

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Descriptions

##### 1. Speaking Skills

Communication occurs in two ways: speaking and writing. These are also called communication skills or productive skills. Speech and verbal communication are important in our lives to express our thoughts, thoughts and feelings and to convey messages and information to others. Speaking is one of the important skills to master in any language.<sup>1</sup> Speaking can also be described as the ability of students to express themselves their thoughts are verbal in many words. Speaking is just a verbal speech it consists of structure and vocabulary. That talk is mainly about what we say, what we see, feel, and think. When we feel something, we want someone to hear our voice. Like this process, it can be called the interaction of two-way communication.<sup>2</sup> Speaking is one of the language skills emphasis is placed on verbal communication. This allows you to accurately generate, send or receive information smoothly. Speakers should also pay attention to vocabulary and grammar pronunciation.<sup>3</sup>

Speaking is the most commonly used language skill in almost all situations. Talking helps us in many ways: communication, negotiation, persuasion, etc. That is the power of speaking. In fact, the ability to speak well gives Speaker many advantages.<sup>4</sup> Speaking ability is an essential element in learning English as a foreign language. This is similarly expressed by Richards and Bahadolfer & Omidbar, who discovered that speaking fluency is a productive skill and a top

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<sup>1</sup> Srinivas Rao, Parupalli, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal(ACIELJ)* Vol 2, no. Issue 2 (2019): 18, [www.acielj.com](http://www.acielj.com).

<sup>2</sup> Rezky Fauziah Fajar, "Probing-Prompting Learning in Teaching Speaking" *ACADEMICIA: An International Multidisciplinary Research Journal* 9, no. May (2020): 86–95.

<sup>3</sup> Ratih Inayah Parmawati Asep, "Improving Students' Speaking Skill Through English Movie in Scope of Speaking for General Communication," *ELTIN Journal: Journal of English Language Teaching in Indonesia* 7/II, no. 2018 (2019): 43–53.

<sup>4</sup> Parupalli Srinivas Rao, "The Role of Teachers in Developing Speaking Skills in English Language Classrooms," *ACADEMICIA: An International Multidisciplinary Research Journal* 8, no. 12 (2018): 5, <https://doi.org/10.5958/2249-7137.2018.00068.x>.

priority for students to learn in the process of learning and teaching a foreign language. Learning and developing speaking skills requires intensive practice. It is based on a review of several studies that have found some difficulties in learning these skills, such as lack of motivation, student interests, and teaching skills. There are also several issues with learning speaking skills, including a lack of student motivation to practice, student anxiety, confusion about what to say, and fear of mistakes that lead to inferiority complex in speaking English. Therefore, teachers need to use learning strategies to solve these problems.<sup>5</sup>

English is an important language so learners must acquire it. Because it looks like the official international language, English has an essential role in verbal communication. This people from other countries in addition to deep conversations, means to make use of modern education technology. When updating the type of education natural science, need to improve English skills many sources in the field of education.<sup>6</sup> Therefore, it is a convenient and necessary language to know. Learning English is important and people all over the world are choosing to learn it as a second language. A good understanding of how to communicate in English makes it easier to travel around the world. English is the main international language for foreigners, so if you know English, you can easily get support. This is done in many parts of the world.<sup>7</sup> English as a foreign language has four primary skills, there are speaking, listening, reading, and writing, among the four skills in English (listening, reading, writing, and speaking) speaking is the one that requires the most level of confidence. Especially for students who are not from English-speaking countries.

Teachers as educators are not only tasked with delivering lessons but also tasked with making students

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<sup>5</sup> Irma Manda Negara, "Literature Review : Why Use Roleplay Method in Teaching Speaking?," *Jurnal Ilmiah STBA* 7, no. 1 (2021): 1–10.

<sup>6</sup> Iful Rahmawati Mega and Dody Sugiarto, "Speaking Skill in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students," *Journal of Foreign Language Teaching and Learning* 5, no. 2 (2020), <https://doi.org/10.18196/ftl.5253>.

<sup>7</sup> Sneha Dutta, "The Importance of 'English' Language in Today'S World," *International Journal of English Learning & Teaching Skills* 2, no. 1 (2020): 1028–35, <https://doi.org/10.15864/ijelts.2119>.

understand what is being conveyed, one of which is by using good and correct methods. When teaching English as a foreign language, teachers must guide and support students in their learning activities and enable them to use it, language rules for meaningful communication.<sup>8</sup> Especially in learning English speaking which requires students' self-confidence, this made teachers try even harder in teaching, let alone teaching students with disabilities, this a challenge for a teacher whether to be able to combine the ability to understand students with disabilities and the ability to teach which of course drained a lot of patience, energy, and mind.

## 2. Teacher's Role in Teaching and Learning

One of the most important elements in the teaching and learning process is the teacher because the presence of a teacher can realize the success or failure of a teaching and learning process. In the education process, it is necessary to have qualified teachers, namely teachers who master the subject matter, correct teaching methods, and also understand the basics of education. A teacher in teaching is very important in understanding the basics of education because this is a means to improve and motivate students in their learning activities. If a teacher is only able to master the material without being supported by knowledge of didactic factors, it had an impact on the existence of obstacles in students' mastery of what is conveyed by the teacher.

A teacher's role is a characteristic feature that a teacher may have in a class. The role usually refers to the connection between the instructor and the learner, especially about the learner's autonomy in learning. The role of the teacher is very necessary that teachers must be able to be facilitators, mediators, and evaluators for the student. Teachers must be able to monitor and deliver learning instructions to students and teachers must be able to support student learning by explaining materials and providing exercises to students. Teachers need to be creative when learning.<sup>9</sup> Teachers need to devise activities and incorporate them into their lesson plans

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<sup>8</sup> Clara Liva, Y Gatot Sutapa Y, and Eusabinus Bunau, "Improve The Students' Speaking Ability Through English Song," *Jurnal Pendidikan Dan Pembelajaran* 4, no. 2 (2015): 1–13.

<sup>9</sup> Winda Erlia, "Roles of the Teacher for Increasing Learning Quality of Students," *ETUDE: Journal of Educational Research* 1, no. 3 (2021): 77–86.

to maintain learner interest and dedication, all thorough, and at the same time pay attention to the language they speak.<sup>10</sup>

Teachers have an important role in education, namely as a source of educational strength for the younger generation so that they can achieve a bright future, for example, teachers simplify complex things and make initially abstract concepts accessible to students. Teachers want to expose respect, and caring, grow to be functional models, make a pleasing environment, deal with college students' rights, instruct them however now no longer be totalitarian, and publications them thru the street of success. Teachers take the location of the mother and father in a school, the manual, and mold the person of the scholar. They have an impact the adolescents of college students. A proper teacher coaxes and enables a scholar to apprehend his skills and grow to be a higher human being. There are several types of teacher roles in the classroom:

- a. Controller: The teacher has responsibility for the class, students' actions, what students say, and how they say it.
- b. Prompter: The teacher can give advice and participate when students want to continue with an activity, for example, the teacher can give advice when students want to continue to a higher school level.
- c. Source: Teachers serve as a source of information that can provide assistance as needed and provide guidance to students who are more difficult to learn in the classroom.
- d. Assessor: the teacher's role, in this case, is as a figure who assesses student performance
- e. Organizer: the teacher gives instructions on what students should do. Besides that, it also acts as a demonstrator that allows teachers to be directly involved in student activities, coupled with providing incentives so that students provide feedback.
- f. Participant: Teachers can dilute the classroom atmosphere so that they can interact with students without overdoing it.
- g. Tutor: the teacher as a mentor and giver of assistance to students, besides that it also limits students' assignments

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<sup>10</sup> Sharmin Siddiqui and Md. Mostaq Ahamed, "Teachers' Roles Beyond and Within the Context: An Ever-Changing Concept," *Arab World English Journal* 11, no. 1 (2020): 282–96, <https://doi.org/10.24093/awej/vol11no1.21>.

and checks students' ideas whether they have met the requirements or not.<sup>11</sup>

Some activities that require more teacher activity, like precise production requires the teacher to be able to act as a controller, but communication tasks require group or pair interaction of learners. Teachers must act as facilitators by not intervening frequently. Moreover, teachers should give students more opportunities to use the language. In a communication-oriented classroom, the teacher should not be a stage actor, but should act as an 'advisor', 'facilitator', organizer, participant, prompter, resource, etc. In general, it can be said that most of the time teachers are acting as moderators rather than controllers in oral communication lessons. In the ELT class, teachers are expected to teach effectively, guide students and maintain order in the classroom.<sup>12</sup> To make the classroom more lively and realistic and engage learners in different kinds of speaking skills, English teachers need to use a variety of innovative techniques and strategies in the classroom and so on. The teacher's role as a facilitator is limited, so teachers should assist learners when they encounter problems. While learners are certainly expected to complete these assignments on their own, there may be times when a teacher's help is required to complete the assignments.<sup>13</sup>

### 3. Students' Self-Confidence

#### a. Definition of confidence

Confidence is an essential thing in creating good communication, especially in speaking publicly. Speaking in public requires not only skill but also self-confidence. Self-confidence is an individual's positive attitude and can be countered. The environment or situation he is facing. Roasters have found confidence in people to be compelling there is a task ability, self-assessment, and a

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<sup>11</sup> Sarabjeet Kaur, "Role of a Teacher in Student Learning Process," *International Journal of Business and Management Invention (IJBMI)* 8, no. 12 (2019): 41–45.

<sup>12</sup> Dagmawit Tarekegn and Mendida Berkessa, "Teachers' Role in Enhancing the Students' Speaking Skills" *International Journal of Academic Multidisciplinary Research (IJAMR)* 6, no. 3 (2022): 51–59.

<sup>13</sup> Rao, Parupalli, "The Importance of Speaking Skills in English Classrooms." *Alford Council of International English & Literature Journal (ACIELJ)* 2, No. 2 (2019). 7-8.

practical approach.<sup>14</sup> The key to self-belief is preparation." self-belief is something this is inherent in a few humans or is it a trait that may be improved, in different words, we constructed self-belief via preparation. A crucial component in growing self-confidence is planning and preparing for the unknown. For example, while making use of a brand new job, it's first-rate to put together it for an interview.<sup>15</sup> Self-confidence is defined as a person's recognition and awareness of his talents, love for himself, and being aware of his emotions. Confidence is divided into two sub-categories as intrinsic sureness and adventitious sureness and continues his rationalization as follows: Intrinsic sureness is the thoughts and emotions regarding individuals' being reconciled or happy with themselves. Self-esteem, self-love, self- knowledge, stating concrete aims and positive thinking are the components of intrinsic sureness.<sup>16</sup>

A child who does not have self-confidence, hindered development of intellectual achievement, skills and independence as well as making the child not good at socializing (not good at realizing). The child there is no courage to actualize himself in the social environment. Lack of self-confidence makes a person angry with him and result in impaired learning achievement. Most children those who feel that they have failed with their achievements find it difficult to develop confidence self. Afraid of challenging tasks, afraid of failure, and getting used to it in taking on less challenging tasks. Therefore, this confidence is important for all students in improving their speaking performance, especially when they appear to speak in front of the class.<sup>17</sup> When learning English, students also above all, students also need to record their

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<sup>14</sup> Erdina Indrawati, Debby Julia Irmawati, and Diyana Dwi Lestari, "Improving Self Confidence of Adolescence through Counseling Directive" *International Journal of Science and Research (IJSR)* 7, no. 5 (2018): 2017–19, <https://doi.org/10.21275/ART20182003>.

<sup>15</sup> Mark Lamster and Robert Benson, "Building Confidence," *Architectural Record* 205, no. 7 (2017): 114–18, <https://doi.org/10.1891/1058-1243.26.3.107>.

<sup>16</sup> Musliadi, "The Strategies Dealing with Speaking Confidence in Speaking." *Prosiding Seminar Nasional* 4, no. 1 (1967): 5-24.

<sup>17</sup> Andi Mangguntungi Sudirman, Rusdiana Junaid, and Ibo Indira Tamallo, "The Correlation between Students' Self-Confidence and Speaking Performance," *Arab World English Journal* 1, no. 2 (2020): 80–90, <https://doi.org/10.46870/lets.v1i2.28>.

learning habits. Man those who study thoroughly affect their studies knowledge, attitude, and ability. Encourage children to learn the most important. Study habits it is beneficial to be continuously encouraged for teachers, parents, and students.<sup>18</sup>

**b. Confidence indicator**

Confidence is a character that must be instilled from an early age because with confidence a person will be able to realize what he aspires to in the future. In addition, students will also avoid negative environmental impacts, feel optimistic and not depend on others. A person can be said to be confident if he has fulfilled the following indicators, including:

- 1) Confident in one's own abilities, namely a person's positive attitude towards himself and believe that he really understands what he is doing.
- 2) Easy to get along with, that is, someone must know how to make friends with people, especially new people.<sup>19</sup>
- 3) Optimism, namely the positive attitude of someone who always has a good outlook in facing challenges and always has good expectations.
- 4) Able to make decisions quickly, that is when someone is required to be able to make a decision he is able to choose the best decision and not hesitate.
- 5) Being responsible for his decisions, in addition to being able to make quick and precise decisions, a person is said to be confident if he can be responsible for the consequences that arise as a result of a decision he has taken.
- 6) Dare to express his opinion, that is, someone does not hesitate and dare to convey what he is thinking to others without any doubts. In its application in class, daring to express opinions can also be in the form of asking questions to the teacher during learning.

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<sup>18</sup> Mega and Sugiarto, "Speaking Skill in Correlation with English Speaking Learning Habit and Self Confidence of Vocational High School Students." *Journal of Foreign Language Teaching and Learning* 5, no. 5 (2020): 173-187, <https://doi.org/10.18196/ftl.5253>.

<sup>19</sup> Jiandong Ju et al., "Aspek-aspek Kepercayaan diri," *Journal of Chemical Information and Modeling* 43, no. 1 (2020): 7728.

- 7) Rational and realistic, namely one's ability to analyze a problem by using ideas that are acceptable to the human mind and in accordance with the facts on the ground.<sup>20</sup>

When acquiring English skills, students may succeed or fail in the learning process. Preliminary observations made for this study show that most English teachers used similar techniques or even the same materials to speak with students in other majors. They take it for granted, either by following the government curriculum or without making changes for each major. Some people pick up all the material from textbooks and practice books. They also used the same methods or techniques, scoring and scoring. Not completely wrong, but for learning English to be meaningful to their future life, it is necessary to give some thought to distinguish the treatment of each major. This issue also leads to the fact that students are less motivated because they do not allow teachers to participate. There are several specific indicators that must be met by someone in order to be said to be able to speak well:

1. Posture and body language

Body language is a series of nonverbal signals that can be used to communicate feelings and intentions. For example, body posture, facial expressions and hand movements when speaking. Speakers create much emotion and interest through the use of nonverbal communication, often called gestures or body language. A speaker's body can be an effective tool for emphasizing and clarifying the words they use, while reinforcing their sincerity and enthusiasm.

2. Intonation and volume

In speaking, intonation and volume are things that cannot be ignored. Using appropriate intonation and volume can make message delivery clearer. Intonation is the high and low tone on the sentence that gives emphasis on certain words in a sentence.<sup>21</sup> Intonation has a very

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<sup>20</sup> D. M Dewi, Supriyo, and Suharso, "Kepercayaan Diri Ditinjau Dari Pola Asuh Orang Tua Pada Siswa Kelas VII (Studi Kasus)," *Indonesian Journal of Guidance and Counseling: Theory and Application* 2, no. 4 (2013): 9–16, <http://journal.unnes.ac.id/sju/index.php/jbk>.

<sup>21</sup> Richa Kusuma Wardani, Yesi M.Pd Elfisa, and Diyan Andriani, "An Analysis Speaking Ability of Using Asking and Giving Opinion at Eight Grade of SMP N 22



important role in communication. While volume is how loud or weak a sound is, speakers must use the right volume when speaking.

### 3. Vocabulary

Vocabulary is knowledge about the meanings of words. Words come in at least two forms, spoken and printed. Oral vocabulary is the set of words whose meanings when we speak or read them orally. While print vocabulary consists of those words for which the meaning is known when we write or read silently. Vocabulary problems occur when a person lacks the necessary vocabulary to speak and does not know how to combine vocabulary into a good sentence.<sup>22</sup> Vocabulary is a prerequisite for a person to be able to speak well.

### 4. Grammar

Grammar is a subject in which sentences are structured and formatted, so it can be considered a bit boring to learn proper grammar because it certainly has value. If learners do not master grammar rules, they will never be able to communicate effectively in English. Grammar becomes difficult because learners do not learn each structure one by one. Even the learners seem to have mastered one specific structure, it's not uncommon to see a step back with the introduction of new forms in learners' communication language.

### 5. Pronunciation

Pronunciation is the way of words has similar pronunciation but different meanings. Hence the pronunciation is ability to understand sound, presence and impact on comments. This will affect the meaning or meaning in context.<sup>23</sup> Pronunciation deals with how often errors in pronunciation occur and how the pronunciation aspect interfere the communication are the criteria of the

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Merangin Academic Year 2019/2020," *Selecting: English Education Program Journal* 2, no. 2 (2020): 49–56, <https://tinyurl.com/3ynt6jat>.

<sup>22</sup> Hariswan Putera Jaya, Ismail Petrus, and Nova Lingga Pitaloka, "Speaking Performance and Problems Faced by English Major Students at a University in South Sumatra," *South Sumatera. Indonesian EFL Journal* 8, no. 1 (2022): 105–12, <https://journal.uniku.ac.id/index.php/IEFLJ/index>.

<sup>23</sup> Wardani, Elfisa, and Andriani, "An Analysis Speaking Ability of Using Asking and Giving Opinion at Eight Grade of SMP N 22 Merangin Academic Year 2019/2020." *English Education Program Journal*, no. 2 (2022): 49-56.

assessment. Pronunciation is one aspect that will be assessed by the interlocutor. Especially if you are talking to people who use English as their everyday language or are native speakers. This means that pronunciation is one of the first impressions that the person you are talking to will catch when starting a conversation in English

#### 6. Fluency

Fluency is speaking at normal speed without hesitation, repetition and gentle use words are connected. Master the language indicates that speech production in a well done conversation. Have confident when speaking and capable of responding to a specific topic without a lot of hesitation in choosing words. A person is said to be proficient if he has the ability or skill to speak at an appropriate speed without any hesitation due to repetitive actions, and if the speech itself is meaningful or possible accepted by listener.<sup>24</sup> Developing mastery of oral expression can perform student review speech status.

Social issues include comprehension when practicing English outside the classroom and comprehension in the speaking classroom. Issues related to linguistics include vocabulary, fluency, grammar, and pronunciation.<sup>25</sup> Students tend to have emotional problems when speaking for certain reasons, such as anxiety, lack of confidence, and worry. Factors that cause speaking problems are lack of general knowledge, lack of speaking practice, fear of making mistakes, lack of word usage and grammar practice, low motivation, low participation, laziness in reading, shy, rarely uses language. It can be concluded that self-confidence plays an important role in determining student success in various aspects such as speaking English.

#### c. Disability Confidence

The child with special needed (children with special needs) is children with special characteristics where the

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<sup>24</sup> Haryanto, "The Assessment Procedures of Speaking Fluency Using Retelling Technique," *Jurnal Edulingua* 3, no. 2 (2016): 7–14, <https://ejournal.unisnu.ac.id/JE/article/view/502>.

<sup>25</sup> Putera Jaya, Petrus, and Lingga Pitaloka, "Speaking Performance and Problems Faced by English Major Students at a University in South Sumatra." *South Sumatera. Indonesian EFL Journal* 8, no. 1 (2022): 105-112, <https://journal.uniku.ac.id/index.php/IEFLJ/index> .

child is different from the child his age, without always showing it mental, emotional or physical incapacity.<sup>26</sup> In general, most of the participants mentally retarded students have self-confidence which is very low. While students in Special Schools (SLB) as creatures social media must have self-confidence so that you can socialize with the participants educate others. Self-confidence is the main capital for students to achieve success. Students who have self-confidence means the learner capable, capable, and believes he can achieve maximum performance. Students who lack self-confidence can cause serious problems if not handled properly immediately. Handling students who lack self-confidence can carried out by himself and also the participants other students, especially students in surroundings.<sup>27</sup> School is one of them educational environment that can help students increase confidence himself. Schools don't just educate participants education in cognitive aspects only, school does not only acts as a transformer of knowledge knowledge, but school also plays a role in it development of students' self-potential for has spiritual, religious, self-control, personality, intelligence, noble morals and the necessary skills himself, society, nation and state (Chapter 1 article 1 Republic of Indonesia Law No. 20 of 2003).

Children with special needs have its own uniqueness in type and its characteristics, which distinguish it from normal children in general, the only one is the child who experiences it mental and ordinary obstacles or retardation called a mentally retarded child. Mentally retarded children are one of the special needs children, where children with mental retardation have intelligence condition is far below average, which is marked by limited intelligence and incompetence in interaction social. Children with mental retardation have a function low general intellectual where can have an

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<sup>26</sup> Ria Novianti Resta febriana, Zulkifli, "The Relationship Between Parents' Perception and Acceptation to Mental Retardation Child in Pelita Hati School and Mulia Panam," *Repository Universitas Riau* 10, no. 1 (2022): 1–52, <https://doi.org/10.21608/pshj.2022.250026>.

<sup>27</sup> The Social Et Al., "Personal Social Guidance Services To Develop Self-Confidence in Graduate Students at SLB C Aditya Grahita Bandung City," *Jurnal Smart Paud* 1, No. 2 (2018).

influence on the occurrence of behavioral disorders during the period development. Mental retardation is characterized by weakness skills and abilities over time developments that can have an impact on good cognitive abilities, language, motor skills, self-confidence and social.<sup>28</sup> Mental retardation refers to significant general intellectual functioning that is below the normal average. At the same time, mental retardation experience deficiencies in behavior and adjustment. All of it takes place or occurs during its development. According to the organizers inclusive education, a person is said to be mentally retarded if he has three factors, namely: (1) inhibited intelligence function in general or below average, (2) incapacity in adaptive behavior, and (3) occurs during development until the age of 18 years.

#### **4. Students with Disabilities**

##### **a. Definition of Disabilities**

People with disabilities are often seen as people who are unable to manage their daily lives and are unproductive, so they are often ignored by ordinary people. Besides that, there is still a lot of discrimination against persons with disabilities, such discrimination can take the form of ridicule, insults, or ostracism. According to KBBI (Kamus Besar Bahasa Indonesia), peripersonal disabilities are defined as a person who has (suffered) something, while disability is a word Indonesian language that comes from the English loan word disability (plural: disabilities) which means disability or inability. Based on the Law of the Republic of Indonesia Number 8 the Year 2016 about Persons with Disabilities, a person with a disability is any person has have physical, intellectual, mental, and/or sensory over periodized in interacting with the environment and can experiencing obstacles and difficulties to participate fully and effectively with citizens other countries on the basis of equal rights. Crawly said

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<sup>28</sup> Yessy Pramita Widodo, Meidiana Dwidiyanti, and Elis Hartati, "The Effect of 'My Confident Book' Games on Improving Self- Confidence in Tunagrahita," *Bhamada: Jurnal Ilmu Dan Teknologi Kesehatan (E-Journal)* 11, no. 1 (2020): 16, <https://doi.org/10.36308/jik.v11i1.208>.

that "disability" is a condition of a person who has a physical or psychological deficiency.<sup>29</sup>

One of the groups that are vulnerable to poverty is people with disabilities, and as a result poverty can cause disability. Most vulnerable to poverty and poverty itself is very vulnerable to creating a new generation of people with disabilities.<sup>30</sup> Statistical data from the WHO association or the World Health Organization states that the number of people with disabilities is around 15% of the total world population. In Indonesia, people with disability is estimated at 36%, of which 150,000 people or about 15% of the total population of Indonesia in 2011 with a population of 241 million. Article 9 of the CRPD Convention on the Right of Person with Disability or No. 9 of 2011 guarantees that persons with disabilities or individuals with physical, mental, intellectual disabilities or sensory have the right to get the fulfillment of the right of accessibility.<sup>31</sup> Based on the running data of the Agency Center for Statistics (BPS) 2020, the number of persons with disabilities in Indonesia reached 22.5 million or around five million percent.<sup>32</sup>

This is very important to ensure the independence and participation of persons with disabilities in all aspects of life as an effort capacity building.<sup>33</sup> Several terms refer to people with disabilities, the Ministry of Social Affairs refers to people with disabilities, the Ministry of National Education refers to people with special needs and the Ministry of Health refers to people with disabilities. From some of the explanations above, it can be concluded that

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<sup>29</sup> Thomas Crawley, "Disability, Options and Well-Being," *Utilitas* 32, no. 3 (2020): 316–34, <https://doi.org/10.1017/S0953820819000463>.

<sup>30</sup> Zamjani, "Inklusivitas Program Indonesia Pintar: Studi Kasus Pelaksanaannya Bagi Anak Berkebutuhan Khusus Di Lima Daerah." KEMENKO PMK, December 10, 2022.

<sup>31</sup> Sepfiana Dari Ningsih et al., "Persepsi Digital Penyandang Difabel Desa Mlese Sebagai Upaya Peningkatan Kapasitas Komunitas Kabupaten Klaten," *Jurnal Budimas* 03, no. 02 (2021): 473–82.

<sup>32</sup> Ananta Refka Nanda and Ratna Herawati, "Kendala Dan Solusi Bagi Penyandang Disabilitas Kota Semarang Dalam Mengakses," *Jurnal Pembangunan Hukum Indonesia* 3, no. 3 (2021): 325–36.

<sup>33</sup> Ningsih et al., "Persepsi Digital Penyandang Difabel Desa Mlese Sebagai Upaya Peningkatan Kapasitas Komunitas Kabupaten Klaten." KEMENKO PMK, December 8, 2022. <https://bit.ly/3uPdHYE>

persons with disabilities are long-term physical, and intellectual, who may face obstacles and difficulties in coping with the environment to fully and effectively participate with other citizens based on equal rights. Anyone who experiences mental and/or sensory restrictions.

#### **b. The Kind of Disabilities**

Every parent in this world certainly expects children with normal conditions, but not all children are born normally, namely children who have limitations or disabilities. Children with disabilities are children who have limitations, both physical limitations, intellectual, mental, sensory and even have more than one type of limitations.<sup>34</sup> Based on Law No. 8 of 2016 article 4 paragraph 1 regarding the variety of persons with disabilities, there are several types of disabilities, namely people with physical, intellectual, mental, and/or sensory disabilities, the explanation is as follows:

- 1) Physical disability is a disability caused by a disturbance in bodily functions. This disorder can appear from birth or as a result of an accident, it can also be a side effect of medical treatment. Example: stroke, amputation, paraplegia, starvation, leprosy, cerebral palsy, and small human beings which include dwarfism or Seckel syndrome.
- 2) Sensory disabilities are limitations in the five senses' function. Example: mute, blind, deaf.
- 3) Mental disability is a limitation caused by a disturbance in the mind or brain. This condition is usually detected in childhood, but can also appear in adulthood.<sup>35</sup> Examples: bipolar, depression, and anxiety disorders. People with mental disabilities have difficulty concentrating, deciding problems, and speaking their minds.
- 4) Intellectual disability is a limitation that is characterized by a low IQ level below the average

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<sup>34</sup> Yusi Desriyani, Ikeu Nurhidayah, and Fanny Adistie, "Burden of Parents in Children with Disability at Sekolah Luar Biasa Negeri Cileunyi," *NurseLine Journal* 4, no. 1 (2019): 21, <https://doi.org/10.19184/nlj.v4i1.8696>.

<sup>35</sup> M Fatimah, Binahayati, and B Muhammad, "Pendidikan Bagi Anak Tunagrahita (Studi Kasus Tunagrahita Di SLB N Purwakarta)," *Jurnal Penelitian Dan PKM* 4, no. 2 (2017): 220–21, <https://doi.org/https://doi.org/10.24198/jppm.v4i2.14273>.

standard, difficulty processing information, and difficulty in communicating, socializing, and low sensitivity to the environment. Example: Down syndrome and growth retardation. <sup>36</sup> In DSM-5 the American Psychiatric Association-Diagnostic has changed the term Mental Retardation to Intellectual Disability. In Indonesia itself, this term is known as Tunagrahita.

- 5) Multiple disability is a generic term involving the combination of various disabilities.<sup>37</sup> Multiple disabilities are two or more disabilities that one person has. For example, physical and mental, physical and intellectual, physical and sensory, sensory and mental, intellectual and sensory, mental and intellectual, sensory mental physical, or intellectual and sensory physical.

### c. Disability Factors

Based on data from the Central Statistics Agency for 2022, there are around 17 million people with disabilities entering the productive age. Yet only 7.6 million people are employed, while the disability range for children aged 5-19 years is 3.3%. While the population at that age (2021) is 66.6 million people. Thus, the number of children aged 5-19 years with disabilities is around 2,197,833 people.<sup>38</sup> The data should be able to increase public awareness of the high level of disability in Indonesia, so that this number can be reduced. One of way is to know the factors that cause disability so that later it can be prevented, the factors that cause disability are as follows:

- 1) Mental disability is related to several factors such as biological and psychosocial factors. Biological factors are classified into genetic and non-genetic factors. Non-genetic factors such as maternal age during pregnancy, undernutrition during pregnancy, and perinatal causes such as preterm birth, low birth weight,

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<sup>36</sup> Laudan Aron and Pamela Loprest, "Disability and the Education System," *The Future of Children* 22, no. 1 (2012): 97–122.

<sup>37</sup> Ayten Duzkantar et al., *Review of International Studies on Multiple Disabilities*, *Sakarya University Journal of Education*, 2020, <https://doi.org/10.19126/suje.670873>.

<sup>38</sup> Novrizaldi. "Pemerintah Wajib Penuhi Hak Pendidikan Inklusif Bagi Penyandang Disabilitas" KEMENKO PMK, December 7, 2022. <https://bit.ly/3uPdHXD>

and birth trauma may contribute to mental retardation. Low motherhood education and society- Economically, it is also associated with the occurrence of mental retardation. Deterioration of health that can affect fetal growth can lead to intellectual disability. Poor environmental conditions, such as exposure to toxins, can cause permanent damage to the brain and nervous system. It causes mental retardation.<sup>39</sup>

- 2) People with disabilities are also known as disabled, disabled, disabled – those suffering from orthopedics, and physical illness disorders that overwhelm normal physical function.<sup>40</sup> Physical disability can be experienced by a person from congenital or non-congenital (accident, disease).<sup>41</sup>
- 3) Sensory disorders are cases in which the senses of sight, hearing, smell, touch, taste, and spatial perception are impaired and do not perform their intended function, thus impairing the ability to use those senses properly or at all. The main causes of sensory impairment include accidents and injuries, genetic factors, illnesses, and environmental impacts.
- 4) People with intellectual disabilities have neurodevelopmental disorders that are characterized by limited intellectual function and adaptive behavior. Many causes of mental retardation are unknown, and the etiology of mental retardation is primarily divided into genetic abnormalities and environmental effects. Genetic abnormalitie can be single gene mutations, copy number variants, or chromosomal abnormalities that cause congenital errors in metabolism, neurodevelopmental disorders, and neurodegeneration. Environmental exposure includes maternal exposure to toxin / infectious pathogens, uncontrolled maternal

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<sup>39</sup> Risye Endri Purwiyanti, RB Soemanto, and Yulia Lanti Retno Dewi, “Factors Affecting the Occurrence of Mental Disability in Ponorogo District, East Java,” *Journal of Maternal and Child Health* 02, no. 03 (2017): 257–69, <https://doi.org/10.26911/thejmch.2017.02.03.07>.

<sup>40</sup> Danella Merdiyasi, “Gambaran Tuna Daksa Yang Bekerja,” *Jurnal Noetic Psychology* 3, no. 2 (2013): 163–84.

<sup>41</sup> Rini Lestari and Maharani Fajar, “Social Support and Self-Esteem in People with Physical Disabilities,” *Indigenous: Jurnal Ilmiah Psikologi* 5, no. 2 (2020): 207–17, <https://doi.org/10.23917/indigenous.v5i2.11408>.



illness, birth complications, and postnatal trauma, and exposure to toxin / infectious pathogens.<sup>42</sup>

- 5) Multiple disabilities mean that a person has multiple disabilities. However, for some children, the cause is known. For example, Sharon's disorder was due to a lack of oxygen at birth. Other causes are as follows:<sup>43</sup>
  - (a) Chromosomal abnormality
  - (b) Premature birth.
  - (c) Difficulties after childbirth
  - (d) Underdeveloped brain or spinal cord
  - (e) Infection
  - (f) Hereditary disease
  - (g) Injury due to an accident

**d. Rights of Persons with Disabilities**

Every human being has rights that cannot be interfered with by others, including people with disabilities. Persons with disabilities have the same obligations and rights as non-disabled citizens. Persons with disabilities are a group that is vulnerable to discrimination due to deficiencies. The appearance of Law No. 8 of 2016 is a wind fresh for people with disabilities who change the paradigm towards all persons with disability which was originally included in the policy object that only focused on welfare, health, and compensation programs but based on the principle of equality of rights, efforts to respect, protect and fulfillment of rights and empowerment persons with disabilities. To guarantee the rights of persons with disabilities, the Indonesian government has regulated it in Law Number 8 of 2006 based on this equality efforts to fulfill and fulfill the rights of persons with disabilities, which consist of the right to life. Freedom Stigma, privacy, with justice legal protection, education, Profession, Entrepreneurship, and Co-operatives, Health, Political, Religious, Sports, culture and Tourists, Social Care, Accessibility, Public Services, Protection against Catastrophe, With rehabilitation,

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<sup>42</sup> Miracle Adesina et al., "Historical Perspective and Classification of Disability," *Yenagoa Medical Journal* Vol. 3, no. January (2021): 17–24, <https://doi.org/https://www.researchgate.net/publication/348325385>.

<sup>43</sup> Jiri Kantor and Libuse Ludikova, "The Families of Students with Multiple Disabilities in the Educational Process," *Society. Integration. Education.* 3 (2015): 116–25, <https://doi.org/http://dx.doi.org/10.17770/sie2015vol3.373>.

Concessions, Data collection, Living independently, Involvement of Promotion, Express, convey and receive information. Move place when Citizenship, no discrimination, forget, torture, When exploitation.<sup>44</sup>

Apart from the rights of persons with disabilities as referred to above, for women persons with disabilities have the right to reproductive health, the right to receive or refuse to use contraceptives get more protection from treatment layered discrimination, the right to obtain protection from violence, including violence and sexual exploitation. Especially for children with disabilities also have the right to protection specifically from discrimination, neglect, harassment, exploitation, and violence and sexual crimes, the right to treatment and family or family care substitute for natural growth optimally, rights are protected, their interests in decision making, child treatment rights humanely in accordance with the dignity and children's rights, the right to meet special needs, the same treatment rights as other children to achieve social integration and individual development; and the right to get social assistance.<sup>45</sup>

## B. Theoretical Framework

Based on the explanation above, there are things that can hinder the process of learning to speak English such as lack of motivation, student interests, teaching skills and self-confidence. This can be even worse if students who are learning English speaking are people with disabilities because generally they have a lack of self-confidence because of their shortcomings. One of the most important elements in the teaching and learning process is the teacher because the teacher is a teacher, facilitator, mediator, and evaluator for students. In addition, the teacher tries to make the students mentally strong, one of which is by increasing their self-confidence. Confidence is important in creating good communication, especially in public speaking.

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<sup>44</sup> Frichy Ndaumanu, "Hak Penyandang Disabilitas: Antara Tanggung Jawab Dan Pelaksanaan Oleh Pemerintah Daerah," *Jurnal HAM* 11, no. 1 (2020): 131, <https://doi.org/10.30641/ham.2020.11.131-150>.

<sup>45</sup> RR. Putri A. Priamsari, "Hukum Yang Berkeadilan Bagi Penyandang Disabilitas," *Masalah-Masalah Hukum* 48, no. 2 (2019): 215, <https://doi.org/10.14710/mmh.48.2.2019.215-223>.

The number of disabilities in Indonesia is quite large, around 5 million percent. This number consists of various types of disabilities including physical disability, sensory disability, mental disability, intellectual disability, and multiple or multiple disabilities. There are various factors that cause disability depending on the type of disability. Researcher want to know how the role of teachers in enhancing the students' confidence in speaking at SMPLB Negeri Kaliwungu Kudus.

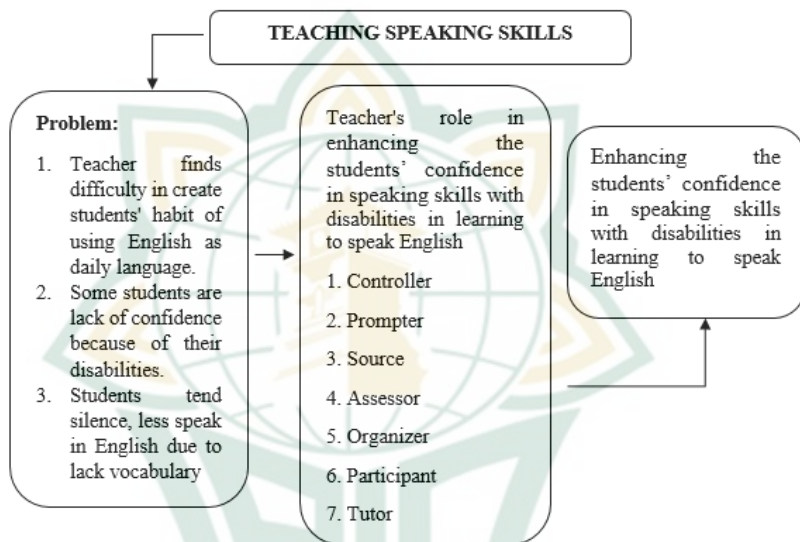


Figure 1: Conceptual Framework of the study

### C. Review of Previous Study

This research is in dire need of previous studies as theoretical considerations. Some writers have conducted research related to research that carried out by researcher. They are (1) Layani and Listyani (Kristen Satya Wacana University, 2018), (2) Diyan, Desi, and Elly (IKIP PGRI, 2020), (3) Munawarrah (Ar-Raniry State Islamic University, 2018), (4) Aprillia (Bina Sarana Informatika University, 2019).

#### 1. Layani and Listyani's work

One example of previous research that can be taken into consideration is the research conducted by Lavani dan Listyani entitled "Teachers' Strategies to Improve Students' Self-Confidence in Speaking." This study aimed to find teachers'

strategies to improve students' self-confidence in speaking at SMK 1 and SMK 2 in Tamiang Layang. This study used a qualitative study. The instruments used were interview questions and observation protocols. Based on the findings of this study, it shows that there are four strategies that can be used, four teachers used in the speaking class activity. These strategies are role play, small group discussion, storytelling, and songs. These strategies help to increase the trust of students in speaking because by using this strategy students are given the opportunity students to practice speaking. The advantages are increasing students' vocabulary and practicing pronunciation, building interaction between students, and making the classroom atmosphere fun.<sup>46</sup> The difference with this study is that the object of this research is normal students and is at the SMK level. The similarity with this research is that it uses the same research method, namely the qualitative research method. Besides that, they also researched the teacher's role in increasing students' self-confidence in speaking.

2. Diyan, Desi, and Elly's work

The second research is "An Analysis on Students' Self Confidence in Speaking Skill" compiled by Diyan, Desi, and Elly. This study aims to determine the level of self-confidence of class VIII students at MTs AL JIHAD Pontianak in the 2019/2020 Academic Year and focus on the level of student confidence. Researchers used descriptive research methods. Using indirect communication (questionnaires) and structured interviews researchers can collect all the data needed. The results of this study indicate that the level of self-confidence of class VIII students at MTs AL JIHAD Pontianak in the 2019/2020 academic year has a fairly good level of confidence.<sup>47</sup> The similarity with this research is that it discusses students' self-confidence in learning to speak English. While the difference is the method of data collection and the object of research.

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<sup>46</sup> Listyani - Listyani and Lavani Satya Kristie, "Teachers' Strategies to Improve Students' Self-Confidence in Speaking: A Study at Two Vocational Schools in Central Borneo," *Register Journal* 11, no. 2 (2018): 139, <https://doi.org/10.18326/rgt.v11i2.139-153>.

<sup>47</sup> Diyan Febriyani, Desi Sri Astuti, and Elly Syahadati, "An Analysis on Students' Self Confidence in Speaking Skill," *JELTE: Journal of English Language Teaching and Education* 1, no. 1 (2020): 1-8.

### 3. Munawarrah's work

The third research is "Teacher's Effort in Building Students' motivation in learning English" conducted by Munawarrah. The purpose of this study was to determine the teacher's efforts in making students motivated in learning English. The researcher uses a qualitative analysis approach. In collecting data, researchers used questionnaires and interviews, the result was that there were several teacher efforts in growing students' motivation to learn English. From the available data, it can be concluded that the teacher has become an important factor in building students' motivation in SMA Teuku Nyak Arif Fatih Bilingual School Banda Aceh.<sup>48</sup> The similarity with this research is that it uses qualitative research methods and both discuss the role of the teacher, while the difference is that this study focuses more on students' motivation in learning English, while the research that carried out by the author focuses on students' confidence in speaking English.

### 4. Aprillia's work

The fourth research entitled "The Influence of Student Perception and Confidence in Skills Speaking English" written by Aprillia. The purpose of this study was to determine the effect of students' perceptions of teacher competence and self-confidence on their English speaking ability. The data collection technique used a questionnaire and a sample of 90 students. The results of this study were the main factors. The success of students is the teacher, how the teacher is able to convey learning well so that students are able to master the material.<sup>49</sup> The similarity between this research and the research that written by the author is that they both discuss the problem of students' confidence and ability to speak English, while the difference is the research method used is quantitative research method.

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<sup>48</sup> Munawwarah, "Teacher's Effort in Building Students' Motivation in Learning English." *JELTE: Journal of English Language Teaching and Education* 1, no. 4 (2018): 54–77, <https://doi.org/10.31294/widyaciptaguna.v3i1.5208>.

<sup>49</sup> Aprillia, "Pengaruh Persepsi Siswa Dan Kepercayaan Diri Terhadap Keterampilan Berbicara Bahasa Inggris (Studi Kasus SMA Swasta Bekasi)," *Widya Cipta - Jurnal Sekretaris Dan Manajemen* 3, no. 1 (2019): 79–90, <https://doi.org/10.31294/widyacipta.v3i1.5209>.