

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. Research Results

#### 1. The students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus

Confidence is the capital basis for self-development. Confident person will be able to recognize and understand themselves, so that children can face the problems. Confidence is important to adapt in a new environment, especially when children enter school, children have to face many challenges either at home or at school. Children face new situations, such as meeting new friends and teachers. The causes of the emergence of insecurity in each person are different. There are people who experience insecurity because they have had bad experiences in their lives, experienced abuse or trauma, there are also those who experience self-doubt because of inappropriate parenting styles. Lack of confidence can be experienced by everyone, especially people with disabilities, especially people with mental retardation. Low self-esteem will lead to shy, confused, nervous behavior, and will be able to hinder social relations, excessive low self-esteem will bring difficulties to the individual because the individual withdraws from social relations.

People with disabilities often appear to be insecure because of their physical condition, they feel less than perfect and feel they have different abilities from most people. One of the characteristics possessed by people with mental retardation is a lack of self-confidence that often occurs in them, even though this is very important for building success in himself and so that he does not have a feeling of inferiority, especially in learning English. At the beginning of the observation, the researcher observed the self-confidence of mentally retarded children at the Kaliwungu Kudus State Middle School. In class VII C there are 5 students consisting of 2 male students and 3 female students. There are 3 students who are quite confident and there are 2 children who are quiet and shy about speaking in public.<sup>1</sup> So the researcher get to know the child directly so they can get to know more closely about the child's personality. The researcher also conducted interviews with seventh grade English teacher and school principals. During an interview

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<sup>1</sup> Observation Result, February, 28<sup>th</sup>, 2023. At 09.10 am.

with the school principal about the self-confidence of mentally retarded students, Mr. E said that:

*“Untuk kepercayaan diri anak tunagrahita kelas tujuh menurut saya masih kurang, terutama dalam pembelajaran bahasa Inggris khususnya berbicara. Kita tahu bahwa anak tunagrahita cenderung merasa rendah diri, menganggap dirinya kurang beruntung, tidak memiliki potensi, tidak dapat hidup mandiri sehingga diperlukan upaya maksimal untuk meningkatkan rasa percaya diri anak.”<sup>2</sup>*

(The self-confidence of seventh grade mentally retarded children is still lacking, especially in speaking. Mentally retarded children tend to feel inferior, consider themselves less fortunate, have no potential, cannot live independently so that maximum effort is needed to increase children's self-confidence).

Apart from the school principal, Mrs. A as the English teacher also gave a similar statement, she said that:

*“Menurut saya siswa kelas VII tunagrahita masih kurang percaya diri, ketika belajar bahasa Inggris 30% siswa dapat menerima pelajaran dengan baik tetapi sisanya masih perlu pengulangan terus menerus.”<sup>3</sup>*

(Mentally retarded class VII students still lack self-confidence, when learning English 30% of students can receive lessons well but need continuous repetition).

This was reinforced by information from Mr. S who is father one of the mentally retarded seventh grade students (S), Mr. S said that:

*“Saat S di rumah, dia anak yang cukup mandiri. Saya sering meminta S untuk mencuci motornya karena di sekolah sudah ada jurusan cuci motor, sehingga ilmu yang didapatnya dari sekolah bisa langsung digunakan. Untuk kepercayaan dirinya dalam berbicara, S kurang percaya diri, mungkin karena dia tidak memiliki jam belajar yang cukup dan S adalah anak yang pemalu.”<sup>4</sup>*

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<sup>2</sup> E, The Interview from The Researcher, interview 1, transcript, February, 28<sup>th</sup>, 2023.

<sup>3</sup> A, The Interview from The Researcher, interview 2, transcript, February, 27<sup>th</sup>, 2023.

<sup>4</sup> S, The Interview from The Researcher, interview 3, transcript, February, 28<sup>th</sup>, 2023.

(S is independent child. I often ask S to wash his motorcycle because there is already a motorcycle washing department at school. S lacks confidence in speaking, maybe because of the lack of study hours and S is a shy child).

Other information provided by Mrs. M, she is the mother of Si (mentally retarded seventh grade students), Mrs. M said that:

*“Saya pikir Si adalah anak yang percaya diri di rumah, dia juga pernah bercerita bahwa ketika di sekolah dia bisa menjawab pertanyaan dari Bu A selama pelajaran bahasa Inggris.”<sup>5</sup>*

(I think Si is a confident child at home, she also once told me that when she was at school she could answer questions from Mrs. A during English lessons).

Students' self-confidence can be seen from how they adapt to a new environment. When faced with a new environment or meeting new people there are still some students who feel shy and are reluctant to introduce themselves. The self-confidence of students with disabilities will be good if they meet other people with disabilities, but will decrease when they meet people who are not disabled.<sup>6</sup> This is the same as what was said by Mr. E (principal):

*“Anak tunagrahita seringkali merasa rendah diri, namun anak tunagrahita akan merasa lebih percaya diri saat bergaul dengan penyandang disabilitas lainnya. Mungkin karena mereka merasakan hal yang sama dan setara.”<sup>7</sup>*

(Mentally retarded children will feel more confident when associating with fellow disabilities. Maybe because they feel the same and equal).

According to a statement from Mrs. A, the level of confidence of children with disabilities is also influenced by the type of disability they have, according to Mrs. A:

*“Kepercayaan diri anak penyandang disabilitas juga berbeda-beda tergantung dari disabilitas yang dimiliki. Anak tunarungu cenderung lebih tanggap dan lebih berinisiatif untuk maju. Sedangkan anak tunagrahita masih pemalu.”<sup>8</sup>*

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<sup>5</sup> M, The Interview from The Researcher, interview 4, transcript, April, 19<sup>th</sup>, 2023.

<sup>6</sup> Observation Result, February, 28<sup>th</sup>, 2023. At 09.30 am.

<sup>7</sup> E, The Interview from The Researcher, interview 1, transcript, February, 28<sup>th</sup>, 2023.

<sup>8</sup> A, The Interview from The Researcher, interview 2, transcript, February, 27<sup>th</sup>, 2023.

(The self-confidence of children with disabilities also varies depending on the disability they have. Deaf children tend to be more responsive and more initiative to move forward. Meanwhile, mentally retarded children are still shy).

Based on the information from the sources above, namely Mr. E (the principal), Mrs. A (English Teacher), Mr. S (Father S) that the self-confidence of class VII students with mental retardation at SMPLB Negeri Kaliwungu Kudus in speaking is still lacking. Nonetheless, Mrs. M said otherwise. Mrs. M said that Si was quite confident in speaking. Mrs. M thinks Si is confident because Si has the courage to answer Mrs. A when study English in class. This difference of opinion occurred because Mrs. M does not really know the state of the students when they are at school.

## 2. **The factors that affect the students' self-confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus**

A person who feels confident will be able to understand himself so that his potential will be able to develop, whereas a person who feels insecure will hinder the potential that exists within him. Confidence can develop through education because the process of individual self-confidence can be formed by the learning process in an interaction with the environment. Confidence is an attitude or feeling of an individual who is confident in his abilities. Individuals who have self-confidence will not be influenced by the opinions or views of other individuals. There are several factors that can affect students' confidence in speaking at SMPLB Negeri Kaliwungu Kudus. Mr. E as the principal of SMPLB Negeri Kaliwungu Kudus said that:

*“Anak tunagrahita sulit untuk berkonsentrasi, kecerdasan anak tunagrahita kelas VII setara dengan anak kelas 2 SD. Otomatis rasa percaya diri mereka juga akan rendah karena mereka merasa tidak pintar dari yang lain.”<sup>9</sup>*

(Mentally retarded children find it difficult to concentrate, the intelligence of grade VII mentally retarded children is equivalent to that of grade 2 elementary school children. Automatically their self-confidence will also be low because they feel they are not smarter than others).

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<sup>9</sup> E, The Interview from The Researcher, interview 1, transcript, February, 28<sup>th</sup>, 2023.

Mrs. A as an English teacher of seventh grade gave a statement that there are several factors that affect students' confidence in speaking:

*“Terdapat faktor internal dan faktor eksternal yang dapat mempengaruhi kepercayaan diri siswa. Contoh faktor internal adalah kurangnya motivasi belajar dari siswa. Contoh faktor eksternal adalah dari teman sebaya siswa, sebenarnya mereka mampu dan mau maju ke depan tetapi ada teman yang menertawakan anak sehingga anak tidak maju ke depan kelas.”*<sup>10</sup>

(There are internal factors and external factors that can affect student self-confidence. An example of internal factor is the lack of motivation to learn from students. This of course greatly affects self-confidence so that students who do not have sufficient learning motivation tend to feel inferior. An example of external factors is from peers of students, in fact they are able and want to come to the front but there are friends who laugh at the child so that the child does not come to the front of the class).

Mr. S also gave a statement regarding the factors that influence the self-confidence of class VII students with disabilities, he said that:

*“Setahu saya, ada berbagai faktor yang dapat mempengaruhi rasa percaya diri Anda dalam berbicara, antara lain kemampuan anak dalam menerima pelajaran bahasa Inggris. Pelajaran Bahasa Inggris di SMPLB Negeri Kaliwungu Kudus hanya diajarkan seminggu sekali, hal ini otomatis akan mempengaruhi proses pemahaman anak, ditambah lagi dengan kemampuan anak tunagrahita yang sulit konsentrasi.”*<sup>11</sup>

(As far as I know, there are various factors that can affect your confidence in speaking, including your child's ability to accept English lessons. English lessons at SMPLB Negeri Kaliwungu Kudus only taught once a week, this will automatically affect the child's comprehension

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<sup>10</sup> A, The Interview from The Researcher, interview 2, transcript, February, 27<sup>th</sup>, 2023.

<sup>11</sup> S, The Interview from The Researcher, interview 3, transcript, February, 28<sup>th</sup>, 2023.

process, coupled with the ability of mentally retarded children who have difficulty concentrating).

Another statement was given by Mrs. M, one of the factors that determines a student's self-confidence is physical condition, Mrs. M said that:

*“Salah satu faktor internal adalah kondisi fisik. Kondisi fisik yang tidak sempurna dapat membuat seseorang merasa minder dan takut bergaul dengan lingkungan sekitarnya.”<sup>12</sup>*

(One of the internal factors is physical condition. Imperfect physical condition can make a person feel inferior and afraid to get along with the surrounding environment).

Apart from these factors, factors from within the family environment also affect the self-confidence of class VII students with disabilities, in the opinion of Mr. E as the principal said that:

*“Selain itu juga faktor orang tua juga menentukan, jika orang tua tidak mampu mendukung anak mereka untuk merasa percaya diri maka anak juga tidak akan merasa percaya diri.”<sup>13</sup>*

(Besides that, parental factors also determine, if parents are unable to support their child to feel confident then the child will also not feel confident).

The importance of the presence of parents in the development of children's self-confidence was also conveyed by Mrs. A, she said that:

*“Kehadiran orang tua sangat diperlukan dalam meningkatkan rasa percaya diri anak, karena orang tua berperan sebagai motivator, pembimbing dan pengasuh saat anak berada di rumah.”<sup>14</sup>*

(The presence of parents is very necessary in increasing children's self-confidence, because parents act as motivators, mentors and caregivers when children are at home).

This was reinforced by a statement from Mr.S as the father of S, he said that:

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<sup>12</sup> M, The Interview from The Researcher, interview 4, transcript, April, 19<sup>th</sup>, 2023.  
<sup>13</sup> E, The Interview from The Researcher, interview 1, transcript, February, 28<sup>th</sup>, 2023.

<sup>14</sup> A, The Interview from The Researcher, interview 2, transcript, February, 27<sup>th</sup>, 2023.

*“Saya sebagai orang tua juga tidak bisa menemani S belajar bahasa Inggris saat di rumah karena kemampuan saya juga sangat terbatas. S selalu menjadi anak yang pemalu, ketika diajak berbicara dengan orang baru, S cenderung tidak mau dan perlu didekati agar S mau berbicara.”<sup>15</sup>*

(I as a parent also cannot accompany S to learn English when at home because my abilities are also very limited. S has always been a shy child, when asked to talk to new people, S tends to not want to and needs to be approached so that S wants to talk).

The importance of the family, especially the presence of parents in an effort to increase children's confidence in speaking, was also confirmed by Mrs. M, she said that:

*“Alhamdulillah, keluarga kami sangat mencintai Si sehingga Si lupa ketidaksempurnaannya. Suatu kali Si juga mengucapkan beberapa kosakata bahasa Inggris yang didapatnya dari sekolah, lalu saya memberikan pujian dengan tujuan agar Si lebih semangat dan percaya diri.”<sup>16</sup>*

(Alhamdulillah, our family loves Si so much that Si forgets about his imperfections. Once, Si also said some English vocabulary that she got from school, then I gave praise with the aim that Si would be more enthusiastic and confident).

There are many factors that can reduce students' self-confidence including lack of communication, not open communication between parents and children, which is a factor causing loss of self-confidence in children. In addition, parents who don't even give appreciation to their children are the cause or another factor for the emergence of self-doubt in children with disabilities. Appreciation in the form of praise and positive sentences is one way to grow self-confidence in children with disabilities. In addition, involving children in social activities opens up opportunities to interact with others and builds self-confidence.

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<sup>15</sup> S, The Interview from The Researcher, interview 3, transcript, February, 28<sup>th</sup>, 2023.

<sup>16</sup> M, The Interview from The Researcher, interview 4, transcript, April, 19<sup>th</sup>, 2023.

### 3. The teacher's role in enhancing the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus

The teacher is an educator who is admired and imitated. In this case the teacher becomes a role model for his students. Teachers have a very important role in the learning process, especially in the character education process of their students. In schools, teachers are parents for their students, therefore teachers must be competent in providing quality education in the context of forming the intelligence and personality of their students. This also applies in the process of forming student self-confidence, in the previous chapter we have seen that self-confidence is the main capital in achieving success. Therefore, all students are expected to have sufficient self-confidence in order to achieve their goals. Mr. E said that:

*“Tugas guru di SLB lebih berat daripada tugas guru di sekolah biasa, karena selain harus mampu menyampaikan pelajaran dengan baik, guru juga harus mampu membuat mereka percaya diri.”<sup>17</sup>*

(The task of teachers in special schools is more difficult than that of teachers in ordinary schools, because apart from having to be able to convey lessons well, teachers must also be able to make them feel confident).

Through an interview with Mrs. A as a seventh grade English teacher with mental retardation, she said that:

*“Guru memiliki peran penting dalam meningkatkan rasa percaya diri anak, khususnya dalam pelajaran berbicara. Berbicara sangat membutuhkan kepercayaan diri, karena itu adalah modal awal bagi anak untuk belajar berbicara.”<sup>18</sup>*

(Teachers have an important role in increasing children's self-confidence, especially in speaking lessons. Speaking really requires self-confidence, because it is the initial capital for children to learn speaking).

There are several roles for the teacher in increasing the self-confidence of mentally retarded students in class VII of SMPLB Negeri Kaliwungu Kudus. Mr. E said that:

*“Dalam mengajar speaking, Ibu A juga sebagai manager, misalnya ketika ada anak yang ingin berlatih berbicara di*

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<sup>17</sup> E, The Interview from The Researcher, interview 1, transcript, February, 28<sup>th</sup>, 2023.

<sup>18</sup> A, The Interview from The Researcher, interview 2, transcript, February, 27<sup>th</sup>, 2023.



*depan kelas, tetapi ada anak yang menertawakan siswa tersebut, Ibu A akan membuat kelas suasana kondusif kembali sehingga siswa yang ingin maju akan merasa percaya diri kembali.*"<sup>19</sup>

(In teaching speaking, Mrs. A is also the manager, for example, when there are children who want to practice speaking in front of the class, but there are children who laugh at these students, Mrs. A will make the class atmosphere conducive again so that students who want to going forward will feel confident again).

Apart from being a manager in the class, the teacher also acts as a motivator, this is in accordance with the statement from Mrs. A, she said that:

*"Guru berperan sebagai motivator, artinya guru memberikan motivasi kepada anak agar lebih percaya diri dalam latihan berbicara."*<sup>20</sup>

(The teacher act as a motivator, meaning that the teacher gives motivation to children to be more confident in speaking practice).

There are still several roles for the teacher to increase the self-confidence of class VII mentally retarded students in speaking, the teacher can give appreciation to students so that students feel valued and their self-confidence will also increase, Mr. E already said that:

*"Dalam speaking, Bu A memberikan apresiasi berupa tepuk tangan dari seluruh siswa tersebut kepada siswa yang mampu mempraktekkan kalimat sapaan meskipun kalimatnya masih sederhana. Bu A juga sering menyemangati murid-muridnya untuk semangat belajar bahasa Inggris."*<sup>21</sup>

(As for speaking lessons, I ever known, Mrs. A gave appreciation in the form of applause from all of these students to students who were able to practice greeting sentences even though the sentences were still simple. Mrs. A also often encourages her students to be enthusiastic about learning English).

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<sup>19</sup> E, The Interview from The Researcher, interview 1, transcript, February, 28<sup>th</sup>, 2023.

<sup>20</sup> A, The Interview from The Researcher, interview 2, transcript, February, 27<sup>th</sup>, 2023.

<sup>21</sup> E, The Interview from The Researcher, interview 1, transcript, February, 28<sup>th</sup>, 2023.

Description from Mr. E about giving appreciation from Mrs. A to students during English lessons was justified by Mrs. A, she said that:

*“Selain memberikan motivasi dan nasehat kepada anak, guru juga dapat memberikan reward kepada anak yang memiliki keberanian untuk berlatih berbicara, reward tersebut dapat berupa acungan jempol atau tepuk tangan yang berarti anak tersebut baik.”<sup>22</sup>*

(In addition to providing motivation and advice to children, teachers can also give rewards to children who have the courage to practice speaking, these rewards can be in the form of thumbs up or applause which means the child is good).

The concrete evidence presented by Mr. S about the teacher's role in increasing students' confidence in speaking one of which is the following, Mr. S also said that:

*“S pernah bercerita bahwa di sekolah dia diajarkan tentang tubuh dan siswa diminta oleh Ibu A untuk menyebutkan bagian tubuh dalam bahasa Inggris. Siswa yang ingin maju akan mendapat hadiah.”<sup>23</sup>*

(S said that at school he was taught about the body. S said that the students were asked by Mrs. A to name the body parts in English. Students who want to come forward will receive a prize).

Aside from being a manager, motivator, appreciator, the teacher also acts as a guide. This was conveyed by Mrs. A, she said that:

*“Guru berperan sebagai pembimbing, yaitu guru selalu mendampingi siswa dalam pembelajaran berbicara selama di sekolah.”<sup>24</sup>*

(The teacher acts as a guide, that is, the teacher always accompanies students in learning speaking while at school).

Statement from Mrs. A reinforced by Mrs. M, namely the mother of Si. She said that:

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<sup>22</sup> A, The Interview from The Researcher, interview 2, transcript, February, 27<sup>th</sup>, 2023.

<sup>23</sup> S, The Interview from The Researcher, interview 3, transcript, February, 28<sup>th</sup>, 2023.

<sup>24</sup> A, The Interview from The Researcher, interview 2, transcript, February, 27<sup>th</sup>, 2023.

*“Si dulu agak pemalu tapi sekarang sudah lebih percaya diri. Bu A sebagai seorang guru sangat sabar dalam mendampingi murid-muridnya dalam belajar bahasa Inggris.”<sup>25</sup>*

(Si used to be a bit shy but now she's more confidence. Mrs. A as a teacher is very patient in accompanying her students in learning English).

Based on the information from the sources, there are several roles for the English teacher in increasing students' confidence in speaking in class VII SMPLB Negeri Kaliwungu Kudus. According to Mr. E teachers can act as managers and motivators. Meanwhile, according to Mrs. A, the teacher acts as a guide and appreciator. Several parents of mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus also believed that Mrs. A has carried out his role well.

## **B. Discussion**

### **1. The students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus**

Mental retardation is a term for people with intellectual and cognitive abilities that are below average compared to people in general. This condition is usually detected in childhood, but can also appear in adulthood. Due to delays in the development of their intelligence, mentally retarded students will experience various obstacles in efforts to meet these needs, some of them even achieve some or less, depending on the severity of the child's obstacles and the attention given by their environment.<sup>26</sup> One of them is the problem of self-confidence. Self-confidence is not an innate talent but rather an achievement that results from an educational or empowerment process. Confidence can be trained or accustomed.

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 indicators.

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<sup>25</sup> M, The Interview from The Researcher, interview 4, transcript, April, 19<sup>th</sup>, 2023.

<sup>26</sup> Fatimah, Binahayati, and Muhammad, “Pendidikan Bagi Anak Tunagrahita (Studi Kasus Tunagrahita Di SLB N Purwakarta).” *Jurnal Pendidikan Dan PKM* 4, no. 2 (2017): (218), <https://doi.org/10.24198/jppm.v4i2.14273>.

According to Lautser there are seven indicators of self-confidence.<sup>27</sup> Based on these seven indicators, there are five indicators found by researchers in class VII mentally retarded SMPLB Negeri Kaliwungu Kudus. The following are some indicators of self-confidence that have been possessed by Class VII students of SMPLB Negeri Kaliwungu Kudus:

a. Confident in one's own abilities

Based on observations made by researchers on February 28, 2023, there were several children who felt confident about their abilities. Of the five students who departed, there were three students who felt confident in their ability to understand the greetings material.

b. Easy to get along

When the researcher entered the class to make observations, there were several students who immediately became familiar with the researcher. They immediately felt very happy when the researchers started asking about their identity. There is one student that the researcher needs to approach so that he is willing to introduce himself. English teachers have advised students who find it difficult to get along with others to open up more.

c. Optimism

In addition to feeling confident in one's own abilities, one must also feel optimistic. Based on observations made by researchers in class VII during English lessons, there were two students who already had a sense of optimism, while the other three students are not yet optimistic. The English teacher asked his students about the greetings material. Only two students dared to answer the question, even though the answer was still not quite right.

d. Rational and realistic

The word rational means according to common sense or reason. An easy example is fire is hot. An example of implementing a rational attitude in speaking to mentally retarded children in seventh grade is when English teacher asks the children to respond and answer the greeting sentences spoken by English teacher. English teacher started saying the word "Good Morning" after which the children responded with the answer "Good Morning". After that, English teacher began to appoint

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<sup>27</sup> Jiandong Ju et al., "Aspek-aspek Kepercayaan diri," *Journal of Chemical Information and Modeling* 43, no. 1 (2020): 7728.

students in turn and did the same thing, namely saying a greeting, then the child appointed had to respond with the correct answer. Some of the children were able to answer correctly, and some others still needed help from English teacher in answering. English teacher does can train students' rationale because it trains students to think according to the facts which in this case are in the form of questions from English teacher.

Based on the indicators of self-confidence found in mentally retarded class VII of SMPLB Negeri Kaliwungu Kudus, there are several indicators that can be used to see the level of self-confidence of mentally retarded students in class VII of SMPLB Negeri Kaliwungu Kudus. The following are indicators of confidence in speaking that can be found by researchers in class VII SMPLB Negeri Kaliwungu Kudus:

a. Posture and body language

Broadly speaking, body language consists of postures and gestures. Posture and gestures are two of the most important forms of communication through our body language. This form of non-verbal communication includes facial expressions and eye movements.<sup>28</sup> Posture and gestures can help overcome language barriers. The right posture and body language can increase the effectiveness of the conversation if it is done correctly and in accordance with the portion. Using body language in speaking will help the speaker look more convincing in front of the audience.

In class VII mentally retarded SMPLB Negeri Kaliwungu Kudus, students' posture and body gestures are divided into two types, there are students who have good posture and body gestures when speaking, and there are also students who are still not able to use good body gestures. Good posture when speaking in front of many people is straight but still relaxed. Several students in class VII with mentally retarded SMPLB Negeri Kaliwungu Kudus still lacked strength when practicing speaking. The English teacher confirmed this, because indeed more than 50% of students in class VII with mental retardation were hesitant to use good body gestures when speaking. Based on observations made by researchers, there were four students who did not have good gestures when speaking, these students tended

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<sup>28</sup> R Nurhana, "Feedback on Speaking Activity in Esp Class: Teacher'S Role in Enhancing Student'S Motivation," *Inetal.Um.Ac.Id*, no. 2017 (2018): 136–43, <http://inetal.um.ac.id/wp-content/uploads/2019/03/Riza-Nurhana-page-136-143.pdf>.

to be calm when practicing speaking. There is only one student who has good body gestures when speaking.

b. Intonation dan Volume

Intonation is the high and low voice, the rhythm of the sound or the strain of the tone. Good intonation in speaking is the intonation that we usually use in everyday conversation with other people, and doesn't seem artificial.<sup>29</sup> Meanwhile, the volume is loud and weak. Good volume is volume that is adjusted to the audience. When the students practiced speaking, the researcher found that most of the students still couldn't use the right intonation. This is because students do not really understand the meaning of the sentences spoken. Mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus are also still shy when they practice speaking, the volume of their voices is still low. Of the five existing students, only two students dared to have a good volume.

c. Vocabulary

Vocabulary is an important part that must be learned in learning a foreign language, so that students are required to continue to increase their vocabulary mastery in order to be able to master a foreign language. In English vocabulary is like life, students will find it difficult to learn English if they don't have a lot of vocabulary. Vocabulary mastery is not a simple skill, because it includes introduction, selection and application. Vocabulary mastery requires stages of the process so that someone can master vocabulary properly and correctly. Based on the research conducted by Alina, the lack of vocabulary mastery is a problem that is often faced by students with special needs. This can happen because there are verbal communication disorders in children with special needs.<sup>30</sup> The problem lack of vocabulary mastery was also found in mentally retarded children in class VII SMPLB Negeri Kaliwungu Kudus. Mentally retarded students have difficulty in constructing new sentences because the majority of them are confused about which vocabulary to use. When practicing speaking, almost all students in class VII mentally retarded SMPLB Negeri Kaliwungu Kudus

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<sup>29</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."

<sup>30</sup> Alina Nicoleta Padurean and Aurel Vlaicu, "Teaching English Language to Children with Special Educational Needs," *Spinger International Publishing Switzerland* 5, no. 4 (2016): 38–39, <http://www.springer.com/series/11558>.

looked confused in composing sentences. As a result, mentally retarded students become doubtful and in the end they feel insecure.

d. Grammar

Grammar is a rule in compiling good and correct sentences in English. Grammar is also an important element in learning English because correct grammar is the key to being able to speak fluently and confidently. Discussing grammar can be difficult for students because they don't learn it one by one. Difficulty in understanding grammar is the dominant problem faced by third semester students at the University of Tanjungpura. More than 21% of students have difficulty understanding grammar.<sup>31</sup> Grammar problems are also faced by mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus. The researcher found that four students in the class were still confused in understanding grammar. An example is "You are beautiful", this sentence is an example of using To be which is not quite right. This can indeed happen because of the limited intellectual abilities of mentally retarded children, so that their understanding is also limited. The difficulty of understanding grammar is one of the reasons mentally retarded students in class VII at SMPLB Negeri Kaliwungu Kudus feel insecure in speaking.

e. Pronunciation

Pronunciation is a way of pronouncing the vocabulary in English. Someone who has good pronunciation can make it easier for the listener to understand the sentence conveyed by the speaker.<sup>32</sup> Pronunciation also plays an important role in influencing students' confidence in speaking. A person who is able to practice correct pronunciation feels more confident than one who cannot pronounce correctly. As many as 16.25% of students at the University of Tanjungpura Pontianak do not feel confident because they cannot pronounce properly.<sup>33</sup> In

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<sup>31</sup> Dea Aries Fitriani, Rahayu. Aprihaswati, and Wardah., "A Study on Student's English Speaking Problems in Speaking Performance," *Jurnal Pendidikan Dan Pembelajaran Untan* 4, no. 9 (2015): 1–13, <https://tinyurl.com/3f5dftab>.

<sup>32</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* 2, no. 2 (2020): 49-56, <https://journal.stkipypmbangko.ac.id>.

<sup>33</sup> Fitriani, Aprihaswati, and Wardah., "A Study on Student's English Speaking Problems in Speaking Performance." *Jurnal Pendidikan dan Pembelajaran Untan* 4, no 9 (2015): <https://tinyurl.com/3f5dftab>

observation, the researcher found that mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus still found it difficult to understand pronunciation. When practicing speaking, some of these students still had the wrong pronunciation

f. Fluency

In speaking, there is an aspect of fluency which is one of the elements of assessment in speaking. Fluency is speaking at normal speed and without hesitation, repeatedly and fluently conveying a message. Someone who is fluent in speaking tends to have high self-confidence. Fluency is a benchmark for assessing how far students have mastered English, especially in speaking. There are two factors that can be used as a benchmark for students' fluency in speaking, namely speech rate and pauses.<sup>34</sup> A good speed of speaking depends on the topic of discussion so that the listener is able to understand what the speaker wants to convey. While the pause also affects the level of student fluency. When speaking don't pause too much, pause must be in accordance with the portion so that the listener feels comfortable. In speaking practice, students with mental retardation class VII SMPLB Negeri Kaliwungu Kudus are still not fluent. Judging from the way they still use the word "E...", "Em..." in speaking practice. This makes mentally retarded students confused and ultimately feel insecure in speaking practice.

The indicators above are used to measure the level of self-confidence of mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus. When viewed from these indicators, some students still do not meet the criteria to be said to be confident in speaking. Someone who is said to be confident in speaking at least fulfills several indicators including mastery of vocabulary, grammar, pronunciation, having the right body language when speaking, and fluency when speaking. This indicator is a basic indicator for assessing students' confidence in speaking.<sup>35</sup> The role of the English teacher is still very much needed in efforts to increase students' confidence in speaking. Teachers must work harder in guiding students to feel confident

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<sup>34</sup> Haryanto, "The Assessment Procedures of Speaking Fluency Using Retelling Technique."

<sup>35</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* 2, no. 2 (2020): 49-56, <https://tinyurl.com/3ynt6jat>



in speaking, bearing in mind that students at SMPLB Negeri Kaliwungu Kudus are students who need special treatment.

## 2. **The factors that affect the students' self-confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus**

Speaking is a skill in English that really requires confidence. The speaker's good self-discipline will help the audience understand what the speaker is saying. Confidence will also help speakers to have the right body language when speaking. From the results of interviews and observations that have been carried out by researchers, there are several factors that influence the confidence of class VII students of SMPLB Negeri Kaliwungu Kudus in speaking:

### a. Internal Factors

Internal factors are factors that come from within the individual and not from the environment. There are several internal factors that affect students' confidence in speaking, namely:

#### 1) Lack of vocabulary mastery

Usually students feel less confident because they do not master vocabulary. The lack of vocabulary mastery that students have, makes students feel confused in composing sentences that they will convey. Based on research conducted by Ulfa Nadila, more than 50% of all grade VIII students at MTs Noor Aini Banjarmasin agree that a lack of vocabulary mastery causes students to not be confident in speaking.<sup>36</sup> This also applies to mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus. Students feel distrustful because they feel confused about the sentences they will convey during speaking. This happens because the English vocabulary they have is still lacking.

#### 2) Difficult to concentrate

Mentally retarded children tend to find it difficult to concentrate due to their limited level of intelligence. Because of this limited intelligence, mentally retarded children will find it difficult to concentrate, emotionally unstable, tend to be quiet and like to be alone.<sup>37</sup> This of course affects students' self-confidence, especially in speaking. When making

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<sup>36</sup> Ulfa Nadila, "Self Confidence Factors of Students in Speaking English in Banjarmasin," *Proceeding of SHEPO 2020 (International Conference On Social Sciences & Humanity, Economics, And Politics) 2020* (2020): 143–46, <https://ojs.uniska-bjm.ac.id/index.php/PIUOK/article/download/3997/2616>.

<sup>37</sup> Adesina et al., "Historical Perspective and Classification of Disability."

observations in class VII SMPLB Negeri Kaliwungu Kudus, the researcher found that there were some students who felt less confident in speaking because their concentration was difficult, so they found it difficult to understand the material being taught by the English teacher.

3) Difficult to understand pronunciation

Besides needing to memorize a lot of vocabulary, students must also be able to pronounce these words with the correct pronunciation. As we know that the pronunciation of English vocabulary is not the same as the way it is written, this will make students more difficult in speaking. Based on the results of research conducted by Lavani at SMK 1 and SMK 2 of Tamiang Layang, Central Borneo, it shows that the difficulty of understanding pronunciation is a factor in students' lack of confidence in speaking.<sup>38</sup> This also happened in class VII SMPLB Negeri Kaliwungu Kudus, students had difficulty understanding pronunciation. This can happen because of the intellectual limitations they have. When the English teacher delivers the material "Greetings" to mentally retarded students in class VII, it is necessary to pronounce the vocabulary repeatedly so that mentally retarded students can understand the pronunciation.

4) Fear of being laughed

Some people will feel uncomfortable if laughed at by others. People who are often laughed at by others when they do something tend to feel unappreciated. Conversely, a person will feel appreciated if when he gets appreciation from his environment, for example appreciation in the form of attention. This also happened to mentally retarded students in class VII of SMPLB Negeri Kaliwungu Kudus. When the researcher made observations, there were students who did not want to come to the front of the class to practice simple speaking about "Greetings". When the English teacher asked some mentally retarded students, the students answered that they were afraid that their classmates would laugh at them. Actually this is common in ordinary schools. However, this will certainly be quite disturbing for mentally retarded children because they tend to feel inferior.

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<sup>38</sup> Listyani and Kristie, "Teachers' Strategies to Improve Students' Self-Confidence in Speaking: A Study at Two Vocational Schools in Central Borneo."

## 5) Physical condition

Physical condition is one of the things that affect self-confidence. People who have an attractive appearance tend to feel more confident.<sup>39</sup> A person's imperfect physical condition can make that person feel insecure in speaking. A person's imperfect physical condition can make a person feel insecure in speaking. This is based on information from the father of one of the students, that his son, who is a student in class VII with mental retardation, has an abnormality in the oral cavity which causes the student to sound unclear when speaking. This makes these students become students who are quiet and less confident in speaking.

From the explanation above, it can be seen that internal factors come from within mentally retarded students. Internal factors that affect the self-confidence of mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus include lack of vocabulary mastery, difficulty concentrating due to intellectual limitations, difficulty understanding pronunciation, fear of being laughed at, and physical condition.

## b. External factors

In addition to internal factors there are also external factors. External factors are factors that come from outside the individual. The following are external factors that can affect the self-confidence of mentally retarded students:

## 1) Family

The family has an important role in the emotional growth of children. Children who come from harmonious families will tend to have a good emotional level. This also applies to self-confidence. In this case the family can be parents. According to Riyadi, children who have a close relationship with their family tend to have good self-confidence. Conversely, children who grow up in a family that is not harmonious will feel more insecure and insecure when outside the family environment.<sup>40</sup> According to information from the students' parents, students will learn

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<sup>39</sup> Diyan Febriyani, Desi Sri Astuti, and Elly Syhadati, "An Analysis on Students' Self Confidence in Speaking Skill," *JELTE: Journal of English Language Teaching and Education* 1, no. 1 (2020): 5, <https://doi.org/10.31571/jelte.v1i1.18>.

<sup>40</sup> Agung Riyadi, "The Identification of Caused Factors of Student's lack Self Confidence in 2 Wates Elementary School," *Basic Education* 8, no. 2 (2019): 185. <https://journal.student.uny.ac.id/index.php/pgsd/article/download/14730/14293>

more optimally if they are accompanied by their parents when at home. Unfortunately, some parents of students rarely do this because some parents still have to work.

The importance of the presence of parents in the development of children's self-confidence is also justified by the parents of other students. Affection from the family plays an active role in supporting the learning process of mentally retarded students. The presence of a harmonious family makes mentally retarded students feel safe and comfortable so they don't feel lonely. Families can accompany mentally retarded students when they are study, for example in repeating speaking material that has been taught by an English teacher when at school.

## 2) Classmate

Recognition from peers is very important for the development of self-confidence in children. Children can feel confident when their peers respect, support, and can accept each other. A good and warm friendship environment will make students feel more confident.<sup>41</sup> In practice, children can feel more confident when speaking if their friends appreciate and do not laugh at them even if the student makes mistakes in speaking practice. When the researcher made observations, there were still students who laughed at their friends when they came forward to practice speaking simple "Greetings" material. Basically, the student is indeed a child who lacks confidence, so when the student is laughed at by his friends, the student will immediately feel inferior.

## 3) School

School is a role model for children after family. As an educational institution, schools play an important role in the process of children's education. Schools are responsible for training children's independence, academic abilities, emotional, spiritual and self-confidence.<sup>42</sup> Based on the statement from the principal, SMPLB Negeri Kaliwungu Kudus has held various useful activities to increase students' self-confidence. Among them are scout extracurricular

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<sup>41</sup> Agung Riyadi, "The Identification of Caused Factors of Student's lack Self Confidence in 2 Wates Elementary School," *Basic Education* 8, no. 2 (2019): 184. <https://journal.student.uny.ac.id/index.php/pgsd/article/download/14730/14293>

<sup>42</sup> Munawwarah, "Teacher's Effort in Building Students' Motivation in Learning English." *JELTE: Journal of English Language Teaching and Education* 1, no. 4 (2018): 58, <https://doi.org/10.31294/widyaciptaguna.v3i1.5208>.

activities, poetry talent development, sports, and also various kinds of vocations. There are several vocations at SMPLB Negeri Kaliwungu Kudus namely agriculture, motorbike washing, souvenirs, graphic design, and catering. In addition to increasing self-confidence, it is also to improve students' skills.

One element of the school that influences students' confidence in speaking is the teacher. In the scope of speaking, especially mentally retarded class VII, English teacher has a very important role. English teacher uses fun learning media, one of which is videos and songs. The use of appropriate learning media can make students feel enjoy and will more easily accept English material. Apart from using the right media, the English teacher also uses the PAIKEM learning method. PAIKEM is active learning, inspirational/interactive learning, critical, creative and fun learning. The stages in learning with PAIKEM learning are the preliminary stage, presentation of material, guiding training, reviewing understanding and providing feedback, and evaluation. Using PAIKEM learning, it is expected that mentally retarded students can learn speaking freely and confidently.

From the explanation above, internal factors and external factors have a very important role for the development of self-confidence for mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus. The external factors include family factors, classmates, and school. These two factors are related to one another, so these two factors must be as good as possible so that the self-confidence of class VII students of SMPLB Negeri Kaliwungu Kudus can develop properly, especially in speaking.

### **3. The teacher's role in enhancing the students' confidence in speaking skills at SMPLB Negeri Kaliwungu Kudus**

The role of the teacher is very important in the learning process and advancing the world of education. The quality of students is very dependent on the role of the teacher. In learning English in class VII mentally retarded SMPLB Negeri Kaliwungu Kudus, as an English teacher has a very important role to increase the self-confidence of her students. There are several roles of English teacher in enhancing students' self-confidence in class VII SMPLB Negeri Kaliwungu Kudus in speaking:

a. The teacher's role in enhancing the students' confidence in speaking skills

1) Learning Resources

Many teachers pay little attention to the learning process, the teacher only gives student assignments to students without explaining a material so that students can understand it. The role of the teacher really must be considered so that students can improve the quality of good and stable learning.<sup>43</sup> Especially in English lessons, teachers must be patient and innovative so that the impression that English is a difficult subject can turn into fun. Many students have difficulty understanding English because the teacher has not been able to convey the material properly. The role of the teacher as a learning resource is closely related to the mastery of learning material. When going to teach learning material to their students, the teacher must first master the material to be taught.

Based on observations made by researchers, English teacher has been able to master speaking material which will be taught to mentally retarded children in class VII SMPLB Negeri Kaliwungu Kudus. English teacher first prepares a learning plan. After that, the teacher prepare the media to be used. For example, English teacher first looked for a video about "Greetings" material on Youtube which is specifically for mentally retarded children. By using the right media, students will more easily understand the material. If students already understand the material taught by English teacher, students' self-confidence will automatically increase.

2) Controller

In some learning activities that require more of the teacher's role students can act as controller, such as group activities, outbound, discussions and presentations. Teachers do not need to intervene too much in students, teachers should provide opportunities for students to play a more active role in learning.<sup>44</sup> Based on information from the principal that English teacher acts as a regulator, one of which is a condition

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<sup>43</sup> Winda Erlia, "Roles of the Teacher for Increasing Learning Quality of Students," *ETUDE: Journal of Educational Research* 1, no. 3 (2021): 78. <https://doi.org/10.56724/etude.v1i3.35>

<sup>44</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): 53.

regulator in class. The atmosphere in the classroom must always be comfortable and conducive so that the learning process, especially when learning English, students can feel comfortable. Comfortable class conditions will affect the development of children's learning. Examples of events that show the role of English teacher as a manager in the class was discovered by researchers. When making observations, the researcher saw that one of students came to the front of the class to practice speaking. At that time the student's pronunciation was not quite right, so one of the students laugh. Immediately the class atmosphere became less conducive. Seeing this incident, English teacher advises the student not to laugh at students who are practicing in front of the class. After that the condition of the class became conducive again. From this incident, the English teacher has carried out his role as a manager in creating a conducive classroom atmosphere.

### 3) Motivator

In enhancing self-confidence in speaking, the teacher must first be able to increase students' learning motivation in learning English. Teacher always trying to use various strategies and techniques. This is due to the important position of motivation in teaching and learning process. Students who have motivation to learn English tend to have strong motivation a more positive attitude towards English subject matter, which ultimately affects their mastery of English.<sup>45</sup> Teachers as educators must be able to provide support to their students. As a motivator the teacher must be able to increase student enthusiasm in learning.

In this case, as an English teacher in class VII SMPLB Negeri Kaliwungu Kudus, is tasked with providing encouragement and direction to mentally retarded students in that class. In accordance with the statement from English teacher that he often gives motivation to student who is quiet and shy. In English lessons, this attitude student will be able to hinder the development of learning. To prevent this, English teacher often motivates her student who is quiet and shy to be confident. Even though sometimes it is still not quite

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<sup>45</sup> R Nurhana, "Feedback on Speaking Activity in Esp Class: Teacher'S Role in Enhancing Student'S Motivation," *Inetal.Um.Ac.Id*, no. 2017 (2018): 139, <http://inetal.um.ac.id/wp-content/uploads/2019/03/Riza-Nurhana-page-136-143.pdf>.

right in speaking, giving continuous motivation will affect the development of self-confidence of mentally retarded students.

#### 4) Appreciator

Being a teacher is not an easy thing. Teachers should not only be concerned with academic values, but also form character values in children. As a teacher often gives appreciation to his students. A teacher if he wants to increase the self-confidence of his students then the teacher must be able to give appreciation to his students. Adequate and not excessive rewards will be effective in increasing student self-confidence. Teachers can provide encouragement, and get students past any barrier. Students are encouraged with words of appreciation such as “good job,” “come on,” “nice performance” and “keep it up”. The right words at the right time can work wonders.<sup>46</sup>

Based on observations made by researcher in English lessons, English teacher often gives appreciation in the form of praise, grades and applause to his students who have been active in English lessons, especially speaking. Nonetheless, English teacher never gives appreciation in the form of snacks. This will have a negative impact if it is often done, because it will make students addicted to getting more snacks. Giving appreciation can make students feel more valued and increase their self-confidence. Giving appreciation to mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus is proven to be able to make students feel comfortable thereby increasing their confidence in speaking.

#### 5) Guide

As a teacher, English teacher also acts as a guide. The purpose of the guide is that the teacher is in charge of providing direction to his students so that learning objectives can be achieved. The teacher directs the attention of students to a key concept and idea. The experience is pre-planned and designed. So that when learning, the teacher can guide smoothly.<sup>47</sup> According to information from English teacher that English teacher gave an explanation about English to

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<sup>46</sup> Rao, “The Role of Teachers in Developing Speaking Skills in English Language Classrooms.”

<sup>47</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): 56.



mentally retarded students in class VII slowly. The explanations that are done slowly and repeatedly, it is hoped that mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus can understand the material taught by English teacher. The English teacher will also directly help students who find it difficult, especially in speaking. With this, mentally retarded students in class VII SMPLB Negeri Kaliwungu Kudus will feel more helped and their self-confidence will also increase.

English teachers have a very important role in increasing the self-confidence of grade VII students of SMPLB Negeri Kaliwungu Kudus in speaking. Apart from teaching speaking material, the English teacher also acts as an appreciator, motivator, and mentor for mentally retarded students. When the teacher is able to carry out his role well, then the self-confidence of class VII mentally retarded students will surely increase little by little.

b. Obstacles Faced by English Teachers in Carrying Out Their Role to Enhance the Confidence of Mentally Disabled Students

In simple terms, self-confidence is a person's belief in the strengths he has and this belief makes him feel capable of achieving various goals in his life. In carrying out its role the teacher faces various obstacles that make the process of increasing the confidence of mentally retarded students in speaking difficult. Based on the results of the research, there are several things that become obstacles for the teacher in carrying out his role in enhancing the self-confidence of mentally retarded students at seventh grade SMPLB Negeri Kaliwungu Kudus in speaking:

1) Concentration of mentally retarded students

Mentally retarded children are children who have intelligence abilities below average. Intelligence abilities be low average make it difficult for mentally retarded children to concentrate.<sup>48</sup> A low level of concentration it causes mentally retarded students to have difficulty accepting and understanding the

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<sup>48</sup> Sri Endriyani and Yunike Yunike, "Having Children with Mental Retardation," *International Journal of Public Health Science (IJPHS)* 6, no. 4 (2017): 331, <https://doi.org/10.11591/ijphs.v6i4.10779>.

material taught by the teacher, in this case is speaking. This problem was also faced by English teacher when teaching speaking material in class VII SMPLB Negeri Kaliwungu Kudus. Based on information from principal that the average intelligence of mentally retarded students in class VII is equivalent to that of normal children in class 2 of elementary school. It takes more effort and time to make mentally retarded students able to concentrate. The English teacher also cannot force material on mentally retarded students, if indeed the student is no longer able to accept it then it should not be forced.

2) The difficulty of English material

English is a popular language to learn in this world, but there are many difficulties that will be encountered in learning it. As a foreign language for Indonesians, of course English will be quite difficult to learn. There are some general difficulties in learning English, namely difficulty understanding vocabulary, difficulty in pronunciation, and difficulty understanding grammar.<sup>49</sup> The mother of a mentally retarded student in class VII SMPLB Negeri Kaliwungu Kudus said that English is a language that is difficult for mentally retarded children to understand, even normal children can have difficulty understanding English. Differences in how to write and how to read in English make it difficult for mentally retarded children to understand. For students with an average IQ, maybe English will be easier to understand, but for mentally retarded students who have an IQ below the average, of course, it will be difficult because basically they find it difficult to concentrate and focus on something.

3) Physical Condition

The problem of imperfect physical condition is also a problem in increasing students' self-confidence. In class VII mentally retarded SMPLB Negeri Kaliwungu Kudus, there was one student. This student has an abnormality in his oral cavity which made it difficult for the student to speak, so that when he spoke

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<sup>49</sup> Putera Jaya, Petrus, and Lingga Pitaloka, "Speaking Performance and Problems Faced by English Major Students at a University in South Sumatra."

it sounded unclear. This made student become quiet and shy for fear of being laughed at by his friends. As the English teacher in the class often gives motivation and advice to student who have oral cavity so he doesn't have to feel inferior. By providing continuous motivation to student, student's condition becomes better than before. This student became more confident although sometimes still shy.

4) The weak memory of mentally retarded students

Mild mentally retarded child is a child who experiences memory impairment. That matter occurs because of a number of factors such as heredity, metabolic disorders and malnourished, infected with a virus or have experienced trauma. So that the incident that happened had an effect on children's memory.<sup>50</sup> Mentally retarded children have weak memory and limitations in adjusting to their environment. Normal students are able to immediately remember material previously taught by the teacher at the previous meeting, in contrast to mentally retarded students who require repetition of material from the teacher before continuing the next material. This of course will take a lot of time so that the material obtained by mentally retarded students will be in accordance with their abilities. In teaching new speaking material, English teacher first reviewed the English material that had been taught last week. This is done so that the material that has been taught is still remembered by mentally retarded children in class VII SMPLB Negeri Kaliwungu Kudus.

In carrying out its role, the teacher always faces various obstacles. Moreover, teaching English, especially speaking, to mentally retarded children who have intellectual limitations. Based on the explanation above, there are obstacles faced by English teachers in carrying out their roles in class, namely the difficulty of concentrating on mentally retarded children, the stigma that English is difficult to understand, abnormalities in

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<sup>50</sup> A Adenikheir, "Koordinasi Dan Daya Ingat Anak Tunagrahita Ringan Setelah Pemberian Brain Gym," *Jurnal Maternal Child Health Care* 3, no. 3 (2021): 545–53, <https://ojs.fdk.ac.id/index.php/MCHC/article/view/1484>.

physical condition, and the weak memory of mentally retarded children. These four obstacles were found in observations made by researchers in class VII mentally retarded SMPLB Negeri Kaliwungu Kudus.

