express emotions is limited and poorly understood. Seizures, physical disabilities, and reduced life expectancy are common.

b. Severe
IQ is usually between 20 and 34; severe intellectual disability accounts for 3% to 4% of all cases. Every aspect of their development in the early years is distinctively delayed; they have difficulty pronouncing words and have a very limited vocabulary. Through considerable practice and time, they may gain basic self-help skills but still need support at school, home and in the community.

c. Moderate
IQ is usually between 35 and 49, accounting for about 12% of all cases. They are slow in meeting intellectual developmental milestones; their ability to learn and think logically is impaired but is able to communicate and look after themselves with some support. With supervision, they can perform unskilled or semiskilled work.

d. Mild
IQ is usually between 50 and 69 and account for about 80% of all cases. Development during their early life is slower than in normal children and developmental milestones are delayed. However, they are able to communicate and learn basic skills. Their ability to use abstract concepts, analyze and synthesize are impaired but can achieve reading and computing skills to grade three to six level. They can perform housework, look after themselves and do unskilled or semiskilled work. They usually require some support.

Most school systems classify students with intellectual disabilities according to the severity of their condition. In addition, Hallahan, Kauffman and Pullen (2009, p. 149) stated that most school systems use the American Psychological Association`s classification to classify intellectual disabilities. They are:

a. Mild intellectual disability
A classification used to specify an individuals whose IQ is approximately 50—70.

b. Moderate intellectual disability
A classification used to specify an individuals whose IQ is approximately 35—50.

c. Severe intellectual disability
A classification used to specify an individuals whose IQ is approximately 20—35.

d. Profound intellectual disability
   A classification used to specify an individuals whose IQ is below approximately 20.

4. Characteristics of Students with Intellectual Disabilities

In fact, the current researchers consider students with intellectual disabilities as students with disabilities. To be more familiar with these students it is better to know some of their characteristics, Salehi and Hallaji (2014, p. 2) described that students with intellectual disabilities often have difficulty to focus on learning tasks. Considering the characteristics of students with intellectual disabilities, some facts about them can be noticed, like: the poor working memory, slow learning rates, attention problems, difficulty generalizing what they have learned and lack of motivation. Studies show that students with intellectual disabilities have trouble retaining information in short-time memory, or working memory.

There are many characteristics of intellectual disability. For example, students with intellectual disabilities may have trouble speaking, find it hard to remember things, not understand how things work, have trouble understanding social rules, have trouble solving problems and/or have trouble thinking logically.

About 87% of students with intellectual disabilities will only be a little slower average in learning new information and skills. When they are children, their limitation may not be obvious. They may not even be diagnosed as having intellectual disability until they got to school. As they become adult, many people with intellectual disabilities can live independently. Other people may not even consider them as having an intellectual disability.

Most areas of problems for students with intellectual disabilities are attention, working memory, language, self-regulation, motivation and social development. Moreover, Hallahan, Kauffman and Pullen (2009, p. 157) defined more specifically that working memory refers to the ability to remember information while also performing other cognitive operation. Trying to remember an address while listening to instructions on how to get there is an example of working memory. Then, self-regulation refers generally to a person`s ability to regulate his or her own behavior (e.g., to
employ strategies to help in a problem-solving situation); an area of difficulty for students who are intellectually disabled.

Abbeduto, Keller-Bell, Richmond, & Murphy (2006, p. 171) stated that virtually all persons with intellectual disabilities have limitations in language comprehension and production. Students who are intellectually disabled also have difficulties with *meta-cognition*. Meta-cognition refers to a person’s awareness of what strategies are necessary to perform a task and ability to use self-regulation strategies.

Ke and Liu (2012, p. 6) classified several characteristics of students with intellectual disabilities, they are:

a. **Speech**
   Students with intellectual disabilities usually have delayed language development and difficulties speaking and expressing themselves. The degree of severity varies with the level of impairment of intellectual ability. Mild cases can achieve language skills that are only a little poorer than children in the normal range of development. Severe or profound cases cannot communicate at all or speak only a few words.

b. **Perception**
   Students with intellectual disabilities are slow in reacting and perceiving environmental stimuli. They have difficulties distinguishing small differences in the shape, size and color.

c. **Cognition**
   Capacity to analyze, reason, comprehends and calculates, and for abstract thinking is often impaired to a greater or lesser extent according to severity. Students with mild intellectual disabilities are capable of achieving reading and mathematics skills to approximately the level of a typical child aged 9 to 12. Students with severe or profound intellectual disabilities lack the capacity to read calculate or even understand what others say.

d. **Concentration and memory**
   Ability to concentrate is low and narrow. By and large, memory is poor and they are slow at remembering although there are exceptions (e.g., savants). They have difficulties recalling and their memories are often inaccurate.

e. **Emotion**
   Emotions are often naive and immature but may improve with age. Capacity for self-control is poor and impulsive and aggressive behavior is not uncommon. Some are timid, withdrawn and shy.
f. Movement and behavior
Students with intellectual disabilities often lack coordination, may be clumsy or show excessive movement. Meaningless or stereotyped movements (e.g., rocking, head-banging, teeth-biting, shouting, tearing clothes, pulling hair, playing with the genitals) are frequent in severe intellectual disability. Destructive, aggressive or violent behavior can also be observed. Self-injurious behavior (e.g. self-slapping or biting) may occur in moderate and severe intellectual disability.

g. Health problems associated with intellectual disability
Compared with normal students, students with intellectual disabilities are at a higher risk of having other health problems. The most prevalent health conditions are: epilepsy (22%), cerebral palsy (20%), anxiety disorders (17%), oppositional defiant disorder (12%), and autistic disorder (10%).

5. Factor causes of Students with Intellectual Disabilities
A common way of categorizing causes of intellectual disabilities is according to the time at which the cause occurs: prenatal (before birth), perinatal (at the time of birth) and postnatal (after birth). Hallahan, Kauffman and Pullen (2009, pp. 151—155) classified more detail the causes of intellectual disability into:

a. Prenatal causes
Prenatal causes divided into chromosomal disorders, inborn errors of metabolism, developmental disorders affecting brain formation and environmental influence.

1) Chromosomal disorder
A few of the most common of these genetic syndromes are:
a) Down syndrome: a condition resulting from an abnormality with the twenty-first pair of chromosomes; the most common abnormality is a triplet rather than a pair (the condition sometimes referred to as trisomy 21); characterized by intellectual disability and such physical sign as slanted-appearing eyes, hypotonia, a single palmar crease, shortness, and a tendency toward obesity.
b) Williams syndrome: a condition resulting from deletion of material in the seventh pair of chromosomes; often results in mild to moderate intellectual disabilities, heart defects, and elfin facial features; people affected often display surprising strengths in spoken language and
sociability while having severe deficits in spatial organization, reading, writing and math.
c) Fragile X syndrome: a condition in which the bottom of the X chromosome in the twenty-third pair of chromosome is pinched off; can result in a number of physical anomalies as well as intellectual disabilities; occurs more often in males than females; thought to be the most common hereditary cause of intellectual disability.
d) Prader-Willi syndrome: caused by inheriting from one`s father of lack of genetic material on the fifteenth pair of chromosomes; leading genetic cause of obesity; degree of intellectual disability varies, but the majority fall within the mildly intellectual disabled ranged.

2) Inborn errors of metabolism
Inborn errors of metabolism defined as deficiencies in enzymes used to metabolize basic substances in the body, such as amino acids, carbohydrates, vitamins, or trace elements; can sometimes result in intellectual disability; PKU is an example. PKU or Phenylketonuria is a metabolic genetic disorder caused by the inability of the body to convert phenylalanine to tyrosine; an accumulation of phenylalanine results in abnormal brain development.

3) Developmental disorders of brain formation
There are a number of conditions, some of which are hereditary and accompany genetic syndromes and some of which are caused by other conditions such as infections that can affect the structural development of the brain and cause intellectual disabilities. Two examples are Microcephalus and Hydrocephalus. Microcephalus is a condition causing development of a small, conical-shaped head; proper development of the brain is prevented, resulting in intellectual disabilities. Hydrocephalus is a condition characterized by enlargement of the head because of excessive pressure of the cerebrospinal fluid.

4) Environmental influence
There are a variety of environmental factors that can affect a woman who is pregnant and thereby affect the development of the fetus she is carrying. One example is maternal malnutrition. If the mother-to-be-does not maintain a healthy diet, fetal brain development might be compromised. We are also now much more aware of the harmful effects of a variety of substances, from obvious toxic agents, such as tobacco and alcohol. In particular, fetal alcohol spectrum disorders (FASD) include a range of disorders in children born to women who have
consumed excessive amounts of alcohol while pregnant. Children with fetal alcohol syndrome (FAS) are characterized by a variety of abnormal facial features and growth retardation, as well as intellectual disabilities. The hazards of radiation to an unborn fetus have been recognized for some time. For example, physicians are cautious not to expose pregnant women to X-ray unless absolutely necessary.

b. Perinatal causes
A variety of problems occurring while giving birth can result in brain injury and intellectual disabilities. For example, if the child is not positioned properly in the uterus, brain injury can result during delivery. One problem that sometimes occurs because of difficulty during delivery is *anoxia*. *Anoxia* is a deprivation of oxygen; can cause brain injury. Low birth-weight (LBW) can result in a variety of behavioral and medical problems, including intellectual disability. Low birth-weight defined as babies who are born weighing less than 5.5 pounds; usually premature. Infections such as *syphilis* and *herpes simplex* can be passed from mother to child during childbirth. These venereal diseases can potentially result in intellectual disability. *Syphilis* is a venereal disease that can cause mental sub-normality in a child, especially if it is contracted by the mother-to-be during the latter stages of fetal development. *Herpes simplex* is a viral disease that can caused cold stores or fever blister; if it affects the genitals and is contracted by the mother-to-be in the latter stages of fetal development.

c. Postnatal causes
Causes of intellectual disabilities occurring after birth divided into two very broad categories: those that are biological in nature and those that are psychosocial in nature.

1) Biological postnatal causes
Examples of biological postnatal causes are traumatic brain injury (TBI), *meningitis*, and *encephalitis*. Traumatic brain injury (TBI) refers to injury to the brain (not including conditions present at birth, with trauma, or degenerative diseases or conditions) resulting in total or partial disability or psychological maladjustment that affects educational performance; may affect cognition, language, memory, reasoning, abstract thinking, judgment, problem solving, sensory or perceptual and motor abilities, psychosocial behavior, physical functions, information processing, or speech. *Meningitis* is a bacterial or viral infection of the
linings of the brain or spinal cord. *Encephalitis* is an inflammation of the brain; can affect the child’s mental development adversely.

2) Psychosocial postnatal causes

Children who are raised in poor environmental circumstances are at risk for intellectual disabilities. It should be obvious that extreme cases of abuse, neglect, or under-stimulation can result in intellectual disabilities. However, most authorities believe that less severe environmental factors such as inadequate exposure to stimulating adult-child interactions, poor teaching, and lack of reading materials, also can result in intellectual disabilities, especially mild intellectual disability. Although environmental causes of mild intellectual disabilities are undeniable, heredity can also play a role. Most authorities now believe that heredity and environment interact to determine intelligence.

NICHEY (National Dissemination Center for Children with Disabilities) (2011, p. 1) stated that doctors have found many cause of intellectual disabilities. The most common are:

a. Genetic condition; sometimes an intellectual disability is caused by abnormal genes inherited from parents, errors when genes combine, or other reasons. Examples of genetic conditions are Down syndrome, fragile X syndrome, and phenylketonuria (PKU).

b. Problems during pregnancy; an intellectual disability can result when the baby does not develop inside the mother properly. For example, there may be a problem with the way the baby’s cells divide as it grows. A woman who drinks alcohol or gets an infection like rubella during pregnancy may also have a baby with intellectual disability.

c. Problems at birth; if a baby has problems during labor and birth, such as not getting enough oxygen, he or she may have an intellectual disability.

d. Health problems; disease like whooping cough, the measles, or meningitis can cause intellectual disabilities. They can also be caused by extreme malnutrition, not getting enough medical care, or by being exposed to poisons like lead or mercury.

Moreover, Katz and Lazcano (2008, p. 134) elaborated that there are several causal factors related with intellectual disability, they are:

a. Genetic Factors

The greatest number of cases is patients with Down syndrome, an anomaly that occurs in 15 of every 10,000 births and is due to chromosomes 21 trisomy or the translocation of chromosomes 21 and 15. Other much less frequent chromosomal abnormalities are those of the
fragile X chromosome syndrome, Prader-Willi syndrome, Rett syndrome, neurofibromatosis, tuberous sclerosis, Lesch-Nyhan syndrome, adrenoleukodystrophy and other very rarely occurring related conditions.

b. Hereditary Factors
Hereditary factors include phenylketonuria, galactosemy, Mowat-Wilson syndrome, Tay-Sachs disease, and glycogen deposit disease, among others. These illnesses can be easily diagnosed when intra-hospital births are involved, during which neonatal metabolic screening can be conducted; however, when the latter is not conducted a considerable risk is presented since such causal factors for mental delay are not identified.

c. Acquired Factors
During the prenatal period, possible pregnancy complications exist, such as toxemia and uncontrolled diabetes, intrauterine malnutrition, vaginal hemorrhages, placenta previa and umbilical cord prolapse. During the perinatal period, there are common birth complications: prolonged fetal suffering with neonatal anoxia, asphyxia related with suffocation, inadequate application of high forceps or a poorly applied Kristeller maneuver. During the postnatal period, complications are observed such as encephalopathy from hyperbilirubinemia (kernicterus), encephalic traumatism and infections (encephalitis and meningitis).

d. Environmental and Socio-cultural Factors
Epidemiological studies have consistently reported a notable link between poverty and intellectual disability. The available evidence suggests that this connection reflects two distinct processes. The first establishes that a relation exists between poverty and exposure to a wide range of environmental and psychosocial factors; the second indicates that families with members who suffer from intellectual disability have an increased risk of catastrophic expenses that considerably affect poverty levels. These factors are direct causes of the disproportionate increase in the incidence of intellectual disability in developing countries. Interactions have been reported between scarcity and poor prenatal, perinatal and postnatal health care, adolescent maternity, family instability, poor natal health care due to multiple and inadequate caregivers and health professionals, low level of stimulation and education, in addition to infant mistreatment.
6. **Educational Service for Students with Intellectual Disabilities**

Education is the single most important discipline involved in intervention for students with intellectual disability and their families. The achievement of good outcomes in an educational program is dependent on the interaction between the student and teacher. Educational programs must be relevant to the student`s need and address the student`s individual strengths and challenges. The students` developmental level and their requirements for support and goals for independence provide a basis for establishing an individualized family service plan (IFSP) or an individualized education program (IEP).

To make clear the understanding of IFSP, Hallahan, Kauffman and Pullen (2009, p. 37) described an individualized family service plan (IFSP) is used for infants and toddlers with disabilities which requires assessment and statement of goals, needed services, and plan for implementation. An IFSP also requires more requires more involvement of the family, coordination of services, and plans for making the transition to preschool.

Meanwhile, James (2008, p. 29) defined the individual education plan (IEP) as the living document that will record the services the child will receive at school to meet his or her special education need. It will list achievable outcomes and the services, adaptations, or modifications that will best enable the children to achieve their learning goals.

Batshaw, Roizen and Lotrecchiano (2013, p. 301) emphasized that it also need to remembered that student`s learning begin in a family context that later is shared with the educational system. Education for infant and toddlers (early intervention, birth to 3 years) usually takes place in the home. Although home, is also the primary educational setting for 3—4 years old, some of these children attend out-of-home center-based or preschool environments. At age 5, most children enter kindergarten for half- or full-day sessions and are introduced to a more formal learning environment. Formal special education services are provided in the school setting thereafter.

Moreover, Bano and Anjum (2013, p. 57) suggested that educational services have been successfully moved towards inclusive education where students with intellectual disabilities live and learn in a natural, real-world environment and encounter many people who are different from them, learn to notice and adjust to these differences. This ‘real-world’ preparation later serves to promote their ability to live and work comfortably within their communities. As each student has different goals, abilities, and needs, there is no single best setting for all students. Parents and educator should
realistically appraise the learning environments and resources available in
their communities and make a selection that best matches the student`s need
and circumstances.

Typically students with intellectual disabilities do best in learning
environments where visual aids are used as much as possible such as charts,
pictures, and graphs. These visual tools are also useful for helping students to
understand what behaviors are expected of them. Students with intellectual
disabilities require immediate feedback in order to make a connection
between their answers, behaviors, or questions and teacher`s responses. A
delay in providing this immediate feedback may disrupt the formation of a
connection between cause and effect in the student`s mind, and the learning
opportunity may be missed.

According to Hallahan, Kauffman and Pullen (2009, pp. 161—162) the
focus of educational programs varies according to the degree of the student`s
intellectual disability or how much support the student requires. For example,
the lesser the degree of intellectual disability, the more the teacher
emphasizes academic skills; the greater the degree of intellectual disability,
the more stress there is on self-help, community living, and vocational skills.
In practice, however, all students who are intellectually disabled, no matter
the severity level, need some instruction in academic, self-help, community
living, and vocational skills.

Educational programming for students with intellectual disabilities,
especially those with more severe intellectual disabilities, often includes the
following three features: systematic instruction, instruction in real-life
settings with real materials, and functional behavioral assessment and
positive behavioral intervention and support (Hallahan, Kauffman and Pullen,
2009, p. 163):

a. Systematic Instruction

Effective teaching of students with intellectual disabilities involves
systematic instruction: the use of instructional prompts, consequences for
performance, and strategic for the transfer of stimulus control.

b. Instruction in Real-Life Settings with Real Materials

Instruction can take place in the classroom, under simulated conditions,
or in real-life settings. It is generally better to teach daily living skills to
students with intellectual disabilities in the actual settings where they
will be using these skills. Likewise, it is preferable to use real cans of
food and real money in teaching students to read product labels and to
make change.
c. Functional Behavioral Assessment and Positive Behavioral Intervention and Support

Authorities recommend that teachers use a combination of Functional Behavioral Assessment (FBA) and Positive Behavioral Intervention and Support (PBIS) to reduce or eliminate these behaviors. FBA is the evaluation that consists of finding out the consequences (what purpose the behavior serves), antecedents (what triggers the behavior), and setting events (contextual factors) that maintain inappropriate behavior. Then, PBIS is the systematic use of the science of behavior to find ways of supporting desirable behavior rather than punishing undesirable behavior; positive reinforcement (rewarding) procedures that are intended to support a student’s appropriate or desirable behavior.

Furthermore, in Indonesia schooling system for intellectual disabilities is just designed and addressed to the mildly intellectual disabilities and the moderately intellectual disabilities. It is aware that students with intellectual disabilities have some potential and limitations related to the work life. As explained by Wahab (2005, p. 65) that the ideal aim of education for students with intellectual disabilities in Indonesia is how to make them be economically independent. To be economically independent means that the students with intellectual disabilities take some works which can earn money for fulfilling the needs of their own daily life. To support them, the schooling system is designed to develop intra-curricular and extra-curricular programs. Those programs are focused on increasing vocational skills for them. Many ways schools can create to improving vocational skills, such as: operating more hours for vocational activities, building the workshop place, establishing the cooperative work with factories or business worlds which can be manifested by apprenticeship, etc. by implementing these programs, it is expected that students with intellectual disabilities will be autonomous.

C. Teaching English as Foreign Language for Students with Intellectual Disability

Over the last three decades, English has become the most important foreign language in the world. At present English is the language for politics, diplomacy, international trade and industry, commerce, science and technology, education and the media mass. Therefore, Huda (2000, p. 68) mentions five factors that have made English an international language:

1. It is internal linguistic features
2. The large number of English speakers
3. The wide geographical spread of where it is used
4. It is important in fields such as politics, international diplomacy, economics, and business, science and technology, and culture
5. The use of English by countries which currently dominate world affairs economically, politically and culturally

Broughton (2003, p. 7) stated that the role of English within a nation’s daily life is influenced by geographical, historical, cultural and political factors, not all of which are immutable. But the role of English at a given point in time must affect both the way it is taught and the resultant impact on the daily life and growth of the individual.

The significant growing of English, according to Yulia (2014, p. 1) cited from Crystal (2003), is because of geographical-historical and socio-cultural factors. Its spread has occurred through its status as the official language or semi-official language in many newly independent states. As Hoffmann (2011, p. 16) stated that English is an official language in 70 countries and English is the semi-official language in 45 countries. The socio-cultural factors facilitating the dominance of English is shown in the most important areas such as politics, business, entertainment, international relations, mass media, international travel, international safety, education and communications.

Therefore, Yulia (2014, p. 2) suggested countries using English could be listed under three categories: the inner circle where English is the primary language (USA, UK, Ireland, Canada, Australia and New Zealand), the outer circle; English as an important secondary role in multilingual countries colonized by the British or Americans (Bangladesh, Malaysia, Philippines, India, Pakistan, Singapore), and the expanding circle; English as an international language, including some who were colonized by the inner circle countries (Brunei, Hong Kong, Japan, Thailand, South Korea, China, Myanmar and Indonesia). As the result, the dynamic development of English occurs in both outer and expanding circles, not in the inner circles.

In addition, Hoffmann (2011, p. 17) categorized countries using English in three domains: first language (Great Britain), second language; for internal means of communication in multilingual countries (India) and no internal lingua franca in non-multilingual countries (Kuwait) and foreign language as an international lingua franca. Also, English has been defined as (1) native language (primary language of the great majority of the population), (2) second language (the official language but not the main language of the
country), and (3) foreign language (not used or spoken very much in the daily life but learned at school) (Kirkpatrick, 2007, p. 27).

Singh (2002, p. 139) also noted that the British Council would like to expand the global markets for its products; the learning of the English language, new methods of teaching it, and English language tests; using the new communication technologies. However, he further noted due to the impact of globalization, providers of international education faced new social and ethical responsibilities involving ‘public interests’ of a number of countries: (1) English is regarded as the language of power, success and prestige and (2) English is associated with inequality.

For several countries English has been considering as a first or a second language but in the other countries English is a foreign language. English language is taught in schools, often widely, but it does not play an essential role in national or social life.

Brown (2006, p. 193) clearly differentiate between English as a Second Language (ESL) and English as a Foreign Language (EFL) in his book about Principles of Language Learning and Teaching. Learning ESL, English within a culture where English is spoken natively may be clearly defined in the case of, an Arabic speaker learning English in the USA or the UK, but not as easily identified where English is already an accepted and widely used language for education, government, or business within the country (for example, learning English in the Philippines or India). Another ESL context, English in Scandinavia where English has no official status but occupies such a high profile that virtually every educated person can communicate competency with native speakers of English. Moreover learning EFL, that is, English in one’s own culture with few immediate opportunities to use the language within the environment of that culture (for example, a Japanese learning English in Japan).

It can be concluded that a foreign language is one where the target language is not the language of communication in the society. Learning English is very challenging for students in foreign language context, because they have very few opportunities to use the target language outside the classroom. Whereas a second language context, is one where the target language is the language of communication in the society. Second language learners include refugees, international students and immigrants.
1. **TEFL in Indonesia**

   The Indonesian language is commonly used in all government, business and education sectors and in the mass media. It is the language used when people of two different regional backgrounds communicate with each other such as when discussing politics and using technologies in the modern context. It is the language which represents nationalism or patriotism, national unity and solidarity. Also, people speak differently according to the specific situation, or the particular relationship, and according to their social and educational background.

   In formal situations such as giving speeches and having documents at schools or in the office, for instance, people generally speak Bahasa Indonesia. They used standard Indonesian which is taught at all education levels; playgroup up to higher learning as a subject in schools. It is a medium of communication in the teaching learning process and one of the compulsory school subjects. Regarding languages in Indonesia, Yulia (2014, p. 17) cited from Widodo and Fardhani (2011) have categorized languages into three, based on the number of speakers and their socio-economic status, prestige, power and privilege. They are (a) national lingua franca (Bahasa Indonesia), (b) majority indigenous languages (Javanese, Sundanese, Batak, Madurese, Minangkabau, Buginese and Macassar), and (c) minority indigenous languages (Alas, Alor, Bahau, Luwu, Lom, Hukumina and Mapia).

   Actually, Bahasa Indonesia is the national and official language of Indonesia. This language is used in schools as the language of instruction, mass media and in the government. It is also taught at school as a core subject. To maintain the cultural heritage of all different ethnics in the 35 provinces, the government encourages the teaching of local languages of which students’ ethnic belong. On the other hand, English is taught as EFL in schools, such as, Dutch, German and French but then slowly left since these languages are considered powerless in global market place.

   Unlike in its neighboring countries such as Singapore, Hong Kong and Malaysia, where English is widely spoken as a second language, English in Indonesia is more likely to be taught and learnt only as a foreign language. This means that learning and teaching English occurs mostly in classrooms, rather than during daily communication. English learners in Indonesia do not have ready access to using English as a tool of communication during their daily lives outside the classroom.

   Sulistiyo (2015, p. 16) elaborated the historical context of EFL being introduced to the Indonesian school curriculum. He stated that English was
introduced as a taught foreign language not long after Indonesia`s independence in 1945. However, the first English-teaching objectives were only released in 1967, when the Indonesian Ministry of Education issued Decree Number 096/1967. This decree stated that the ultimate goal of English teaching in Indonesia secondary schools was to equip students with language skills, emphasizing academic goals, and with the main aim of improving students` reading skills. The objectives of English teaching at this time were to enable secondary school students to read textbooks and reference materials in English.

According to Mardiana (2008, p. 121) English is one of the core units to be taught at secondary schools. In 1994, a new national curriculum was implemented for EFL at the junior and senior high school level and it has been revised in 1999. Formerly, the English curriculum was grammar-focused but now it stressed more on the communicative approach.

Lauder (2008, p. 9) elaborate the status of English in Indonesia form historical view, he stated that western-style elementary schools were only introduced in 1907 and English was first taught to Indonesians in 1914 when junior high schools were established. Senior high schools were only set up in 1918. The privileged class of Indonesians that received an education grew up knowing Dutch and perhaps some English but English was never taught to be used as a medium of communication. During the second war, the Japanese prohibited the teaching of English.

Lauder (2008, p. 10) cited from Crystal (2003) explained that the development of English to its present status is the result, of the expansion of British colonial power up to the end of the nineteenth century and the emergence of the United States as the current world economic superpower. These two forces have left us with situation in which English is spoken in almost every country in the world and where there are seventy five territories in which it is either a first language or it is used in some official or institutional capacity as a second language.

Another perspective from Prayogo (2007, p. 134) explained that Dutch was the first European language to have a significant impact on the Indonesian people because of the colonization. During the colonial era, Dutch was spoken at homes by Western-oriented elites and among professionals in the city. However, as soon as Japan colonized Indonesia, the use of Dutch was forbidden and there were less and less native speakers of Dutch remained in Indonesia.
Moreover, by the end of World War II, English became the main medium in science and technology, diplomacy, business, and communications. The Dutch were aware of this importance of English and actually had taught English to secondary school students for the non-European elites prior to Indonesia’s independence. During the 1950’s, Indonesia became more exposed to English through the propaganda and printed materials which arrived from the Soviet Union, Eastern Europe, and China.

In Indonesia, although English has no wide use in society, is not used as a medium of communication in official domains like government, the law courts, and the educational system, and it is not accorded any special status in the country’s language legislation, it is still seen as a priority, as the most important of the foreign language to be taught.

Therefore, Sulistiyo (2015, p. 13) described that there are several factors creating difficulties for teaching EFL in Indonesia. First, EFL teachers must teach students in large classes, often with more than 50 students. Although the definition of a “large” class in language learning varies, this number is not ideal for a language classroom. Second, not all students who attend English classes are motivated. English is a compulsory subject, which means that students must learn the language for examination purposes; however, their exposure to English occurs for only for approximately two hours per week. Students’ low motivation and minimal English learning hours is obstacle not only for teachers, but also for students as learners.

Third, at both school and university, the English-teaching focus is largely on reading skills, with less emphasis on English grammar and vocabulary. This teaching emphasis is based on the assumption that students will understand an English text properly if they know the structure of English and have an adequate vocabulary. One consequences of this is that the teaching of other skills, such as speaking, writing and listening is restively ignored.

In summary, several factors appear to impede the success of teaching and learning EFL in Indonesia. Classroom size, students` motivation, classroom-oriented learning, teacher qualifications, low English proficiency, and limited sources of learning are factors that strongly influence EFL teaching and learning success.

2. TEFL for Students with Special Needs

Foreign language study is a crucial part of education everywhere. Knowing a foreign language is no doubt, a high priority in this century.
However, learning English as a foreign language is not a simple task. There are major explanations for why students experience difficulties in language classes. Having negative attitude, low motivation, high anxiety, or even brain function can be considered as the most important reasons.

All students can be successful in the foreign language classroom if they have the desire and motivation to be and are given the chance to reach their own individual potential regardless of their personal or educational challenges. Educating students with special needs ranging from emotional and/or behavioral challenges to learning disabilities in the foreign language classroom is particularly challenging. The fact remains, however, that all students are entitled to a comprehensive and complete education with foreign language instruction included (Schmatz 2005, p.1).

According to Evvars and Knotek (2015, p. 117) that foreign language teachers should keep the following two points in mind about teaching students who receive special education services. The first point is special education is a broad legal mandate designed to impact the delivery of education to a wide variety of students. The second point is the vast majority of students receiving special education services have their core language skills intact.

Moreover, Abdallah (2015, p. 8) emphasized that there are several main principles of special education that English language teachers should consider:

a. Every human being has the right to learn; young children and students with special needs have the same rights to a high quality education as people of the same age who do not have special educational needs.

b. No one should be left behind; there should be a place for everyone in the schools no matter how intelligent or smart they are.

c. Every one`s specific needs should be taken into consideration; the primary focus of special education is to meet the individual learning and developmental needs of the young child and student.

d. People are different and therefore we should never assume that there is one way of treating all students.

e. Learners` individual differences and learning styles (e.g., auditory, visual and kinesthetic learners) should be the main focus in the classroom.

f. English language teachers should be aware of those innovative or specific methods, techniques, and/or interventions that should be employed inside the classroom to reach all learners.
g. All young children and students with special needs should have access to a fair share of the available special education resources.

Zimmerman, Tafani and Iseni (2015, p. 378) emphasized that teaching English language learners with special needs requires that the teacher have knowledge and expertise about adapting curriculum to meet individual students' needs. Teachers must become familiar with several interrelated elements of education, including linguistically diverse education, second language acquisition, and special education needs and characteristics.

Many students identified for special education services or not have some difficulties in learning a foreign language especially English language. Numerous theories provide possible explanations for students' learning issues such as auditory ability, anxiety, memory, subaverage reading ability, inability to maintain focus, and difficulties with the students' first language.

Evvars and Knotek (2015, p. 120) stated that some of the learning deficits that may negatively impact foreign language learning are memory difficulties, high anxiety, distractibility, poor reading skills, and inability to mimic. Although an anxious student may have the abilities to acquire a foreign language successfully, the anxiety symptoms negatively impact the student's learning.

Padurean (2014, p. 310) elaborated that the English lesson should be very interactive; emphasis must be placed on singing, playing, dancing, drawing. Movement activities are extremely beneficial for students with special needs as most of them have difficulties in staying focused or sitting down. The atmosphere should be pleasant as students feel uncomfortable working under pressure, in stressful situations or in a boring activity. Abstract concept, rules, grammar rules should be avoided as they bring about tension. It is better to avoid correcting mistakes too often because it can demotivate students. Lexical or grammar chunks should be repeated as much as needed.

Furthermore, Padurean (2014, p. 311) in her research about Teaching English Language to Children with Special Educational Needs, suggest that the typical English lesson for students with special educational needs should focus on listening, playing, speaking, miming, singing, dancing, acting, arranging element, etc. Teacher should constantly encourage their students, the teacher's dedication and determination are very important in teaching English to students with special educational needs.
3. **TEFL for Students with Intellectual Disabilities**

Most of linguistics experts agreed that speech and language are the means by which people communicate, and share thoughts and ideas. It is a common code shared and understood by the people in a community and which children learn through social interactions. The use of language comprise receiving and sending message. Receiving and understanding speech message is called receptive language, and sending speech message is called expressive language.

In terms of this research, students with intellectual disability is a disability characterizes by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. They may be clumsy, awkward and lack balance, which affects their ability to perform motor tasks efficiently.

Auxter, Pyfer and Huettig (2005, p. 370) stated that a review of the literature reveals that there are many perceptual and cognitive characteristics of students with intellectual disabilities that may inhibit the learning of motor skills. Early studies reported that students with intellectual disabilities demonstrated less preparation and slower actual movement times. Also, when compared with other people, they are less able to spontaneously predict changing conditions of a motor task. They are slower than others to estimate the amount of time needed to plan activities.

Students with intellectual disabilities most likely have adverse performance in social, cognitive, language, and motor development. Many students with intellectual disabilities have difficulty interacting with others. In addition, those who are severely intellectually disabled may have problems with self-help skills, such as dressing, feeding and basic motor functioning.

Therefore, Memisevic and Hadzic (2013, p. 93) state that good language skills are one of the main preconditions for success in the school. The most intensive period of language development in children is between 3-5 years of age, a development that is parallel to the maturation of the brain structures. Typically developing children have mastered the basic components of language by the age of 3 or 4 years. Around that time, children with intellectual disabilities are still at the early stage of learning language and acquire only a few words, such as the names of family members and a couple of objects. Children with intellectual disabilities have an even higher risk of developing some type of speech and language disorder.

Thus, in their research about Speech and Language Disorder in Children with Intellectual Disabilities, Memisevic and Hadzic (2013, p. 98) conclude
that the need for speech therapy for children with intellectual disabilities is repeatedly emphasized as it can produce very important improvements in the adaptive, social and academic areas. Speech and language therapy should start as early as possible, ideally at preschool age, and should continue throughout the child’s formal education.

It is generally agreed upon in every society that all children have a right to equal educational opportunity. However, there are incredible changes in the scope of teaching children with intellectual disabilities. Mohammadian and Dolatabadi (2016, p. 95) stated that learning a foreign language like English can give an essence of being a part of the mainstream to a person with intellectual disability. It reduces the feeling of being regarded as different by others, by teaching the skills required to perform independently in the community, the differences between people with disabilities and their peers would be minimized, however there has not been much explored in this scope to date.

However, many studies have focused on first language acquisition in students with intellectual disabilities, but the issues of foreign language learning in students with intellectual disabilities have not been much explored. There are many linguistics experts who believe that students with identified learning disabilities should be included in foreign language classes. As Pishehand and Fahimniya (2015, p. 831) noted in their study, an effective education can definitely acquire a foreign or second language.

Moreover, Evvars and Knotek (2015, p. 122) describe teaching and learning English language for students with intellectual disabilities, although in their explanation they still used term of “mental retardation”. Students with intellectual disabilities is a significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behaviour and manifested during the developmental period, that adversely affects a child’s educational performance. Students with intellectual disabilities will negatively impact the student’s ability to fully fulfill the typical requirements of a foreign language program. General language development is usually significantly delayed in these students. These students should not automatically be excluded from the foreign language curriculum simply due to their limited intellectual capacity. Often students can learn basic vocabulary and concepts with repetition and review. Teachers can choose to teach the most important words and concepts in line of the entire curriculum which general education students would complete.
4. Syllabus and English Materials for Students with Intellectual Disability

The processes of syllabus design in language teaching usually involve assessing the needs of learners in a language program, developing goals and objectives, planning a syllabus, selecting teaching approaches and materials and deciding on assessment procedures and criteria.

Meanwhile, teaching the materials is a key component in most language programs. Whether the teacher uses a textbook, institutionally prepared materials, or make his or her own materials. As stated by Richards and Renandya (2002, p. 65) that instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. These may take the form of (1) printed materials as books, workbooks, worksheets, or readers, (2) non-printed materials such as cassette or audio materials, videos, or computer-based materials, and (3) materials that comprise both print and non-print sources such as self-access materials and materials on the internet.

Some teachers use instructional materials as their primary teaching resource. The materials provide the basis for the content of lessons, the balance of skills taught, and the kind of language practice students take part in. in other situations, materials serve primarily supplement the teacher`s instruction. For learners, materials may provide the major source of contact they have with the language apart from the teacher. Hence, the role and usage of materials in a language program is a significant aspect of language curriculum development.

a. Syllabus

The overall goals of English language teaching usually derive from an analysis of the reasons why a group of students in a particular environment needs to learn English; these goals may be stated in general, educational, or very specific terms. The goals of English language teaching have been set out and that the contextual factors affecting its implementation have been established and understood. Thus, the next step in the task of planning is to select a type of syllabus which is relevant to the students for whom it is intended, appropriate to the situation, and which fulfils the aims as closely as possible.

As explained by McDonough and Shaw (2003, p. 13) that the syllabus can be seen for the purposes as the overall organizing principles for what is to be taught and learned. In other words, it is general statement as the
pedagogical arrangement of learning content. They also proposed a useful framework for the comparison of language teaching methods which illustrate the place of syllabus in program planning.

Nunan (2002, p.6) defined syllabus as a statement of content which is used as the basis for planning courses of various kinds, and the tasks of the syllabus designer is to select and grade this content. Syllabus could be a term of the selection and grading of content, or whether they it should also tempt to specify and grade learning tasks and activities.

Course content is usually presented in the form of a syllabus. As elaborated by Richards and Renandya (2002, p. 76) there are several syllabuses planning: the structural syllabus, the notional-functional syllabus, situational syllabus, lexical syllabus, task-based syllabus and procedural syllabus. However, one of the most widely used syllabus models is one that integrates aspects of all three, a variable focus or proportional syllabus.

Moreover, they divided that there are three principles which can inform language syllabus design, (a) a view of how language is learned, which would result in a structure-based syllabus; (b) a view of how language is used, which result in a process-based-syllabus; and (c) a view of how language is used, which would result in a function-based syllabus.

By integrating all three, Richards and Renandya (2002, p. 76) explained that proposes a proportional syllabus, with a semantic-grammatical organizational base, a linguistic component based on language functions and themes based on learners’ interests. In the early stages of language learning, one might place more emphasis on structure, before moving on to functions and then using tasks or topics to apply and creatively use the language. The syllabus includes all levels all the time, but the emphasis changes at different stages of learning.

Dubin and Olshtain (2006, p. 28) suggested that syllabus ideally describes these points:

1) What the students are expected to know at the end of the course, or the course objectives in operational terms
2) What is to be taught or learned during the course, in the form of inventory of items
3) When it is to be taught, and at what rate of progress, relating the inventory of items to the different levels and stages as well as to the time constraints of the course
4) How it is to be taught, suggesting procedures, techniques, and materials
5) How it is to be evaluated, suggesting testing and evaluating mechanisms

The syllabus provides the framework, but learning ultimately depends on the interaction between the teacher and the students in the classroom, and on the teaching approaches, activities, materials and procedures employed by the teacher.

b. English Materials

Most people associate the term ‘language-learning materials’ with course books because that has been their main experience of using materials. However, Tomlinson (2010, p. 2) explained that the term material is used to refer to anything which is used by teachers or students to facilitate the learning of a language. Materials could obviously be cassettes, videos, CD-Rooms, dictionaries, grammar books, readers, workbooks or photocopied exercise. They could also be newspapers, food packages, photographs, and live talks by invited speakers, instructions given by a teacher, tasks written on cards or discussions between students.

In other words, materials can be anything which is deliberately used to increase the students’ knowledge and/or experience of language.

Crawford (2002, p. 84) suggested the effective materials are likely reflecting the following statements:

1) Language is functional and must be contextualized

Materials must contextualize the language they present. Without knowledge of what is going on, which the participants are and their social and psychological distance in time and space from the events referred to, it is impossible to understand the real meaning of an interaction. In other words, language, whether it is input or learner output, should emerge from the context in which it occurs. One possible way to build a shared context for learners and their teachers is to use video drama. Familiarity with the context helps make the language encountered meaningful, and also extends the content of the course beyond that other rich source of contextualized language sue, the classroom itself.

2) Language development requires learners engagement in purposeful use of language

The focus of input and output materials should thus be on whole texts, language in use, rather than on so-called building blocks to be used at some later date. This does not mean that there should be on focus on
form, but rather that form normally comes out of whole texts which have already been processed for meaning. Depending on the background and goals of their learners, teachers can decide whether to enhance or reduce this focus on form and the language used to do this. Materials need to include such information for students so that they can be used as references beyond the classroom and independently of the teacher.

3) The language used should be realistic and authentic
   Materials, therefore, need to be authentic-like, that is, authentic, in the sense that the language is not artificially constrained, and is, at the same time, amenable to exploitation for language teaching purposes. Another related aspect of authenticity concerns the classroom interaction to which the materials give rise. The more realistic the language, the more easily it can cater to the range of proficiency levels found in many classes. At the same time, the proposed activity must varied and adaptable to classroom constraints of time and concentration span.

4) Effective teaching materials foster learner autonomy
   The activities and materials proposed must be flexible, designed to develop skills and strategies which can be transferred to other texts in other contexts. The materials writer can also suggest follow-up activities to encourage this process and to provide additional practice for those who need it. One of the advantages of talking about language as proposed here is that such discussion contributes to the development of skills for continued autonomous learning and students gain confidence in their ability to analyze the data available in the language to which they have access.

5) Materials need to be flexible enough to cater to individual and contextual differences learning needs to engage learners both affectively and cognitively
   Although language is a social practice, learning in language is largely an individual process as learners seek to integrate newly perceived information into their existing language system. It is essential for teachers to recognize the different backgrounds, experiences and learning styles that students bring to language classroom, and the impact these experiences have on what aspects of the input are likely to become intake.

   According to Howard and Major (2004, p. 103) there are several factors that teachers need to consider when design materials for their students:
   1) Students
The first and most important factor to be considered is the students. If the point of teacher-created materials is relevance, interest, motivation and meeting specific individual needs, then clearly teachers must ensure they know their students well. Any consideration of syllabus or materials design must begin with a needs analysis. This should reveal learning needs with regard to English language skills in listening, speaking, reading, writing, vocabulary knowledge and grammar; as well as individuals student’s learning preferences. It is not just learning needs that are relevant to the teacher as materials designers, however. Equally important is knowledge about student’s experiences (life and educational), their first language and levels of literacy in it, their aspirations, their interest and their purposes of learning English.

2) The curriculum and the context

The curriculum and context are variables that will significantly impact on decisions about teaching materials. Many teachers are bound by a mandated curriculum defining the content, skills and values to be taught. Whether imposed at school or state level, a curriculum, it is the teacher’s responsibility to ensure that the goals and objectives of the overarching curriculum are kept close at hand when designing materials. The context in which the teaching and learning occurs will impact on the types of materials that may need to be designed. For example, a primary-level mainstream, English-speaking setting, with a set curriculum and access to native speakers may require materials that facilitate interaction about subject content, and develop cognitive academic language proficiency.

3) The resources and facilities

The resources and facilities available to the teacher-designer are also mentioned above as an element of context. Clearly teachers must be realistic about what they can achieve in terms of materials design and production within the limitations of available resources and facilities. Access to resources such as computers (with or without Internet access), a video player and TV, radio, cassette recorder, CD player, photocopier, language lab, digital camera, whiteboard, OHP, scissors, cardboard, laminator, etc will impact on decisions in materials design.

4) Personal confidence and competence

Personal confidence and competence are factors that will determine an individual teacher’s willingness to embark on materials development. This will be influenced by the teacher’s level of teaching experience and his or her perceived creativity or artistic skills and overall understanding.
of the principles of materials design and production. In reality, most teachers undertake materials design to modify, adapt or supplement a course-book, rather than starting from scratch, and this is probably the most realistic option for most teachers.

5) Copyright compliance
A less exciting, but nevertheless important factor to consider in designing materials is copyright compliance. Teachers need to be aware of the restrictions that copyright laws place on the copying of authentic materials, published materials and materials downloaded from the Internet for use in the classroom. This is particularly important when creating course materials that will be used by a large number of classes over time. Copyright law has implications when creating materials that include excerpts from published works. An example of this would be creating worksheet that uses a picture or exercise from a commercial text, alongside teacher-created activities. While an idea cannot be copyright, the expression of the ideas can be and teachers need to be mindful of this.

6) Time
Time is important to consider ways to make this aspect manageable. Teachers can lighten the load, including sharing materials with other teachers, working in a team to take turns to design and produce materials, and organizing central storage so materials are available to everyone.

Teaching materials form an important part of most English teaching and learning process. From textbooks, videotapes and pictures to the Internet, teachers rely heavily on a diverse range of materials to support their teaching and their students` learning. Indeed, most teachers spend considerable time finding, selecting, evaluating, adapting and making materials to use in their teaching.

c. Lesson Plans
According to Marsh (2010, pp. 118—120), the mental planning of lesson is of critical importance. Mars elaborated definition lesson plans according to citation from Cohen, Manion and Marrison (2004), lesson plan is the clearest example of short-term planning. There is no single format; it depends on a number of factors, such as:
1) The school`s pro forma of lesson planning
2) The students
3) The curriculum area
4) The type of lesson
5) The level of detail required
6) The level of detail that is useful

Lesson plans are very personal in that the teacher creates learning activities for specific periods of time, usually half an hour up to two hours, which optimize students learning of particular objectives or enable students to demonstrate particular outcomes. Marsh (2010, pp. 118—120), stated that lesson plans are important because they enable each teacher to:

1) Develop a clear idea of the main purpose of a lesson
2) Present coherent and interesting ideas
3) Select and structure relevant content
4) Use a variety of activities
5) Lesson plans may be needed for a variety of reasons. Lesson can:
6) Be introductory
7) Continue work from a previous lesson
8) Build on and develop the work from a previous lesson
9) Practice skills learnt in previous lessons
10) Be designed to enrich and extend points made in earlier lessons
11) Be concluding lessons
12) Be diagnostic

The amount of detail included in a lesson plan varies with the individual teacher and their experience. Student teachers are advised to provide very clear details, not for the sake of it but to enable them to have a very clear understanding of every aspect, and the sequence, of the lesson. With experience, teachers will use plans that are greatly reduced in length and perhaps limited to one or two lines in a daily planning schedule.

There need to be careful match between lesson plans and the teaching unit. That is, the overall goals of the unit should be kept in mind when constructing daily lesson plans. Producing lesson plans is an art of form. Teacher need to be able to produce lesson plans that will enable meaningful learning to occur. To do this they also need to capture students` interest and involvement.

Beginnings of lessons are most important. They are a major factor in shaping the motivation of students. There needs to be a smooth transition from what students know and what they have already studied. The lesson plans need to be sufficiently detailed so that the procedures are clearly recognizable. During the running of lessons it may be necessary for a teacher
to make changes to these procedures because of unexpected developments. It might also be necessary to change the proposed closure of a lesson. Furthermore, Marsh (2010, pp. 118—120), pointed out that daily lesson plans are important because they:

1) Help teachers to build up confidence in their teaching
2) Enable teachers to be better prepared for instruction
3) Enable teachers to consider different options and to be more flexible
4) Assist with evaluating instruction

Typical heading used in a variety of lessons include:

1) Objectives and outcomes
2) Time available
3) Materials needed
4) Learning activities – introductory, developmental and concluding
5) Evaluation

Each lesson should have a small number of objectives or outcomes. These are derived from the teaching unit and the relevant system level syllabus or curriculum guide.

The time available for lessons is never sufficient. Where units are integrated in nature, it is possible to spill over into other subject times, especially at the primary school level. Double periods are needed for some activities.

It is necessary to list all the materials needed to ensure that they are available at the appropriate time. This is especially the case with multimedia materials. Learning activities are the centerpiece of each lesson. The introductory activities are used to motivated students and to present new ideas or topics. This often involves showing items (such as charts or pictures), or posing questions, or raising an issue based on a current event in a newspaper.

Developmental activities grow out of the introductory, opening activities. They may involve using a range of resources involving class discussions, individual reading, group viewing and many other approaches, as described above.

The concluding activities involve some closure for the lesson or for a series of lessons. They may involve some reporting back by small groups or individuals or a concluding summary by the teacher. Evaluating activities, in terms of specific data collection, do not necessarily occur with every lesson. If it is a culmination of a number of lessons, then a student assessment may be included (such as a multiple choice test). Informal
evaluative data may be collected by the teacher based on conversations with students or general observations of the class in action.

d. Syllabus and English Materials for Students with Intellectual Disabilities

As explanation above, students with intellectual disabilities have the limitation in intellectual functioning and problems in adaptive behavior. These limitations caused students with intellectual disabilities usually have delayed language development and difficulties speaking and expressing themselves. The degree of severity varies with the level of impairment of intellectual ability. Mild cases can achieve language skills that are only a little poorer than children in the normal range of development. Severe or profound cases cannot communicate at all or speak only a few words.

Students with intellectual disabilities have a general language deficits and specific problems using interpretative language. These general and specific problems delay their development in cognitive, social and adaptive areas. Thus, a major educational objective is to help students with intellectual disabilities develop socially constructive skills and behaviors and to reduce the behaviors that delay learning and social acceptance.

For this reason, the government, the school, and the teacher need to design and define the general objectives of the curriculum and to give the specific elements required for students with intellectual disabilities. As elaborated by Kirk (2000, p 230) that the general objectives of the curriculum for the students with intellectual disabilities are: (a) the objective of developing self-care or self-help, (b) the objective of developing social adjustment in the home and neighborhood, and (c) the objective of developing economic usefulness in the home or in a sheltered environment.

Moreover, Kirk (2000, p 231) also classified several elements of the curriculum which have some limitations and possibilities for the students with intellectual disabilities:

1) Modified Reading. The students with intellectual disabilities` ability is limited to reading and recognizing their names, isolated words and phrases, common words used for their protection, such as “danger”, “stop”, “men”, “women”, and other sign which they encounter in a community. Some students with intellectual disabilities can learn to read.

2) Arithmetic. The students with intellectual disabilities can learn some quantitative concepts, however, such as more and less, big and little, and the vocabulary of quantitative thinking. They are also taught to count up
to 10 and to recognize differences between groupings. Some can recognize and remember telephone numbers, their own age, and some simple money concepts.

3) Arts and Crafts. Activities in this area include coloring, drawing, painting, and simple woodwork, pasting and cutting, and making simple craft objects. Such activities may help in developing motor control, appreciation of color and form, and the ability to complete a task.

4) Dramatization. Classes for students with intellectual disabilities use considerable dramatization such as acting out a story or a song and using gestures with stories, songs, and rhymes.

5) Physical Hygiene. The routine of a classroom includes drinking juice or milk, discussion about the kinds of food eaten at different meals, the care of the teeth, cleanliness, safety, and postures. These health habits usually need to be fostered both in the school and at home.

6) Language. This program includes the development of speech and the understanding of verbal concepts. It also includes listening skills, listening to stories, roll calls, discussing pictures, and other activities familiar to the students in the classroom.

7) Mental Development. Mental activity can be simulated through experiences. The teacher attempts to keep in mind the development of imagination, concept building, problem solving, and the ability to differentiate and to remember visual and auditory patterns.

8) Practical Arts. Under this heading are included cooking, sewing, dishwashing, cleaning, and gardening, setting the table, preparing foods, and learning to help with home activities.

9) Motor Development. Motor development is best stimulated through games, recreational activities, various manipulative skills, playing, outdoor recreation, and similar activities.

10) Self-Help. Self-help including toileting, dressing, undressing, eating, brushing teeth, washing, and care of clothes and other personal belongings.

11) Socialization. It is important for the students with intellectual disabilities to learn certain skills which will assist their socialization, such as greeting people, shaking hands with visitors, learning to be quiet while someone else is talking, having acceptable table manners, getting along with classmates in school, helping others who need help, and other activities of an interpersonal nature.
12) Social Studies. The important area of study here is the home and the way it participate in the community. This includes learning about holidays, transportation, knowing the months and days of the weeks.

13) Music. Music is a medium through which students with intellectual disabilities can learn many things. Singing, rhythm bands, musical games, and other activities help release energy and also serve as a form of expression and a socializing influence. Furthermore, students with intellectual disabilities also need special materials. As explained by Kirk (2000, p. 213) that the physical size of the classroom, the desks, and the furnishings are not different from those of a regular grade, but the instructional materials must be different. For example, the reading books used in regular classes geared to the development of an average child, whereas it may take seventeen repetitions of a word before the average child can learn it in a primer, the students with intellectual disabilities may need twenty-five or thirty repetitions before they will learn it. Thus, the teacher must find supplementary material, fill in with additional instructional materials, and use specialized, instructional procedures in a variety of situations if the student is to learn efficiently. It is necessary to improvise, adapt, and adjust books and materials based the needs, the limitations and the capabilities of students with intellectual disabilities.

Therefore, as the English teacher who dealing with students with intellectual disabilities should considers their characteristics in designs syllabus and delivers the materials. As Jessie (2008, p. 4) elaborated their characteristics:

1) Poor attention; for example, deficient in selective attention or sustained attention. By deficient in selective attention, the students are unable to focus on the central stimuli as they are distracted by other extraneous distracting variable in the environment. By deficient in sustained attention, the students may not be able to attend for an extended period of time on what they is attending.

2) Poor memory skills; for example, poor recall of what was learnt.

3) Difficulty in processing information; for example, tendency to perceive only one attribute at a time.

4) Meta-cognitive deficits; for example, lack awareness of own strengths and weakness and being unaware of the demands of the tasks in relation to their capabilities and the strategies that they have.
5) Poor communication skills; for example, poor receptive and expressive communication skills.
6) Transfer and generalization of learning; for example, the need of concentrate and relevant of life skills in order that the learning can be transferred and generalized to other situations.
7) Poor social/adaptive skills; for example, difficulty in making or keeping friends.

In fact, these students with intellectually disabilities are often quite able to take care of their own basic self-care and daily living needs, and are quite capable of being independent in the community, such as traveling by themselves and living on their own. However, as with all individuals, providing them the opportunity, skill instruction and practice to perform daily and community living skills is an important step towards a more independent life. Students with intellectual disabilities are likely also to have deficits in cognitive functioning and adaptive behaviors. However, it is important to remember that there are large within-group differences among them in terms of diverse and unique personalities, abilities, interests, and needs.

Based on the characteristics of students with intellectual disabilities above, they give several implications in teaching and learning process. As Jessie (2008, pp. 5—6) elaborated that there are four points that should be considered by the teacher to designed syllabus and English materials, they are:

1) Planning for instruction
   a) Involve making informed decisions about the needs of the individuals
   b) The content to be taught
   c) The instructional strategies to be incorporated
   d) The resources provided to progress from concentrate to abstract
   e) Incorporate multi-sensory assessment procedures

2) Learning environment
   a) A non-threatening environment where mistakes is seen as part of learning
   b) Ensure the provision of interesting and meaningful tasks that are of appropriate difficulty level of the students
   c) Create a task-oriented classroom where success is determined by the type of strategy and effort provided

3) Instructional strategies
   a) Provide explicit through modeling the procedures and strategies used
   b) Provide lesson overview to help students focus on relevant issues
c) Link concept taught to prior experience or knowledge and current daily living.
d) Use simple words
e) Connect concrete materials and pictures with spoken word and written words/symbols
f) Provide direct instruction to help students to develop understanding and use of the strategies or skills
g) Ensure activities relate to daily living

4) Promoting social skills
   a) Teach tolerance and turn-taking in conversation
   b) Create scenarios that encourage decision making on simple problems that are encountered in daily life
   c) Encourage students to organize simple events through the involvement of cooperative groups

Moreover, Kirk and Gallagher (2015, p. 146) emphasized that there are four major areas of instruction make up most programs for students with intellectual disabilities, they are:

1) Readiness and academic skills
   At elementary school age, basic reading and arithmetic skills are stressed. Later these skills are applied to practical work and community settings. The teaching of reading to students with moderate intellectual disabilities focuses on functional reading. Although they are unlikely to ever read for comprehension or recreation, they should be able to identify key words in simple recipes, to develop a protective vocabulary.

2) Communication and language development
   There is a substantial effort to help students with moderate intellectual disabilities use language as a tool for communication. Students may be asked to describe a simple object, say a table. And they may learn to communicate feeling of joy, happiness, anger, or sadness using language. Language exercises for students with intellectual disabilities include the development of speech and the understanding and use of verbal concepts. It includes communication skills: listening to stories, discussing pictures, telling of recent experiences, and other activities familiar to the students in the classroom. One important area of study is the home and the community. Students learn about holidays, transportation, the months of the year and days of the week, and contribution to home life. Classes make use of dramatization, acting out a story or a song, and using gestures with songs.
3) Socialization
Students with intellectual disabilities have difficulty transferring or applying ideas from one setting to another. The social learning approach was designed to develop critical thinking and independent action on the part of those who are intellectually disabled. The approach builds lesson experiences around psychological needs (for self-respect, mastery), physical needs (for sensory stimulation), and physical maintenance and social aspects (dependence, mobility).

4) Pre-vocational and vocational skills
As the students with intellectual disabilities at the secondary level, the objectives of the program turn to development of work skills. The skills may be related to a specific occupation or to general work skills.

Based on the explanation above, the teacher who dealing with intellectually disabled students must considered the students` characteristics, needs, limitations and strengths for designed and developed English materials.

D. Evaluation in Teaching English as Foreign Language
1. Nature of Evaluation
Evaluation plays an enormous role in the teaching-learning process. It helps teachers and students to improve teaching and learning process. Evaluation is a continuous process and a periodic exercise. It helps in forming the values of judgment, educational status, or achievement of students. Evaluation in one form or the other is inevitable in teaching-learning, as in all fields of activity of education judgments need to be made.

In learning, evaluation contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. In addition, evaluation is very useful to bring improvement in teaching and learning process. It provides accountability to the society, parents, and the education system.

Snow (2007, p. 56) stated that evaluation is a systematic process of collecting, analyzing and interpreting information to determine the extent to which students are achieving instructional objectives.

In other words, evaluation not only involves gathering information about how well an educational program is succeeding in reaching its goals but judgments about the goals themselves. It involves questions about how well a program is helping to meet larger educational goals.
2. **Purposes of Evaluation**

Snow (2007, p. 54) explained that test and other evaluative measures come in a variety of colors; tests alone can be broken down into four or more major categories. However, the underlying purposes of almost all classroom evaluation fall into two major categories:

a. **Diagnostic:** Evaluation is often a process through which teachers and schools authorities’ access how much progress students have made in their English study and what level of achievement they have reached. Such information can then be used for a variety of purposes, such as helping students know whether they are making progress and what areas of English study they need to work harder on, or helping the teacher determine how effectively a language course facilitates students’ learning. Of course, teachers, school authorities, and even potential employers often use the resulting scores and grades to make judgments such as which students should be allowed to enter a school, what level of course they should be admitted to, which students should be given awards or scholarship, which should be eliminated from a program, or which should be given jobs.

b. **Motivational:** The second main reason for evaluation lies in the impact it has on students’ motivation. The most obvious motivational effect of evaluation on students is the incentive it gives them to study harder, but this not the only reason evaluation can have a positive impact on students’ motivation. Evaluation can give a sense of accomplishment by helping them see what they have learned, which can translate into more positive attitude towards study.

No matter whether the intended purpose of evaluation is diagnostic or motivational, it has significant power to positively or negatively affect how students study. Of course, teachers often have only limited choice in how teacher evaluate and grade in the courses; many evaluation measures will already be set by the school system within which the teacher teach. However, the teacher will presumably has at least some choices about what evaluation measure teacher will use, and within the limits of what teacher can control, the issues to consider is how to use evaluation measures to motivate students to study in ways that will help them achieve the goals of the course.
3. Methods of Evaluation

According to Snow (2007, pp. 56—59) there are several methods in conducting evaluation in teaching and learning process, they are:

a. Test

The backbone of evaluation in many education systems consists of tests, especially midterm and final examinations. In fact, testing is often the primary form of evaluation that some people tend to assume that testing and evaluation are virtually synonymous. Many problems with test derive from the fact that they judge the work of several weeks or months based on a single, brief performance. One undesirable result is considerable pressure and anxiety for students, often more than is productive. Because of the unusual amount of pressure that test generate, they are especially likely to produce negative backwash, including encouraging students to engage in short, intense periods of cramming rather than regular study and practice.

Another common problem with testing derives from the types of items often used on tests. While some common item types are direct measures, it is not uncommon for tests to include many indirect measures, such as true/false, fill-in-the-blank, and multiple choice items. The prevalence of this kind of testing is not surprising because there is a long tradition of testing language skills in this way, and these kinds of items are used heavily in standardized test like the TOEFL. However, backwash from this kind of testing is generally negative because students are forced to become experts at guessing how to fill in blanks rather than learning how to really use language.

In addition, Snow (2007, p. 57) suggested a few of the most basic points to which teacher should attend when designing tests for use, they are:

1) Use direct test items as much as possible. Direct testing tends to have better backwash than indirect testing, and a serviceable direct test is generally easier to design than a good indirect test because fewer tricks are involved.

2) If teacher must use multiple choice questions, true/false items, be sure to use an adequate number of these items. When tests only have a few items, each counts for a large percentage of the final score and luck plays too large a role.

3) Check a test before administering it. It is not unusual for even a carefully crafted examination to have serious flaws that escape the eye of test
designer. One good way to minimize the possibility of problems is to have another teacher look over your test beforehand.

4) Use quizzes and practice tests to introduce students to testing methods well before the midterm. This familiarize students with the test formal, gives teacher an opportunity to find and correct flaws in teacher’s approach, and maximizes the possibility of positive backwash by giving students clear idea of how they should prepare.

5) Make the tests cumulative. There is little sense in requiring students to learn the materials in unit eight for the midterm, only to rule it out of bounds for the final. By promising not to test students on material covered earlier in the term, you reduce language learning to a game and increase the chances that students will lose sight of the ultimate goal.

b. Quizzes

Quizzes are shorter than tests, so teacher can give the students more frequently, thus spreading the evaluation process out over time rather than packing it into a few exams. This tends to both lower test anxiety and minimize the role of chance in determining grades. Frequent quizzes also help students get into the habit of studying regularly and discourage reliance on infrequent bouts attendance, punctuality of arrival, and discipline at the outset of the class period.

c. Homework and In-Class Work

An obvious and important alternative to testing is evaluation based on homework assignments or in-class work. For example, writing can and should be evaluated based on many compositions rather than on one supreme, in-class effort at the end of the semester. Likewise, speaking can be judged in part based on performance in many small exercises during the whole semester rather than on one intense interview. Such an approach reduces fixation on examinations and shifts students’ attention to the daily work of study and practice.

d. Portfolios

Another alternative to a final exam is having students make portfolios, that is, having students select the best pieces of work they did during the semester and then turn it in to you for a final grade. This approach works most naturally in writing courses, where teacher can have students choose, revise, and hand in a certain number of their best compositions.
e. Self-Assessment

One final idea is to involve students in assessing their own work and perhaps even allow them to have a limited voice in determining their final grade. The main advantage of using a form like this one is its positive backwash, it encourages students to access their own effort and serves as a regular reminder that their English progress depend largely on how hard they work, not on how well the teacher performs. It also allows students an opportunity to give the teacher feedback on a range of issues and helps the teachers stay in touch with students responses to and feeling about the course.

4. Evaluation for students with intellectual disabilities

One of the more important roles of evaluation is to help determine appropriate teaching programs and strategies. Moreover, Hallahan, Kauffman and Pullen (2009, pp. 165—167) stated that evaluation of students with intellectual disabilities should focus on a variety of domains. In particular, the special educators or other professional should evaluate the student’s academic skills, adaptive behavior skills, and quality of life.

a. Progress monitoring

1) Progress monitoring of academic skills
Curriculum-based measurement (CBM) is an appropriate method for monitoring the progress of students with intellectual disabilities who are participating in the general education curriculum. Oral reading fluency is measured in a one-minute reading sample; the instructor graphs the number of correct words read orally in one minute. Teachers assess students once or twice weekly to determine growth and adjust instruction to ensure that goals are met. The maze procedure is a three-minute CBM task to measure reading comprehension.

2) Progress monitoring of adaptive behavior skills
Adaptive behavior assessment should be integrated with interventions such as that services are provided in a data-based decision framework. Interviews, observations, and self-report techniques can be helpful in monitoring students` progress in adaptive skills.

b. Outcome measures

1) Outcome measures of academic skills
Several standardized measures of academic achievement are commonly used to assess students with intellectual disabilities. The Woodcock-Johnson III Tests of Achievement is an example of a comprehensive standardized measure of academic achievement. The WJ-III measures
achievement in reading, mathematics, spelling, written expression, social studies, science and humanities.

2) Outcome measures of adaptive behavior skills

Typically, special educators or other professionals measure adaptive behavior indirectly, in that an informant provides information on a rating scale or interview. The informant should be intimately familiar with the students; it is usually a parent, grandparent, teacher, or other primary caregiver. The Vineland Adaptive Behavior Scale-Second Edition is a popular measure of adaptive behavior for individuals from birth to eighteen years. It includes several domains: communication, daily living skills, socialization, motor skills and maladaptive behavior.

3) Outcome measures of quality of life skills

One measure commonly used to assess adolescents and adults with intellectual disabilities is the Quality of Life Questionnaire which can be used with both English and Spanish-speaking populations. It addresses five factors: satisfaction, well-being, social belonging, dignity and empowerment/control. A more objective scale is the Life Experience Checklist which measures the extent to which an individual has ordinary life experiences. It comprises five areas including home, relationships, freedom, leisure, and opportunity for self-enchantment.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Setting
The research took place in a school for students with special needs placed in SMPLB Negeri 01 Lebak Bulus, Jl. Raya Pertanian, Lebak Bulus, Cilandak, and South Jakarta. SMPLB Negeri 01 Lebak Bulus is a public school that specialized in education for students with special needs that was established on 1st November 1877. This school established for two classifications in students with special needs, they are students with hearing impairments and students with intellectual disabilities.

B. Research Method
In conducting this research, the researcher used qualitative method. Data are often collected through extensive and detailed field notes, observations, interviews, and focus group with the participants in a natural setting (the researcher does not control or manipulate the environment). Qualitative studies typically have small sample sizes, which allow the researcher takes the time and opportunity to have extensive interactions with the participants. Once the data are gathered, they are coded, analyzed, and organized or categorized according to the themes and patterns that emerge. This provides the researcher with findings in a narrative format. Some of the strengths of qualitative methods are that the researchers (1) has investigated a topic in depth; (2) has interpreted the outcomes based on the participants´, not the researcher`s perspective; and (3) has created a holistic picture of the situation.

The research method used in this research is qualitative-descriptive. Meanwhile descriptive research design is a scientific method which involves observing and describing the behavior of a subject without influencing it in anyway.

C. Participants
The main participants of this research were seven active students of the eighth grade and the teacher. These seven students were students with intellectual disabilities at SMPLB Negeri 01 Lebak bulus initially; AH, FP, GF, ME, MF, RK and SM. The participants are classified into three classifications of students with intellectual disabilities; there were three students with mild intellectual disabilities, two students with moderate intellectual disabilities and two other students with severe intellectual
disabilities. Those participants are later observed in their activity during the English teaching and learning process.

D. Research Instrument

To gather the data, the researcher would use some tools which are commonly called instrument. For this research, the instruments will be employed by the researcher are non-test; observation guideline (see Appendix 12, pp. 142—143), interview guideline (see Appendix 13, p. 144), documentation such as existing syllabus (see Appendix 15, p. 146), adopted syllabus (see Appendix 16, p. 149), lesson plans (see Appendix 17, p. 153), lesson schedule (see Appendix 18, p. 168), photo camera and video recorder were utilized in collecting the data.

E. Data Collection Procedure

In this section, the researcher would describe the data collection or procedures used to conduct the research. In other words, explain how the data were collected and the procedures that were followed throughout the research. The researcher would collect the data through observations and interviews:

1. Observation

In this research, the observations were collected under natural, non-manipulative settings using observation sheets. The observations of the participants were conducted in their classroom which was the natural setting. The researcher was a non-participant observer and sat in the back of room to avoid any interference to the setting. In the observations, some information related to students’ activities which included pre activities, main activities and post activities in the classroom are gathered. An observation sheet was made to guide the observation in order all the data was covered.

In this observation, the researcher conducted observational field-notes to record the data. In this research, researcher conducted descriptive field-notes which means record a description of the events, activities, and people (e.g., what happened). The observation guide was formulated to dig up some information as follows:

<table>
<thead>
<tr>
<th>NO</th>
<th>Object Observed</th>
<th>Activities</th>
<th>Coding</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Learning Problem</td>
<td>The problems are found during teaching and learning</td>
<td>LP</td>
</tr>
<tr>
<td>NO</td>
<td>Object Observed</td>
<td>Activities</td>
<td>Coding</td>
</tr>
<tr>
<td>----</td>
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<td>-----------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>2.</td>
<td>Learning Strategy</td>
<td>The strategies are used by the teacher and/or students to cope with problems were found in teaching and learning activities.</td>
<td>LS</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching Strategy</td>
<td>The strategies are used by the teacher in teaching English.</td>
<td>TS</td>
</tr>
<tr>
<td>4.</td>
<td>Teacher’s Role</td>
<td>The roles of English teacher during classroom teaching and learning activities.</td>
<td>TR</td>
</tr>
<tr>
<td>5.</td>
<td>Student’s Role</td>
<td>The roles of the students with intellectual disabilities in dealing with English learning activities.</td>
<td>SR</td>
</tr>
</tbody>
</table>

Abbreviations:

LP: Learning Problem
LS: Learning Strategy
TS: Teaching Strategy
TR: Teacher’s Role
SR: Student’s Role

2. Interview

In the interview section, the researcher tried to obtain some information from the English teacher about English teaching and learning process for students with intellectual disabilities, developing the English syllabus, delivering English materials, and conducting the evaluation of teaching and learning English.

Moreover to gain information about English teaching and learning process for students with intellectual disabilities, the researcher would ask questions about the general difficulties that faced by the students with intellectual disabilities, the differences in difficulty level of one student to another in English teaching and learning process and the strategies that teacher used to minimized those difficulties that faced by the students with intellectual disabilities. To know the information about developing the English syllabus, the researcher would ask the involving of the teacher in developing English syllabus for students with intellectual disabilities,
creating and developing the English lesson plan for students with intellectual disabilities, the relevance between the syllabus and lesson plan for English subject, the main references in creating and developing English lesson plan and the difficulties that teacher faced in creating and developing the English lesson plan.

Furthermore, to know information about delivering the English materials, the researcher would ask about the relevance between the English syllabuses and delivering English materials for students with intellectual disabilities, the course book as main references that teacher used in delivering English materials, the reasons for the teacher using the course book as main reference, the other reference that teacher used in delivering English materials, the methods that teacher used in delivering English materials, the media that teacher used in delivering materials and the difficulties that teacher faced in delivering English materials for students with intellectual disabilities. In interview the researcher also asked about evaluation that teacher conducted in teaching and learning English which consists of how the teacher conducted the evaluation to know the ability level of students with intellectual disabilities in teaching and learning English, kinds of test that teacher used in evaluate students with intellectual disabilities in teaching and learning English and how the teacher to bear with the students who have the differences in difficulty level in giving grade point.

The form of interview that the researcher conducted in this research is one-on-one interview. In case of this research, the researcher only interviews the English teacher. In addition, in practice, the question in the interview can evolve as needed. There are the formulations of four main outlines of interview as follows:

**Table 3.2. Content Outline of Interviews**

<table>
<thead>
<tr>
<th>NO</th>
<th>Interview</th>
<th>Interviewee</th>
<th>Topic</th>
<th>Outlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Interview A</td>
<td>The English teacher of grade VIII</td>
<td>English teaching and learning process for students with intellectual disabilities</td>
<td>1. The teacher’s perceptions of the difficulties that faced by the students with intellectual disabilities in learning English</td>
</tr>
<tr>
<td>NO</td>
<td>Interview</td>
<td>Interviewee</td>
<td>Topic</td>
<td>Outlines</td>
</tr>
<tr>
<td>----</td>
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</tr>
</tbody>
</table>
| 2. | Interview B | The English teacher of grade VIII | English syllabus for students with intellectual disabilities | 1. The teacher’s perceptions of developing English syllabus for students with intellectual disabilities  
2. The teacher’s perceptions of developing and creating English lesson plan for students with intellectual disabilities  
3. The teacher’s perception of relevance the syllabus and lesson plan for students with intellectual disabilities  
4. The teacher’s perceptions of the difficulty in creating English lesson plan |
<table>
<thead>
<tr>
<th>NO</th>
<th>Interview</th>
<th>Interviewee</th>
<th>Topic</th>
<th>Outlines</th>
</tr>
</thead>
</table>
| 3. | Interview C| The English teacher of grade VIII           | English materials for students with intellectual disabilities       | 1. The teacher’s perceptions of relevance the English materials and existing syllabus  
2. The teacher’s perceptions of the course book as main reference in delivering English materials  
3. The teacher’s perceptions of the method used in delivering English materials  
4. The teacher’s perceptions of the media used in delivering materials  
5. The teacher’s perceptions of the difficulty in delivering English materials to students with intellectual disabilities |
| 4. | Interview D| The English teacher of grade VIII           | English Evaluation for students with intellectual                   | 1. The teacher’s perceptions of conducting the evaluation in teaching and |


<table>
<thead>
<tr>
<th>NO</th>
<th>Interview</th>
<th>Interviewee</th>
<th>Topic</th>
<th>Outlines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>disabilities</td>
<td>learning English for students with intellectual disabilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2.</td>
<td>The teacher’s perceptions of type of test used in conducting evaluation for students with intellectual disabilities</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3.</td>
<td>The teacher’s perceptions of coping the different in difficulty level of students with intellectual disabilities in giving grade point</td>
</tr>
</tbody>
</table>

3. Documentation

The researcher collected and studied several documents such as English syllabus form the government, Existing English syllabus, lesson plan and teaching materials. In this research, those documentations used to study teaching and learning activities that are commonly used. The teaching and learning activities are developed according to the needs of students to be applied in the classroom setting involving students with intellectual disabilities.

F. Data Analysis Procedure

After collecting the data by various techniques, in this section the researcher would describe the procedures that were used to analyze the data from the research. The method used to analyze the data depend on the research design, research questions, methods of data collection, and the type of data were collected. In qualitative studies where the data are mostly
narrative, data analysis typically involves a categorizing strategy through coding.

The data was collected by interviews and observation. For the result of classroom observation, the researcher made an interpretation of what happened during classroom teaching and learning activities on the field note. While the result of interview session, the researcher transcribed the data from the recording. After collecting the data, the researcher analyzed the data by applying several as following:
1. Presentation of Data

In this step, the data was presented by transcribing all the result of data collection. For the interview data, it was presented and displayed in the form of tables and a brief description. While the data of classroom observation was displayed in a transcript that revealed things related activities of teachers and students with intellectual disabilities during teaching and learning process. Then, the researcher made coding and tabulation to the data based on certain categories.

2. Data Reduction

Data reduction means summarizing, selecting basic things, focus on the things that are important, look for themes and patterns. At this stage, the data from the interviews were recorded in full in the form of a transcript of the interview, and then performed the data reduction that reduces data from interviews that appear but were not related to the research question. The result of the reduction was shown in summary form and made separate interviews between interviews with teacher and students. Data reduction was also carried out on field notes were composed when observations performed.

3. Verification for Making Conclusions

Based on the data that had been presented, further verification was to make conclusions. The researcher verified the research by making conclusion of data finding. From this initial conclusion, there is still a possibility of changes if other facts found.

G. Trustworthiness

This research was a qualitative research which was rich of description. The data were presented in the form of written text. To ensure the data valid and reliable, it should be perused and scanned based on its characteristics in qualitative paradigm.

1. Credibility

To address the credibility of the data, the triangulation was done through the following types:
a. Method

When the researcher will get a data by interviewing the English teacher, the researcher then will make sure that the data were valid by getting the same data from the observation in the classroom. In other words, in this research, method triangulation will do to obtain the right information by different methods. Since the methods to gain the data for this research were observation, interview and documentation, the truth of the information that will get by applying those methods.

b. Source

In this triangulation, the researcher dig up the true significant information through some methods and source data result. For instance, for interview the researcher will interview the English teacher, observe the teaching and learning activities used classroom observation note and studies several documentation to increase the validation of data.

2. Transferability

The procedures of this research could be transferred in other researches. The researcher, included data analysis documents used to generate the answer for the research question. All of the data analysis documents were saved and could be accessed by everyone who requested them. The researcher gave other researchers the ability to transfer the conclusions of this inquiry to other cases or to repeat the procedures applied in this research.

3. Dependability

The researcher explained the changes of the contexts during the research were conducted. The processes within the study were reported in detail, thereby enabling a future researcher to repeat the work, if not necessarily to gain same results. The researcher presented the restriction in the type of people who contributed data, the number of participants involved in the fieldwork, the data collection methods that were employed, the number and length of the data collection sessions and the time period over which the data was collected.

4. Confirmability

The researcher documented all procedures of the data and checked all the data of the research for several times. Here, the researcher attached all collected documents to make sure the research findings were the result of the experiences and ideas of the informants, not the preferences of the researcher. The researcher also integrated all the data gotten with different techniques.
CHAPTER IV
FINDING AND DISCUSSION

A. Finding

The finding will be a description of some data findings of this research. The following points are taken into consideration as the objects of this research. The descriptions are made in order to answer the research questions.

1. How did the teacher develop the English syllabus for students with intellectual disabilities?

Related to this research question about the teacher develop the English syllabus for students with intellectual disabilities, the researcher divided several themes about the teacher developing syllabus for English subject, the teacher creating and developing lesson plan for English subject, the main source to creating and developing the lesson plan and also the difficulties that might faced by the teacher during creating and developing the lesson plan.

According to interview with the English teacher, she explained that as an English teacher she did not involve to develop the English syllabus for students with intellectual disabilities (see Appendix 9, Interview B, No. 1, p. 136). Actually, the English teacher received the English syllabus from the government, however according to the English teacher that this syllabus has the high achievement and difficult materials for the students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. In addition, the teacher also explained that the English syllabus from the government was not suitable for the students with intellectual disabilities needs. For these reasons, the teacher decided to take the English syllabus from the course book (Intisari Lengkap SD). She also emphasized that, the important thing in teaching English subject for students with intellectual disabilities was the material that suitable for students with intellectual disabilities needs.

Further, the teacher elaborated that she also created and developed the lesson plan for English subject and she also explained that the lesson plan which she created and developed was in line with the syllabus from the course book (Intisari Lengkap SD). In other words, the main source that the teacher used in creating and developing the lesson plan was the English syllabus from the course book (Intisari Lengkap SD) (see Appendix 9, Interview B, No. 2 & 4, p. 136).

Moreover, related to the difficulties in creating and developing the lesson plan for English subject, the teacher explained that there was no the difficulties she faced during creating and developing the English lesson plan.
for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. According to the teacher, the reason that she did not have the difficulties during creating and developing the English lesson plan because she already chosen the appropriate syllabus for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus (see Appendix 9, Interview B, No. 5, p. 137).

2. How did the teacher deliver the English materials for students with intellectual disabilities?

In line with the English materials for students with intellectual disabilities, the researcher interviewed the English teacher about main source and the other source that teacher used in delivering English materials, method that teacher used in delivering materials, media that the teacher used in delivering materials and also the difficulties that the teacher faced during delivering English materials to students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus.

As the teacher explained in her interview, the materials that she delivered in English teaching and learning process was in line with the syllabus that she took from the course book (Intisari Lengkap SD). In addition, the teacher emphasized that she selected the English materials was really appropriate for students with intellectual disabilities ability and their needs for sure (see Appendix 10, Interview C, No. 1, p. 138).

The course book that teacher used as main reference in delivering English materials was Intisari Lengkap SD (Penunjang Peningkatan Prestasi Belajar SD) (see Appendix 10, No. 2, p. 138). Teacher explained the reason she used Intisari Lengkap SD as the main reference in delivering materials because most English materials in this course book was suitable for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. The other reason she only use this course book as the main references in delivering materials because the English course book for students with intellectual disabilities at eighth grade was not available in the school library.

Furthermore, the teacher explained that she did not have the other reference except Intisari Lengkap SD (Penunjang Peningkatan Prestasi Belajar SD). According to the teacher, the English materials in this course book were suitable for students with intellectual disabilities needs. In fact, she also selected the English materials in this course book which easier for students with intellectual disabilities.
In addition, the teacher also elaborated about the method that she used in delivering English materials for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. According to interview with the teacher, she explained that there were three methods which was she used in delivering English materials; first lecture method, in this method the teacher giving an explanation to the students about the materials that would be learned, second method was the demonstration method, in this method the teacher would demonstrate the things around the students which was in line with materials. The last method was giving an assignment to the students, in this method the teacher would giving an assignment to the students related to the materials, the assignment that usually used in delivering materials was the memorizing (see Appendix 10, Interview C, No. 5, p. 139).

During delivering the English materials, teacher usually used media in teaching and learning process. There were several media such as pictures, origami and so on. Although, the most media were teacher used in delivering materials were pictures. In addition, teacher also stated that these media were really help the teacher in delivering English materials for students (see Appendix 10, Interview C, No. 6, p. 139).

Related to the difficulties that teacher faced in delivering English materials for students with intellectual disabilities, the teacher stated in the interview that the main difficulty was about how to pronounce and wrote the English language in appropriate way. For this reason, the teacher explains that she still struggle in pronunciation and writing of English language, because there were the differences between the pronunciation and writing the words in English language (see Appendix 10, Interview C, No. 7, p. 139).

3. **How did the students with intellectual disabilities deal with English learning activities?**

In this research, the researcher only focused on students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. In this classroom there were seven students with different classifications of intellectual disabilities. There were three students with mild intellectual disabilities, two students with moderate intellectual disabilities and two students with severe intellectual disabilities. In addition, at SMPLB Negeri 01 Lebak Bulus, the English teacher for eighth grade students with intellectual disabilities was Mrs. Z.

Furthermore, the researcher considers that it is necessary to give the description of some features including the English teaching and learning
activities in the classroom and the students with intellectual disabilities in learning English in order to make a brief representation of the data.

a. English Activities in the Classroom

To gain the natural information as what expected from descriptive study, the researcher had carried out the classroom observation during English teaching and learning activities in this classroom. This classroom observation conducted about seven times and the researcher observed by directly involving herself in the class to do field notes. The English subject at eighth grade of SMPLB Negeri 01 Lebak Bulus conducted once a week on Friday, it began at 09.15 A.M until 10.35 A.M (See Appendix 14, p. 147). The information about classroom teaching and learning will be described into three stages in teaching and learning process, they are: pre-activities, main activities and post activities.

1) First Meeting

It was the beginning second semester at SMPLB Negeri 01 Lebak Bulus, when the researcher took observation classroom in eighth grade. In the pre-activities, the class was opened by taking attendance by the teacher and teacher wrote down the name of the day and the date of today on the white board (see Appendix 1, CON1. TR1, p. 108). Then teacher began the warming-up by asking the students to sing a song together which called “Nama-nama Hari dan Bulan”.

In the main activities, teacher told the students that the material of the English lesson today is about “number” (see Appendix 1, CON1. TR4 & TS2, p. 108). The activity mostly appear in the main activities is drilling the words until the students memorized those words. However in the main activity, teacher also asked the students to know how to write the number 1—10 in English language that they memorized. In this main activity, teacher also gave the students an exercise; this exercise is aimed to examine the students’ memories about the writing of number 1—10 in English language.

In the post activities, teacher told the students to memorize the number 1—10 in English language at home and closed the lesson by asking the students to pray together.

2) Second Meeting

In the pre activities at the second meeting, teacher opened the lesson by asking the students about the name of day and the date of today, after students answered her then teacher wrote down name of the day and the
date of today on the white board. In this activity, teacher also previewed the last materials about “numbers” (see Appendix 2, CON2. TR2, TS1, SR2 & LS1, p. 111). Then teacher explained the English material that will be learned is about “color” (see Appendix 2, CON2. TR3 & TS3, p. 112).

In the main activity, teacher wrote down several colors in Indonesian language first on the white board, and then asked the students to translate them into English language (see Appendix 2, CON2. TS4, TR4 & LS2, p. 112). Then teacher asked the students to wrote down those words into their books. The technique that teacher used in this activity mostly is the repetition drill, teacher usually read aloud the words and the students repeat the words and then teacher asked the students to memorize those words. Furthermore, in this activity teacher also demonstrate several things in the classroom that related about the materials. However, in this second meeting teacher did not give the student an exercise about colors material.

In the post activity, teacher gave the students a home work to memorize the vocabularies about colors at home and teacher closed the lesson by asking the students to pray together.

3) Third Meeting

In the pre activity, teacher opened the lesson by wrote down the name of day and the date of today on the white board. While teacher wrote down the name and the date of today, teacher told the students that objective of English material today is about writing (see Appendix 3, CON3. TR1 & TS1, p. 115).

In the main activity, teacher took out the course book and then wrote down several vocabularies with title “Tame Animals” on the white board. Teacher instructed students to write down those vocabularies into their books. Teacher wrote 17 vocabularies about “Tame Animals” and the translation in Indonesian language (see Appendix 3, CON3. TS2, TR2 & LS1, p. 115). In this activity, teacher more focused on writing process and memorizing the vocabularies. During this activity, teacher investigates the students to their desk and checked their writing. In addition, teacher also helped the students who have difficulties on their writing vocabularies. After teacher made sure that all students finished their work on writing all vocabularies on the white board, then teacher asked all students to read aloud all vocabularies together. Even though, during this activity students followed the teacher while joked around but
the teacher just continued read those vocabularies. The activity read aloud those vocabularies just happened once.
In the post activity, teacher closed the lesson earlier than usual because there is an invitation that should be attended by the teacher. Teacher also closed the lesson by gave them a home work which is memorized all vocabularies about “Tame Animals” at home. Then teacher asked all students to pray together.

4) Fourth Meeting
In the pre activity, as usual teacher opened the lesson by wrote down the name of day and the date of today on the white board. While teacher wrote down the name and the date of today, teacher told the students that objective of English material today is about writing (see Appendix 4, CON4, TR1 & LS1, p. 119).
In the main activity, teacher took out the course book and wrote down several vocabularies on the white board. There are fifteen vocabularies in English language and the meaning in Indonesian language, however the teacher did not write down the theme or the title about these vocabularies. (see Appendix 4, CON4. TS1 & TR2, p. 119). Moreover, teacher instructed all students to take out their book and wrote down all vocabularies on the white board into their books. During the students wrote down those vocabularies, teacher investigated to their desk and helped the students who have difficulty in their writing. In this activity, teacher combined the process of writing vocabularies and drawing the pictures of vocabularies. However, in this activity teacher did not demonstrate how to read and how to pronounce those vocabularies correctly first, teacher just asked the students to read those vocabularies from their books by themselves. This activity just occurred once and teacher did not give the students an exercise in this main activity.
In the post activity, teacher gave the students a home work to memorize those vocabularies at home. Then teacher closed the lesson by asking the students to pray together.

5) Fifth Meeting
In the pre activity, teacher opened the lesson while wrote down the name of day and the date today on the white board. Then teacher took out the course book and told the students that the English material today is about “transportation” (see Appendix 5, CON5. TS1, LS1 & SR1, p. 124).
In the main activity, teacher wrote down eleven vocabularies about “transportation” along with the translation in Indonesian language on the
white board. Teacher instructed the students to write those vocabularies into their books. While students in writing process of those vocabularies on the white board, teacher sat down in front of classroom and told the students that she will begin discussion session about several vocabularies. Teacher also told student that those vocabularies will be useful in students` examination later. Then teacher mentioned several vocabularies randomly and asked the students about the translation in Indonesian language, sometimes teacher also asked students how to spell those words correctly (see Appendix 5, CON5. LS3, SR2 & TS2, p. 125). Although, in this meeting teacher more focused on discussion session rather than the main activity which is the material about transportation that the teacher mentioned in the pre activity. After finished the discussion session, teacher closed the English lesson, but she told the students that she will continued PKN lesson. And then in the post activity, teacher closed the lesson by asking the students to pray together.

6) Sixth Meeting
In the pre activity, teacher opened the lesson by giving an explanation to students that the English lesson today will be replaced by drawing lesson. Teacher explained the reason that she replaced the English lesson today because the students might be so tired after community self-help before (see Appendix 6, CON6. TR1, p. 128).

In the main activity, teacher distributed a piece of paper and a box of crayon for each student that will be used for drawing lesson. The drawing paper that distributed by the teacher has a theme which is about environment. In this drawing lesson, teacher instructed student to crayon a piece of paper which already has a picture on it (see Appendix 6, CON6. TR2 & TS1, p. 128). During drawing activity, all students crayoned the paper quietly while teacher sat down in front of them and watched them carefully. Moreover, teacher told the students to check their work carefully and did not forget to write their name on their paper. Teacher also told the students who have finished their work are allowed to go home. Teacher approached students` desk and inspected the students` work. Teacher asked the student have they finished their work and all students answered that they had already finished it, and then teacher asked them to collect their work immediately (see Appendix 6, CON6. TS4, p. 130).
After all students collected their work, teacher asked students to follow her read aloud *Pancasila* together before they closed the lesson. Moreover, in the post activity, teacher closed the lesson by asking all students to pray together.

7) Seventh Meeting

In this meeting, the observer had arrived at school fifteen minutes ago and entered the classroom at 09.30 A.M when the English lesson should begin. However, the classroom was empty and the observer waited for the teacher and the students. Afterwards, all students entered the classroom after they finished their physical exercise and also one student (RK) who accompanied by her mother into her desk. Actually the teacher had already told the observer that she would be late today because there were several issues which should she taken care of. Although, teacher also told the observer that she had already gave the English assignment for the students. Moreover, the observer asked the students about their English assignment that their teacher gave because the teacher would be late, but the students had no idea about the English assignment. Later, one of the teachers at this school came to the classroom and told the student that their teacher could not came to taught English lesson. Then, this teacher asked all students to pray together and allowed them to come home. In conclusion, in this meeting there was no English lesson for eighth grade students with intellectual disabilities of SMPLB Negeri 01 Lebak Bulus.

b. Students with Intellectual Disabilities dealing with English Teaching and Learning Process

Related to students with intellectual disabilities dealing with English teaching and learning process, the researcher elaborated about the difficulties that faced by the students and the strategies that will be used by the teacher to minimize those difficulties.

According to the interview with the English teacher, it was stated that general difficulties that found on students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus are (see Appendix 8, Interview A, No. 1, p. 133):

1) Difficulty with pronunciation
2) Issues with writing process
3) Very low reading
4) Very low speaking
5) Struggle in memorizing vocabularies

Moreover, the main participants of this research were only students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. In this class there were only seven students, they are AH, FP, GF, ME, MF, RK and SM. In order to obtain deep understanding of those students with intellectual disabilities, the researcher thought that it was necessary to dig up more information from the English teacher. The below table are the list of general description of these students with intellectual disabilities, in the other words, the table below was according to the interview with the English teacher.

**Table 4.1 The General Description of Characteristics of Students with Intellectual Disabilities at SMPLB Negeri 01 Lebak Bulus**

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Grade</th>
<th>Sex</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AH</td>
<td>VIII</td>
<td>Male</td>
<td>He is classified as student with mild intellectual disability. He was good in writing, reading, speaking and memorizing skills and he also understand the instruction from the teacher appropriately. He was very cooperative in teaching and learning process and he also responded the teacher very well when teacher gave some questions. He helped his friends who have difficulties in teaching and learning process.</td>
</tr>
<tr>
<td>2.</td>
<td>FP</td>
<td>VIII</td>
<td>Male</td>
<td>He is classified as student with moderate intellectual disability. He was good in reading and writing skill, but he has a low ability in memorizing skill. However, teacher must guide him carefully in giving instructions. He was cooperative in teaching and learning process.</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Grade</td>
<td>Sex</td>
<td>Characteristics</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-------</td>
<td>-----</td>
<td>-----------------</td>
</tr>
<tr>
<td>3.</td>
<td>GF</td>
<td>VIII</td>
<td>Male</td>
<td>He is classified as student with mild intellectual disability. He was good in reading skill, but he was in hard struggle of writing and memorizing skill. He also has a lack of concentration in doing his exercise during teaching and learning process.</td>
</tr>
<tr>
<td>4.</td>
<td>ME</td>
<td>VIII</td>
<td>Male</td>
<td>He is classified as student with mild intellectual disability. He was good in reading, writing and memorizing skill. However, he likes joking around with his friend during teaching and learning process in the classroom. ME was overreacting student when responded the teacher’s instructions.</td>
</tr>
<tr>
<td>5.</td>
<td>MF</td>
<td>VIII</td>
<td>Male</td>
<td>MF classified as student with severe intellectual disability because he could not write and read anything during teaching and learning process but he still socialized with his friends in the classroom. Teacher should give him special lesson about reading and writing skills once a week. Although, he has low ability in reading and writing skill but he was a diligent student, he still did his exercise even it was wrong. He likes everything neat and tidy.</td>
</tr>
<tr>
<td>No</td>
<td>Name</td>
<td>Grade</td>
<td>Sex</td>
<td>Characteristics</td>
</tr>
<tr>
<td>----</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>-----------------</td>
</tr>
<tr>
<td>6</td>
<td>RK</td>
<td>VIII</td>
<td>Female</td>
<td>RK also classified as student with severe intellectual disability because she has a speech delay and could not speak appropriately; she also was not able to socialize with her friends because she has unstable emotion. This condition made her just sat down at her desk quietly during teaching and learning process. She was very moody during teaching and learning process, this situation demanded the teacher should ask her carefully. However sometimes, she was able to follow the teacher`s instruction and she also was able to write and read of simple words.</td>
</tr>
<tr>
<td>7</td>
<td>SM</td>
<td>VIII</td>
<td>Male</td>
<td>He is classified as student with moderate intellectual disability. He was very confident student in finished his exercise, even sometimes he has a lot of mistakes in his exercise. He was good in reading and writing skill; however teacher has to help him when giving instruction during teaching and learning process.</td>
</tr>
</tbody>
</table>
Furthermore, according to the interview with the English teacher, she also explained that the strategies that she used to minimized the students` difficulties above by using dictation strategy, memorizing more vocabularies and more writing process. Another strategy that teacher used to minimize those difficulties above was giving more attention toward students` difficulties and accompanying them during teaching and learning activities (see Appendix 8, Interview A, No. 4, p. 134).

4. **How did the teacher evaluate the teaching and learning English for students with intellectual disabilities?**

Related to the evaluation in teaching and learning English for students with intellectual disabilities, the researcher asked several questions to the teacher. These questions about how the teacher conducted the evaluation to know the ability level of students with intellectual disabilities in teaching and learning English, kinds of test that teacher used in evaluate students with intellectual disabilities in teaching and learning English and how the teacher to bear with the students who have the differences in difficulty level in giving grade point.

According to the interview with English teacher, the teacher used test in conducting the evaluation to know the ability level of students with intellectual disabilities in teaching and learning English. There were written test and spoken test that conducted by the teacher in evaluating the students with intellectual disabilities at eight grade of SMPLB Negeri 01 Lebak Bulus (see Appendix 11, Interview D, No. 1, p. 140).

As explanation above, the test that teacher used in conducting the evaluation of teaching and learning English for students with intellectual disabilities were written test and spoken test. The teacher also elaborated that written test usually used in daily test, midterm test and final test. In daily test, the teacher usually used “fill the blank” form. Whereas, for midterm test and final test, teacher usually used “multiple choice” form, and the option in the multiple choice consists of three options only. In addition, teacher also explained that she conducted the daily test about two or three times in each semester. In spoken test, teacher usually used recitation the vocabularies which was consists of five until ten words in English language (see Appendix 11, Interview D, No. 2, p. 140).

Moreover, teacher also explained that the reasons she chose the kind of test above because she considered the students with intellectual disabilities` ability. Based on the result of interview (see Appendix 11, Interview D, No.
4, p. 140), the teacher giving a six as grade point to perceived the students who have the differences in difficulty level. The teacher has the commitment for herself that she would not give the students the grade point below Minimum Graduation Criteria (KKM).

B. Discussion

Based on the data that had been presented, further verification was to make conclusions. The researcher verified the research by making conclusion of data finding. From this initial conclusion, there is still a possibility of changes if other facts found.

1. The suitability of English syllabus and lesson plan for students with intellectual disabilities

Talking about English teaching and learning process at the school could not be separated from English syllabus and lesson plan. As Nunan (2002, p. 6) defined syllabus as a statement of content which is used as the basis for planning courses of various kinds, and the tasks of the syllabus designer is to select and grade this content. Syllabus could be a term of the selection and grading of content, or whether they it should also tempt to specify and grade learning tasks and activities.

A lesson plan is one of the key elements for an effective delivery of knowledge in classroom from a teacher to the students. It is one of the feasible tools that any effective teacher should have each time they walk into a classroom to begin their daily duty. A lesson plan no doubt helps a teacher to efficiently manage his or her class and consequently command respect among his or her students as well as to ensure that his or her students grab the concepts with little difficulties.

According to Jensen (2001, pp. 403—413) one of the benefits to writing a lesson plan is producing more unified lesson. It gives teachers the opportunity to think deliberately about their choices of lesson objectives, the type of activities that will meet these objectives, the sequence of those activities, the materials needed, how long each activity might take, and how the students should be grouped. Teacher can reflect on the links between one activity and the next, the relationship between the current lesson and any past or future lessons, and the correlation between learning activities and assessment practice. Because the teacher has considered these connections and can now make the connections explicit to students, the lesson will be more meaningful to them.
However, the syllabus and lesson plan have several differences. Syllabus usually consists of list of subject, content outline for each subject, broad time allocation, Standard Competence (KI) and Basic Competence (KD). Syllabus usually set up by committee who consists of people who supervise and controls subject quality. Whereas, the lesson plan is a teacher’s detailed description of the subject of instruction for an individual lesson to meet the objective of the lesson. Lesson plan usually consists of lesson title, time that required completing the lesson, list of required materials, enabling objective, instructional component and evaluation. In other words, the content of syllabus is simplified version of a curriculum for students’ understanding, whereas the content of lesson plan is detailed guidelines for teachers to carry out the lesson.

Based on explanation above, the English teaching and learning process for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus could not be separated with English syllabus and lesson plan. In line with developing English syllabus for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus, the researcher also interviewed the teacher about developing and creating the English lesson plan because syllabus and lesson plan could not be separated in teaching and learning process.

As explanation above in finding about teacher developing the syllabus, it can be concluded that the teacher did not develop the syllabus that served by the government because this syllabus was quite heavy for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. Furthermore, teacher decided to adopt the syllabus from the course book which title was Intisari Lengkap SD (Penunjang Peningkatan Prestasi Belajar), the teacher also developing and creating the lesson plan from the syllabus in this course book.

In term of creating and developing the English lesson plan, the teacher used the syllabus from Intisari Lengkap SD (Penunjang Peningkatan Prestasi Belajar) as the main reference because the syllabus that she received from the government has the difficult achievement for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. According to the teacher, the syllabus form the government did not suitable for characters of the students with intellectual disabilities which have limitations in cognitive functioning and adaptive functioning such as communicating, taking care of themselves, and social skills.
For this reason, Kirk (2000, p. 230) stated that the general objectives of the curriculum for students with intellectual disabilities are: developing self-care, developing, social adjustment in the home and neighborhood and developing economic usefulness in the home or in a sheltered environment. For instance, in developing syllabus for language subject, Kirk and Gallagher (2015, p. 146) emphasized that the subject should includes the development of speech and the understanding of verbal concept. It also includes listening skills, listening to stories, roll calls, discussing pictures, and other activities familiar to the students in the classroom. Students may be asked to describe a simple object, say a table. And they may learn to communicate feeling of joy, happiness, anger, or sadness using language. Language exercises for students with intellectual disabilities include the development of speech and the understanding and use of verbal concepts. It includes communication skills: listening to stories, discussing pictures, telling of recent experiences, and other activities familiar to the students in the classroom. One important area of study is the home and the community. Students learn about holiday, transportation, the months of the year and days of the week, and contribution to home life. Classes make use of dramatization, acting out a story or a song, and using gestures with songs.

Indeed, Jessie (2008, pp. 5—6) described several points in instructional strategies that should be considered by the teacher to designed English lesson plan, they are: provide lesson overview to help students focus on relevant issues, use simple words, connect concrete materials and pictures with spoken and written words, provide direct instruction to help students to develop understanding and use of the strategies or skills and ensure activities relate to daily life.

On the contrary, the English syllabus that teacher received from the government was quite heavy for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. It can be seen from the Standard Competence (KI) and Basic Competence (KD) of the syllabus form the government (See Appendix 12, p. 141), for instance in Standard Competence the students with intellectual required to:

a. Understanding and applying of knowledge (factual, conceptual and procedural) based on the students’ curiosity about science, technology, art, culture related to real phenomena and real event.

b. Processing, providing and analyzing in concrete area (using, describing, modifying, and making) and in abstract area (writing, reading, calculating, drawing, and arranging stories) which appropriate with
teacher taught at school and other source which same perspective and theories.

Moreover in Basic Competence the students with intellectual disabilities more required to applying social function, structure of text and the students also required to be able arranging simple texts such as recount text, greeting card and notification text.

In regard to teaching English for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus, the syllabus from government was not suitable for students with intellectual disabilities needs. Since, students with intellectual disabilities have the limitations in cognitive functioning and adaptive functioning. For this reason, the teacher decided to developing syllabus by adopting the English syllabus from course book Intisari Lengkap SD (Penunjang Peningkatan Prestasi Belajar SD) that written by Santi Yulianawati, S.Pd (see Appendix 13, p. 145).

In term of developing and creating English lesson plan for students with intellectual at eighth grade of SMPLB Negeri 01 Lebak Bulus, the teacher used this adopted syllabus as main reference in developing and creating English lesson plan. According to the teacher, this adopted syllabus more suitable for the students with intellectual in her class, despite this adopted syllabus is used for elementary students at first and second grade. In addition, the indicator and materials in this adopted syllabus more suitable for the students` ability and for the students` needs.

Furthermore, the teacher believed that simplifying the English syllabus is an appropriate solution since it is still considering both of aspects of students` limitation and the principles of teaching and learning.

In summary, the important point in developing English syllabus for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus is how to support English teaching and learning activities for those students who have limitations in cognitive functioning and adaptive functioning and to make them more comfortable in English teaching and learning activities.

2. The suitability of English materials for students with intellectual disabilities

The English materials presented in the teaching and learning process for the students with intellectual disabilities at eighth grade of SMPLB Negei 01 Lebak Bulus is based on the course book with title Intisari Lengkap SD (Penunjang Peningkatan Prestasi Belajar SD) which written by Santi
Yulianawati, S.Pd as the main reference in delivering English materials. In English delivering materials, teacher considered the students` limitation in absorbed the English materials during teaching and learning activities. For this reason, teacher selected the easier English materials based on students` lack and their needs. Moreover, teacher also used several methods in delivering materials such as lecture method, demonstration method and giving an assignment for the students. In delivering materials teacher used media such as pictures to help students with intellectual disabilities understand English materials easily.

In terms of delivering English materials, teacher should consider the students with intellectual disabilities` characteristics. It is noteworthy, that delayed language development, which is characteristic of students with intellectual disabilities, also has a negative influence on academic achievement. The academic area in which language delay has the most detrimental effect is reading.

Regarding with those characteristics of students with intellectual disabilities, teacher should more selective in selected English materials for students with intellectual disabilities. As elaborated by Jessie (2008, p. 4) that teacher should consider these characters of students with intellectual disabilities below in delivering English materials:

a. Poor attention; for example, deficient in selective attention or sustained attention. By deficient in selective attention, the students are unable to focus on the central stimuli as they are distracted by other extraneous distracting variable in the environment. By deficient in sustained attention, the students may not be able to attend for an extended period of time on what they is attending.

b. Poor memory skills; for example, poor recall of what was learnt.

c. Difficulty in processing information; for example, tendency to perceive only one attribute at a time.

d. Meta-cognitive deficits; for example, lack awareness of own strengths and weakness and being unaware of the demands of the tasks in relation to their capabilities and the strategies that they have.

e. Poor communication skills; for example, poor receptive and expressive communication skills.

f. Transfer and generalization of learning; for example, the need of concentrate and relevant of life skills in order that the learning can be transferred and generalized to other situations.
g. Poor social/adaptive skills; for example, difficulty in making or keeping friends.

Furthermore, teaching intellectually disabled students require additional and special skills in the classroom activities. Even mildly affected students will require highly structured lessons. Marsh (2010, pp. 267—268) point out that extended time in class for these students can lead to improved performance. Learning goals for these students tend to be based on basic reading, writing and arithmetic, and on social, vocational and domestic skills. In addition, Marsh (2010, pp. 267—268) suggested several strategies listed below focus on structures approaches that are effective; they are:

a. Carefully develop readiness for each learning task
b. Present material in small steps
c. Develop ideas with concrete, manipulative and visually oriented materials
d. Be prepared for large amounts of practice on the same idea or skill
e. Relate learning to familiar experiences and surroundings
f. Focus on a small number of target behaviors so that students can experience success
g. Motivate work carefully
h. Ensure that the material used is appropriate for the physical age of the student and is not demeaning
i. Every time students complete a task successfully they should be rewarded

3. English teaching and learning activities for students with intellectual disabilities

In term of teaching and learning activities for students with intellectual disabilities, the researcher encountered some problems based on the result of classroom observation note and the result of interview with the English teacher. They are:

a. The difficulties that faced by the students during teaching and learning activities

It was done to be recognized that students with intellectual disabilities have the limitations in cognitive functioning and adaptive functioning. For this reasons, those students have difficulty to focus during teaching and learning activities. Most areas problems of students with intellectual disabilities are attention, working memory, language, self-regulation,
motivation and social development. In line with Hallahan, Kauffman and Pullen’s (2009, p. 157) explanation that the student with intellectual disabilities have lack with the ability to remember information while also performing other cognitive operation. Trying to remember an address while listening to instructions on how to get there is an example of working memory.

In addition, Abbeduto, Keller-Bell, Richmond, & Murphy (2006, p. 171) stated that virtually all persons with intellectual disabilities have limitations in language comprehension and production. Students who are intellectually disabled also have difficulties with meta-cognition. Meta-cognition refers to a person’s awareness of what strategies are necessary to perform a task and ability to use self-regulation strategies.

These explanations from the experts above are supported by the interview with the English teacher that she faced several difficulties of students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus in English teaching and learning activities. There were several difficulties that explained by the teacher in Interview section and the researcher found during classroom observation, they are:

1) Difficulty with pronunciation
2) Issues with writing process
3) Very low reading
4) Very low speaking
5) Struggle in memorizing vocabularies

Although, these students still struggle in English teaching and learning activities and also have the limitations but they should provided the same right as the other students in getting education from the government. Everyone has the right to have education, this statement is in line with the spirit of 1945 Constitution, section 31, verse 1 that every citizen have right to obtain education. Education is a basic human right, like all human right.

Education is the single most important discipline involved in intervention for students with intellectual disability and their families. The achievement of good outcomes in an education is dependent on the interaction between the student and teacher. In regard of English teaching and learning English for students with intellectual disabilities, the English teacher should consider the students` limitations, students` needs and students` characters because even these students have the limitations in teaching and learning process, learning English would be useful for them. As stated by Mohammadian and Dolatabadi (2016, p. 95) that learning a foreign language
like English can give an essence of being a part of the mainstream to a person with intellectual disability. It reduces the feeling of being regarded as different by others, by teaching the skills required to perform independently in the community, the differences between people with disabilities and their peers would be minimized.

In fact, Evvars and Knotek (2015, p. 122) explained that general language development is usually significantly delayed in students with intellectual disability, but it could not be a reason for these students automatically be excluded from the foreign language curriculum simply due to their limited intellectual capacity. They more elaborated that often students with intellectual disabilities can learn basic vocabulary and concepts with repetition and review. Teachers can choose the most important words and concepts in line of the entire curriculum which general education students with intellectual disabilities would complete.

Furthermore, these difficulties should be noticed particularly by the English teachers to enrich their teaching methods properly for the students with intellectual disabilities. Considering some aspects of students with intellectual disabilities’ learning difficulties is necessary, since not all English teaching methods are appropriate for them.

b. Different Classifications of students with intellectual disabilities in a class

Intellectual disability is usually identified during childhood, and has ongoing impact on an individual’s development. Intellectual disability can be defined as a significantly reduced ability to understand new or complex information, learn new skills and to cope independently including social functioning. As with all disability groups, there are many types of intellectual disability with varying degrees of severity.

Based on Ke and Liu’s (2012, p. 5) explanation, there are four classifications of intellectual disability, they are:

1) Profound Intellectual Disability
   In this stage, the individual has an IQ below 20. These individuals cannot take care of themselves and have no language. Their capacity to express emotion is limited and poorly understands.

2) Severe Intellectual Disability
   In this stage, the individual has an IQ between 20 and 34. Every aspects of their development in the early years are distinctively delayed; they have difficulty pronouncing words and have a very limited vocabulary.
Through considerable practice and time, they may gain basic self-help skills but need support at school, home and in the community.

3) Moderate Intellectual Disability

In this stage, the individual has an IQ between 35 and 49. They are slow in meeting intellectual developmental, their ability to learn and think logically is impaired but is able to communicate and look after themselves with some support.

4) Mild Intellectual Disability

In this stage, the individual has an IQ between 50 and 69. Development during their early life is slower than in normal children. However, they are able to communicate and learn basic skills. Their ability to use abstract concepts, analyze and synthesize are impaired but can achieve reading and computing skills. They can perform house-work and look after themselves. They usually require some support.

However, in contrast to most other disability categories, students with intellectual disabilities tend to have more general delayed development in academic, social, and adaptive skills. This delayed development is reflected in low achievement across content and skills areas as well as significantly lower scores on measures of intelligence and adaptive behavior when compared with students who are not identified with intellectual disabilities.

Moreover, at eighth grade of SMPLB Negeri 01 Lebak Bulus, there were three classifications of intellectual disabilities meeting theses students; they are severe intellectual disability, moderate intellectual disability and mild intellectual disability. According to the result interview with the teacher, there were classifications for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus:

Table 4.2 The Classifications of Students with Intellectual Disabilities at Eighth Grade of SMPLB Negeri 01 Lebak Bulus

<table>
<thead>
<tr>
<th>NO</th>
<th>Classifications of Intellectual Disability</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Severe Intellectual Disability</td>
<td>MF &amp; RK</td>
</tr>
<tr>
<td>2.</td>
<td>Moderate Intellectual Disability</td>
<td>SM &amp; FP</td>
</tr>
<tr>
<td>3.</td>
<td>Mild Intellectual Disability</td>
<td>AH, ME &amp; GF</td>
</tr>
</tbody>
</table>
Based on the classification of students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus above, the teacher elaborated that these students have different abilities in teaching and learning activities. For this reason, sometimes teacher faced the difficulty in teaching and learning activities.

Intellectually disabled students can vary considerably in terms of the degree of disability, ranging from mild to severe. According to Marsh (2010, pp. 267—268) there is now a variety of diagnostic assessments available to determine range and type of disability (see Table 4.3). The criteria used in defining and deficiencies are typically:

1) Intellectual function significantly below average
2) Individuals do not meet the standard of personal independence and social responsibility expected at their age level
3) The deficiencies must have appeared before the age of 18 years.

### Table 4.3 Diagnostic Assessment Available to Ascertain Special Needs of Students

<table>
<thead>
<tr>
<th>Category of disability</th>
<th>Type of assessment information required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentally retarded behavior/Intellectually disabled</td>
<td>Degree of intellectual ability, adaptive language functioning and medical history</td>
</tr>
<tr>
<td>Hard of hearing/deaf</td>
<td>Audio-logical, intellectual, language, speech, and social and emotional development</td>
</tr>
<tr>
<td>Speech impaired</td>
<td>Audio-logical. Articulation, fluency, voice, language, and social and emotional development</td>
</tr>
<tr>
<td>Visually handicapped</td>
<td>Ophthalmological, intellectual, and social and emotional development</td>
</tr>
<tr>
<td>Seriously emotional disturbed</td>
<td>Intellectual, medical, and social and emotional development</td>
</tr>
<tr>
<td>Orthopedically impaired and other health impairments</td>
<td>Medical, motor, adaptive behavior, and social and emotional development</td>
</tr>
<tr>
<td>Deaf-blind medical</td>
<td>Audio-logical, ophthalmological, language and adaptive behavior</td>
</tr>
</tbody>
</table>
### Category of disability  | Type of assessment information required
--- | ---
Multiple handicapped | Medical, intellectual, motor, adaptive behavior, social and emotional development, language, speech and audio-logical and ophthalmological when appropriate

c. Teacher`s strategies used to minimize those difficulties in teaching and learning activities

To deal with a foreign language especially English language while having difficulty in the first language is absolutely challenging for students with intellectual disabilities. For this reason, teacher must consider using the appropriate strategy for these students during English teaching and learning activities. In regard with students with intellectual disabilities` learning problems, teacher usually faced their difficulty with memory recall, task and skill generalization, and these students may demonstrate a tendency towards low motivation and learned helplessness. Issues in adaptive behavior may include difficulties with conceptual skills, social skills, and practical skills. Students with intellectual disabilities also often exhibit deficits in self-determination skills as well, including skills areas such as choice making, problem solving, and goal setting.

Moreover, to fully address the limitation in intellectual functioning and adaptive behavior often experienced by students with intellectual disabilities, teacher need to provide appropriate method and materials in teaching and learning activities. Teacher should create an enjoyable classroom environment to reduce the students` boredom. As Padurean (2014, p. 310) elaborated that the English lesson should be very interactive; emphasis must be placed on singing, playing, dancing, drawing. Movement activities are extremely beneficial for students with intellectual disabilities as most of them have difficulties in staying focused or sitting down. The atmosphere should be pleasant as students feel uncomfortable working under pressure, in stressful situations or in a boring activity. Abstract concept, rules, grammar rules should be avoided as they bring about tension. It is better to avoid correcting mistakes too often because it can demotivate students. Lexical or grammar chunks should be repeated as much as needed.
In line with the teacher’s strategies, English teacher of eighth grade students with intellectual disabilities at SMPLB Negeri 01 Lebak Bulus also used several strategies to minimize students’ difficulties in English teaching and learning activities. According to the teacher, she usually was giving more attention and more assistance during English teaching and learning activities. Teacher also gave more exercises for students in writing and memorizing words, because the most problems for the students in learning English were writing the English words. Teacher explained that, their difficulty in writing English because there was the difference in pronounce English language and its writing.

4. Evaluating students with intellectual disabilities

Conducting the evaluation is like carrying out the research, and it is thus critically important that the teacher as the evaluator in the case is clear about what question is being asked. That is, why the subject is being evaluated. It could be understood that beside the purpose of measuring students’ achievement academically, it is also aimed to measure whether the lesson was absorbed appropriately by the students, whether the materials was conveyed well, and whether the strategies run well.

On previous discussion, it had been explained that what over the kind of evaluation subject such as written test and spoken test mainly for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus. According to the teacher, there were written test and spoken test for students with intellectual disabilities, written test usually used in daily test, midterm test and final test. In daily test, the teacher usually used “fill the blank” form. In addition, at SMPLB Negeri Lebak Bulus 01, teacher simplified this kind of test with added several pictures in order to help students with intellectual disabilities.

Whereas, for midterm test and final test, teacher usually used “multiple choice” form, and the option in the multiple choice consists of three options only. Teacher explained that it was a rule at SMPLB Negeri 01 Lebak Bulus in conducting test in multiple choices only consists of three options whereas for students with Down syndrome, their test in multiple choices consists of only two options. In addition, teacher also explained that she conducted the daily test about two or three times in each semester. In spoken test, teacher usually used recitation the vocabularies which was consists of five until ten words in English language (see Appendix 11, Interview D, No. 2, p. 140).
Moreover, knowing what to expect on a test will also make it easier to study. The test should include examples for the students with intellectual disabilities so that they can see how they are supposed to answer the questions. This may seem like giving the students the answer but this can be a great assistance to students with intellectual disabilities who may have difficulties understanding the instructions. It might also be great idea to give the students with intellectual disabilities more time on a test since it usually takes them a longer time to process the information. Test can also be taken separated from the class as they are not being instructed by others as well as the lesser anxiety they may feel. Indeed, whether the test form, material presentation and also the strategies should be in line with the concerns of students with intellectual disabilities` limitations and needs.

Definitely, understanding the students with intellectual disability is undoubtedly challenging, it is not only about these students` ability in learning a foreign language, but also considering other fundamental aspects such as psychology and motivation. Therefore, to carry out the learning activities, English teacher are required to be able to read the condition of these students in order to give the most suitable treatment for students with intellectual disabilities. Besides developing syllabus, implementing various strategies in creating a proper material of the target language is strongly needed to be improved.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the explanation in all previous chapters, in terms of teaching English as a foreign language for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus, the researcher concluded this research into several points based on the findings and discussion.

SMPLB Negeri 01 Lebak Bulus as the state school specialized in teaching student with special need also provided English teaching and learning activities for students with intellectual disabilities. The teacher realized that English would be a big challenge for students with intellectual disabilities in accordance with their language delayed. Moreover, it considered intellectual disability as the impediment in cognitive functioning that caused delayed in developing their language, fail to acquire the ability of writing, reading and pronouncing in parallel with their other abilities such as memory, speed of processing, solve problems and thinking logically. Based on the students with intellectual disabilities` circumstances and how they deal with learning English and regarding their characteristics of literacy difficulties, it is clearly noted that each students with intellectual disabilities has different classification of intellectually disabled in learning activities.

In SMPLB Negeri 01 Lebak Bulus, the English syllabus was developing by English teacher by adopting the syllabus from the course book with title Intisari Lengkap SD (Penunjang Peningkatan Prestasi Belajar SD) which written by Santi Yulianawati, S.Pd. In addition, this course book was also the main reference for teacher in creating and developing English lesson plan for students with intellectual disabilities because this course book was most suitable an appropriate for students` needs in English teaching and learning activities. However, SMPLB Negeri 01 Lebak Bulus provided the syllabus from the government for English teacher but this syllabus was too difficult for the students with intellectual disabilities.

Regarding with English materials for students with intellectual disabilities at eighth grade of SMPLB Negeri 01 Lebak Bulus, teacher chose course book with title Intisari Lengkap SD (Penunjang Peningkatan Prestasi Belajar SD) which written by Santi Yulianawati, S.Pd as the main reference in delivering English materials. In English delivering materials, teacher considered the students` limitation in absorbed the English materials during teaching and learning activities. For this reason, teacher selected the easier
English materials based on students` lack and their needs. Moreover, teacher also used several methods in delivering materials such as lecture method, demonstration method and giving an assignment for the students. In delivering materials teacher used media such as pictures to help students with intellectual disabilities understand English materials easily.

And the last, the English teacher at SMPLB Negeri 01 Lebak Bulus conducted the evaluation for these students with intellectual disabilities. The kinds of test are made by the teacher were written test and spoken test for students with intellectual disabilities, written test usually used in daily test, midterm test and final test. In daily test, the teacher usually used “fill the blank” form. Whereas, for midterm test and final test, teacher usually used “multiple choice” form, and the option in the multiple choice consists of three options only. In addition, teacher conducted the daily test about two or three times in each semester. In spoken test, teacher usually used recitation the vocabularies which was consists of five until ten words in English language.

B. Suggestion

Based on the conclusion above, the researcher promoted some suggestions. First, for the English teacher, it is important to create enjoyable and suitable learning activities. Likewise other students with special needs, these students with intellectual disabilities need suitable strategies and appropriate approaches in teaching and learning activities so they can learn with high motivation, interest and encouragement in order to manage their difficulties in teaching learning process.

Furthermore, in term of developing English syllabus, the researcher suggests the teacher to be able to create an actual modification in some features of English subject which commonly to be a burdensome for students with intellectual disabilities. In addition, it is essential also to provide comfortable class management and environment that not only support learning activities for students with intellectual disabilities, sometimes which can also enhance self-understanding.

Finally, the further researcher who are interested in carrying out the similar issue about teaching English as a foreign language for students with intellectual disabilities, are expected to do observation more profoundly on the cognitive and social behavior of students with intellectual disabilities; to dig up more information concerning teaching and learning foreign language especially English language for students with intellectual disabilities; to
observe teachers implementing the curriculum by developing syllabus and lesson plan.

**C. Implication**

From the conclusion just discussed, it can be delivered several implications go to:

Firstly, for English teachers who deal with intellectually disabled students expected to develop an appropriate English syllabus and materials for these students based on their needs and limitations to create the effective and enjoyable teaching and learning process in the classroom. The English teacher also expected to develop the creative and innovative methods to enhance the comfortable environment during teaching and learning process.

Secondly, for the institution that provide the education for students with intellectual disabilities should be facilitate these students to support them in learning English. These students need the appropriate English course book in comprehend English materials with their limitations, media which help them in learning English such as pictures, laptop and tape recorder and the school should be provide the Psychologist to help the students with their behavior problems. The headmaster of the school also should considered the classification of these students when the registration in the school.

Last but not least. For government and policy maker are expected to arrange the regulation related the teaching English for students with intellectual disabilities should be consider the students` characteristics, needs and their limitations.
GLOSSARY

AAIDD (American Association on Intellectual and Developmental Disabilities): An American non-profit professional organization concerned with intellectual disability and related developmental disabilities. AAIDD has members in the United States and more than 50 others countries. AAIDD advocates for the equality, dignity, and human rights of people with intellectual and developmental disabilities, and for their full inclusion and participations in society.

AAMR: American Association on Mental retardation

ADA (Americans with Disabilities Act): Civil rights legislation for persons with disabilities ensuring non-discrimination in a broad range of activities.

Adrenoleukodystrophy: A rare genetic (inherited) disorder characterized by the breakdown or loss of the myelin sheath surrounding nerve cells in the brain and progressive dysfunction of the adrenal gland. Signs of adrenoleukodystrophy include: poor control of urination, weak muscles, stiffness in the legs and difficulty thinking and remembering visual perception.

Anoxia: The absence of oxygen with an emphasis on organs, muscle groups, or blood not getting sufficient oxygen.

Cerebral palsy: A condition characterized by paralysis, weakness, lack of coordination, and/or other motor dysfunction; caused by damage to the brain before it has matured.

Chromosome: A rod-shaped entity in the nucleus of the cell; contain genes, which convey hereditary characteristics; each cell in the human body contains 23 pairs of chromosomes.

Down-syndrome: A condition resulting from an abnormality with the twenty-first pairs of chromosomes; the most common abnormality is a triplet rather than a pair (the condition sometimes referred to as trisomy 21); characterized by intellectual disabilities and such physical signs as slanted-appearing eyes, hypotonia, a single palmar crease, shortness, and a tendency toward obesity.

DSM (Diagnostic and Statistical Manual): The standard classification of mental disorders used by mental health professionals in the United
States. It can be used by mental health and other health professionals, including psychiatrists and other physicians, psychologists, social workers, nurses, occupational and rehabilitation therapists, and counselors.

EFL: English as Foreign Language

Encephalitis: An inflammation of the brain; can affect the child`s mental development adversely.

Epilepsy: A disorder of the nervous system that can cause people to suddenly become unconscious and to have violent, uncontrolled movements of the body.

FAS (Fetal Alcohol Syndrome): Abnormalities associated with the mother`s drinking alcohol during pregnancy; defects range from mild to severe, including growth retardation, brain damage, intellectual disabilities, hyperactivity, anomalies of the face, and heart failure; also called alcohol embryopathy.

FASD (Fetal Alcohol Spectrum Disorders): A range disorders in children whose mothers consumed large quantities of alcohol during pregnancy.

Fragile X syndrome: A condition in which the bottom of the X chromosome in the twenty-third pair of chromosomes is pinched off; can result in a number of physical anomalies as well as intellectual disabilities; occurs more often in males than females; thought to be the most common heredity cause of intellectual disabilities.

Galactosemy: An inherited disease in which the body is unable to metabolize the simple sugar galactose. Galactose can increase to toxic levels in the body and may lead to damage of the liver, central nervous system, and various other body systems.

Glycogen deposit disease: Also known as Glycogen Storage Disease (GSD) is inherited metabolic disorders of glycogen metabolism. Disorders of glycogen degradation may affect primarily the liver, the muscle, or both.

Herpes simplex: A viral disease that can cause cold sores or fever blisters; if it affects the genital and is contracted by the mother-to-be in the later stages of fetal development, it can cause mental sub-normality in the child.
ICD (International Classification of Disease): The standard diagnostic tool for epidemiology, health management and clinical purposes. This includes the analysis of the general health situation of population groups. ICD is the foundation for the identification of health trends and statistic globally, and the international standard for reporting diseases and health conditions.

IDEA (Individuals with Disabilities Education Act): The Individuals with Disabilities Education Act was enacted in 1990 and reauthorized in 1997 and 2004; it replaced PL 94-142, enacted in 1975. This federal law requires that to receive funds under the act, every school system in the nation must provide a free, appropriate public education for every child between the ages of three and twenty-one, regardless of how or how seriously he or she may be disabled.

IEP (Individualized Education Program): IDEA requires an IEP to be drawn up by the educational team for each exceptional child; the IEP must include a statement of present educational performance, instructional goals, educational service to be provided, and criteria and procedures for determining that the instructional objectives are being met.

IFSP (Individualized Family Service Plan): A plan mandated by PL 99-457 to provide service for young children with disabilities (under three years of age) and their families; drawn up by professionals and parents; similar to an IEP for older children.

LBW (Low Birth Weight): Babies who are born weighing less than 5.5 pounds; usually premature; at risk for behavioral and medical conditions, such as intellectual disabilities.

Lesch-Nyhan syndrome: A condition that occurs almost exclusively in males. It is characterized by neurological and behavioral abnormalities and the overproduction of uric acid. Uric acid is a waste product of normal chemical processes and is found in blood and urine. People with Lesch-Nyhan syndrome usually cannot walk, require assistance sitting, and generally use a wheelchair.

Meningitis: A bacterial or viral infection of the linings of the brain or spinal cord; can cause a number of disabilities.

Mowat-Wilson syndrome: A genetic disease caused by heterozygous mutations and characterized by typical face, moderate to severe intellectual disabilities, epilepsy and variable congenital
malformations. The clinical aspects of the syndrome were first described by Mowat in 1998.

NCLB (No Child Left Behind Act): A United States Act of Congress which reauthorized the Elementary and Secondary Education Act; it included title provisions applying to disadvantaged students. The Act was signed into law by President George W. Bush on 8 January 2002. It put a special focus on ensuring that states and schools boost the performance of certain groups of students, such as English language learners, students in special education, and poor and minority children, whose achievement, on average, trails their peers.

Neonatal: The newborn period, specifically the first 4 weeks after birth.

Neurofibromatosis: A genetic disorder that cause tumors to form on nerve tissue. These tumors can develop anywhere in the nervous system, including the brain, spinal cord and nerves. Neurofibromatosis is usually diagnosed in childhood or early adulthood. Complications of neurofibromatosis can include hearing loss, learning impairment, heart and blood vessel problems and loss of vision.

PKU (Phenylketonuria): A metabolic genetic disorder caused by the inability of the body to convert phenylalanine to tyrosine; an accumulation of phenylalanine results in abnormal brain development.

Placenta previa: A condition that occurs during pregnancy when the placenta is abnormally placed, and partially or totally covers the cervix.

Placenta: The organ that provides oxygen and nutrition from the mother to the baby during pregnancy. The placenta is attached to the wall of the uterus and leads to the baby via the umbilical cord.

Prader-Willi syndrome: Caused by inheriting from one`s father a lack of genetic material on the fifteenth pair of chromosomes; leading genetic cause of obesity; degree of intellectual disabilities varies, but the majority fall within the mildly intellectually disabled range.

Rett syndrome: A very rare autistic spectrum disorder inherited; characterized by normal development followed by a severe regression of cognitive abilities.

Rubella (German measles): A serious viral disease, which, if it occurs during the first tri-semester of pregnancy, is likely to cause a deformity in the fetus.

SLA: Second Language Acquisition
Syphilis: A venereal disease that can cause mental sub-normality in a child, especially if it is contracted by the mother-to-be during the latter stages of fetal development.

Tay-Sachs disease: A rare inherited disorder that progressively destroys nerve cells (neurons) in the brain and spinal cord. The most common form of Tay-Sachs disease becomes apparent in infancy. Infants with this disorder typically appear normal until the age of 3 to 6 months, when their development slows and muscles used for movement weaken.

TBI (Traumatic Brain Injury): Injury to the brain (not including conditions present at birth, birth trauma, or degenerative diseases or conditions) resulting in total or partial disability or psychosocial maladjustment that affects educational performance; may affect cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory or perceptual and motor disabilities, psychosocial behavior, physical functions, information processing, or speech.

Toxemia: A condition in pregnancy, also known as pre-eclampsia characterized by abrupt hypertension, albuminuria (leakage of large amounts of the protein albumin into the urine) and the edema (swelling) of the hands, feet, and face. It occurs in the third trimester of pregnancy.

Trisomy 21: A type of Down syndrome in which the twenty-first chromosome is a triplet, making forty-seven, rather than the normal forty-six, chromosomes in all.

Tuberous sclerosis: A genetic disorder that is characterized by abnormalities of the skin, brain, kidney, and heart. Skin abnormalities are present in all cases of tuberous sclerosis. They include tiny benign tumors on the face and de-pigmented areas anywhere on the body.

Umbilical cord prolapse: A complication that occurs prior to or during delivery of the baby. In a prolapse, the umbilical cord drops through the open cervix into the vagina ahead of the baby. The cord can then become trapped against the baby’s body during delivery. Umbilical cord prolapse presents a great danger to the fetus. During the delivery, the fetus can put stress on the cord. This can result in a loss of oxygen to the fetus, and may even result in a stillbirth.

Umbilical cord: The blood vessels that allow the developing baby to receive nutrition and oxygen from its mother; the blood vessels also
eliminate the baby’s waste products. One end of the umbilical cord is attached to the placenta and the other end is attached to the baby’s belly button (umbilicus).

Vaginal hemorrhages: A condition in which a person bleeds too much and cannot stop the flow of blood through the vagina.

Williams syndrome: A condition resulting from deletion of material in the seventh pair of chromosomes; often results in mild to moderate intellectual disabilities, heart defects, and elfin facial features; people affected often display surprising strengths in spoken language and sociability while having severe deficits in spatial organization, reading, writing, and math.

WISC-IV: Wechsler Intelligence Scale for Children-Fourth Edition. One of the types of IQ tests which is used to identify students with intellectual disabilities. WISC-IV consists of a Full-Scale IQ, as well as four composite scores: Verbal Comprehension, Perceptual Reasoning, Working Memory, and Processing Speed.
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