CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Description
1. Teachers for Disability
a. Definition

The teacher is a teacher of a science which refers to professional educators with the main task as educators, teachers, and mentors.As educators, teachers are responsible for instilling values that are in accordance with religious teachings and character education which serves as the development of basic potential to become individuals who think well, behave politely and are virtuous.As a teacher, the teacher is responsible for guiding and teaching knowledge to students.

The function of the teacher is important, because in addition to being a teacher, the teacher is a second parent for students.Be a role model and a reference in behavior.Functions and roles are an inseparable unit.Teachers have dual roles, namely as demonstrators, mediators, motivators and evaluators[1]

In its role as a demostrator, the teacher is required to convey the material so that it is easily understood by the students. Innovate and provide learning media to support learning activities to create a pleasant learning atmosphere.

In addition to being a demostrator, the teacher also acts as a mediator. Not only knowing good learning media, teachers are required to have skills in choosing or using appropriate media. Of course adjusted to the objectives, materials, methods, abilities and interests of students.

In learning, boredom when studying is often a factor inhibiting students in absorbing the material. This is where the role of the teacher is very important to provide motivation and encouragement by giving a positive response, namely showing a friendly and understanding attitude. The teacher as a motivator must also be able to provide encouragement, a stimulus to students to develop the potential they have, thus the potential of the child can develop optimally. Evaluation is

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[1] Aisya, Mustafiyatul, Mutia, & Taufik, "Kedudukan Dan Peranan Guru Serta Peserta Didik Dalam Pendidikan Islam", *Jurnal Pendidikan Agama Islam Dan Manajemen Pendidikan Islam* 1, No 1 (2022) : 18-19.

needed in every lesson as a benchmark and to know the extent to which teaching and learning objectives have been achieved. As evaluators in learning, teachers have a role to increase the quality of teaching and learning.

b. Teacher Competence

Competence is an individual characteristic that underlies a person's performance related to the effectiveness of his performance.Or in other words, competence is an act that is full of responsibility as a condition for a person to be considered capable of carrying out his duties and responsibilities in certain fields of work.Being a teacher is required to always develop personal and professional continuously.As well as being able and ready to participate in the school and community environment.Therefore, a teacher must have three aspects of competence[2]:

1) Personal Competence

Have a good personality, be responsible, trustworthy, and be able to be a role model for students.Highly dedicated and have a good work ethic.

2) Professional competence

Professional competence includes mastery of teaching materials, management of teaching and learning programs, classroom management, use of media / learning resources, mastering the basics in education, managing teaching and learning interactions, assessing student achievement, recognizing the functions and programs of guidance and counseling services, getting to know school administration,and understand the principles and interpret research results that are useful for teaching purposes.

3) Community competence

Having a good communication base is a must when having a job related to public services such as being a teacher.Communication is a bridge to make it easier for someone to understand a message or information.Being a teacher requires us to meet many people, such as parents, students, school authorities and others.Therefore, it is important to have good communication skills to prevent misunderstandings.

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[2] Didi Pianda, "Kinerja Guru: Kompetensi guru, Motivasi Kerja, Kepemimpinan Kepala Sekolah", (Sukabumi: CV jejak,2018), 30-37.

c. **Teacher For Disability**

Having a disability unlike children in general makes children with disabilities need assistance in learning in order to achieve learning goals. Therefore, children with disabilities need special teachers in the teaching and learning process. Special teachers are teachers who are tasked with providing education and formal education services to children with disabilities as well as counseling guidance in terms of psychology and independence. In carrying out their functions, teachers for children with disabilities are expected to have the ability and skills to teach children with disabilities including:[3]

1) Understanding of extraordinary education related to the basic principles of philosophy and history.
2) Understanding student character.
3) Selection of appropriate materials and learning process.
4) Assessment of student learning outcomes, diagnosis, and evaluation.
5) Planning related to the management of the student learning environment to create a comfortable and enjoyable learning environment.
6) Assessment of student learning outcomes, diagnosis, and evaluation.
7) Management of student behavior and social interaction with friends, teachers and the surrounding environment, such as communicating, collaborating, and working together.
8) Application of professionalism and ethics during teaching.

2. **Teaching English For Disability**

   a. **Definition of Teaching**

   Teaching is a method to encourage someone to learn about something. According to Brown, being a teacher requires adequate facilities to facilitate learning, because, with learning facilities, it supports students to learn well. In addition, Brown stated that learning can also be interpreted as helping someone how to do something they don't know or advising someone on how to carry out a task, and providing

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[3]Djadja Rahardja, " Understanding Of Special Teachers In Teaching Children With Special Needs At Inclusive School", *Journal Of ICSAR* 1, No.1 (2017), 13-14.

direction on how to complete a task that provides knowledge from those who don't know to know and understand[4]. The characteristics of teaching are as follows[5]:

1) Teaching is an interaction between teachers and students which is dominated by communication skills.
2) Teaching is an art that requires practice and creativity.
3) Teaching should be planned carefully.
4) Teaching is a professional activity to develop students' understanding through guidance, direction and encouragement.
5) Teaching is an activity carried out to stimulate students to think critically and independently in learning.

From the explanation above, it can be concluded that teaching is a complex activity that involves teachers and students to achieve learning objectives. Learning a language, especially English requires a thorough understanding of what and how to teach it.Teaching English requires cognitive efforts and full concentration of students aiming at mastering skills in English.Understanding the frequency and types of mistakes that students make when learning English makes it easier for teachers to help improve language skills through instruction[6].Teaching English becomes easy to understand when the material is presented in a fun way.This is influenced by the creativity and competence of teachers in teaching.In line with extensive knowledge, followed by good and appropriate teaching materials, it is an important aspect to create a meaningful and effective teaching and learning process[7].

b. **Teaching English for Disability**

Teaching English which is a foreign language for students with disabilities is quite difficult and more complex.

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[4] H Douglas Brown, "Principles Of Language Learning And Teaching" (San Francisco: Longman, 2000): 7.

[5]Isola Rajagopalan," Concept of Teaching", *Shanlax International Journal of Education* 7, no. 2, 2019, 6-7 https://doi.org/10.34293/ education.v7i2.329

[6] Ayse Yilmaz Virlan," The Role Of Error Correction In Teaching And Learning Of English From The Cognitive Load Perspective: A Case Study ", *Journal Of English Teaching* 8, No. 2 (2022), 195. Https://Doi.Org/10.33541/Jet.V8i2.3698

[7] Sri Supiah Cahyati, Aseptiana & Nai, "Optimizing English Teaching And Learning Process To Young Learners (A Case Study In Cimahi)", *Journal Of Educational Experts* 2, No 2 (2019), 108-109.

Teaching students with disabilities is very difficult because each student with disabilities has different ways and methods of learning. Teachers who teach must be professional in teaching students with disabilities to know the growth and development of students. Apart from being required to be professional in teaching, there are four basic skills that must be mastered when learning English namely, listening, speaking, reading, and writing.

Naturally, humans listen first and then speak. Therefore, before practicing other skills it is important to practice this skill. Learning English by listening can be through listening to songs, watching English films, or watching English-speaking YouTube channels. This is very beneficial, for students with audio learning types.

Speaking is the second skill that must be mastered when learning English. Speaking is an outcome of other skills. This skill can be honed by re-pronunciation of the vocabulary that has been mentioned by the teacher, in other words, pronunciation training. Thenext way, namely by conducting good conversations with friends, teachers or with native speakers. Advances in technology now make it easier for us to communicate with people from other countries.

Some knowledge is written in English, to make it easier for us to understand the contents of the reading, reading skills are needed. With reading skills we can understand and analyze the information conveyed from the reading.

The last skill that needs to be mastered is writing skill. Writing skills are the same as speaking skills, namely the outcomes of other skills. Writing skills are the most complicated skills in English because writing requires grammar and the correct wording.

All the skills mentioned above are taught to children with intellectual disabilities. However, the implementation of the language taught is not the same as normal children in general. The level of language is lower than usual so that it makes it easier for children with disabilities to understand the meaning of the language.

In the process of teaching and learning children with intellectual disabilities it is indeed necessary and requires sincerity, patience, and readiness in dealing with all conditions that will occur. Teachers need to take an in-depth behavioral approach to persons with disabilities in order to be

able to present good teaching materials according to students' needs. This situation also causes teachers who teach in special schools to play a role in helping students find strengths and understand the uniqueness that exists in each student.

c. **Curriculum For Disability**

The Merdeka curriculum is a curriculum with an intracurricular learning model, where the content will be more optimal and varied so that students have enough time to understand the concepts of the material.[8] This curriculum was developed to be a more flexible curriculum framework, which focuses on essential material and developing student character and competence.The characteristics of the Merdeka curriculum are:

- The learning provided is project-based which focuses more on developing students soft skills and character according to the profile of Pancasila students.
- Focusing on essential materials such as literacy and numeracy.
- Teachers have flexibility in conducting differentiated learning according to student's abilities.

3. **Intellectual Disability**

a. **Definition**

Intellectual disability is a neurodevelopmental disorder characterized by limitations in intellectual function and adaptive function before the age of 18 years or during development.Children with this neurological disorder have intellectual intelligence equal to or less than 70[9]. Intellectual disability is a substitute for the term mental retardation used by the Diagnostic and Statistical Manual of Mental Disorders (DSM-5)[10].Children with intellectual disabilities tend to have problems with learning.They need more time to understand what the teacher is saying.Cognitive impairment

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[8] https://ditpsd.kemdikbud.go.id/hal/kurikulum-merdeka

[9] Dalilan & Eka Sartika, "The Practices And Obstacles Of English Language Teaching In Intellectual Disability Classroom: A Case Study At Special School (Slb) In Palembang", *Journal Of English Education* 1, No.1 (2021): 3-4.

[10] Cau Jiu & Haryanto, "Students With Intellectual Disability In Special Needs School: A Qualitative Study", *International Journal Of Multidisciplinary Research And Publications* 2, no. 12 (2020), 57-60 https://www.researchgate.net/publication/343136335

or mental retardation experienced by children with intellectual disabilities causes them to have difficulty speaking, interacting and taking care of their needs[11].

b. **Identification of Intellectual Disability**

Students with special needs have different characteristics compared to other students.They even have striking differences ranging from behavior, body gestures, and ways of communicating. According to DSM-V, there are several criteria for a person to be said to be a person with an intellectual disability[12]:

1) Deficits in intellectual functioning, such as planning, reasoning, problem-solving, assessment, academic learning and abstract thinking confirmed by clinical assessment, individual, and standardized intelligence testing.

2) Deficits in adaptive functioning, causing failure of social development related to independence and social responsibility. If left unchecked, it can hinder daily activities such as independent living, communication, participation in the home, school and community environment.

3) The appearance of deficits in intellectual and adaptive functions during the developmental period.

c. **Characteristics of intellectual disability**

There are differences between normal children and children with special needs, especially in behavior, academic achievement and ways of communicating.This difference is the basis for discussing the characteristics between children with special needs and normal children in general.Children with intellectual disabilities tend to have difficulty adapting to the surrounding environment, whether at school, at home or in the community.In addition to having difficulty adapting to the surrounding environment, individuals with intellectual disabilities experience difficulties in the learning process.The characteristics of children with intellectual disabilities based on Ke & Liu are as follows[13]:

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[11] Mavis Osei

[12] Eric J & Davis A Wolfe, "Abnormal Child Psychology 6th Edition" (USA: Chengage Learning, 2016): 131.

[13]Xiaoyan Ke & Jing Liu, "Intellectual Disability In Rey JM (ed), IACAPAP *E-Textbook Of Child And Adolescent Mental Health*, (2012): 6-7.

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1) Speech

Children with intellectual disabilities usually experience delays and difficulties in language development and self-expression and speech.The severity of children with intellectual disabilities varies.In mild cases, children with intellectual disabilities achieve little development of language skills compared to other normal children. In other cases, there are some students with intellectual disabilities who cannot communicate at all and can only speak a few words.

2) Perception

Children with intellectual disabilities in understanding environmental stimuli are very slow in reacting and they often have difficulty distinguishing between shapes, sizes and colors even in small forms.

3) Cognition

Children who have intellectual disabilities the capacity to analyze, reason, understand and calculate, and think abstractly often get impaired to a greater or lesser extent according to the severity of their experience.Children with mild intellectual impairment are can achieve reading and math skills to approximately the typical child level of ages 9 to 12.Children who have severe and profound intellectual impairment cannot read, count, or even have difficulty understanding what others are saying.

4) Concentration and memory

Children with intellectual disabilities canconcentrate low and narrow.Generally, they have poor memory and are slow to remember.They have difficulty remembering and their memories are often inaccurate.

5) Emotion

Emotions that exist in children are often fickle and immature but with age will improve.Capacity in poor self-control, and impulsive, aggressive behavior is also not uncommon, there are some children who are shy and withdraw from the environment.

6) Movement and behavior

Children who have intellectual disabilities often lack coordination; they show excessive and clumsy movements.Meaningless (meaningful) or stereotypical

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movements (eg, swinging, head banging, teeth biting, screaming, tearing clothes, pulling hair) are common in severely intellectually impaired children.Destructive, aggressive, or violent behavior may also be seen and self-injurious behavior (eg self-slapping or biting) may occur in children with moderate to severe intellectual impairment.

7) Behavioral problems

Symptoms experienced such as restlessness (constantly moving, unable to sit from one place to another), unstable or poor concentration, impulsivity, anger, irritability and crying are common symptoms that often occur in children with intellectual disabilities.For other disruptive behaviors, such as aggression, and self-injury behavior such as banging the head.This severe behavior persists and is a major source of stress for the family.Therefore, special attention should be paid to reducing these behaviors accompanied by providing intensive treatment and care.

d. Classification of Intellectual Disability

Intellectual disability (intellectual developmental disorder) is a disorder during the developmental period that includes deficits in adaptive and intellectual functions that include conceptual, social, and practical activities. Classification of severity in children with disabilities[14]:

1) Mild (55-70)

Conceptual areas affect school-age children and adults.For preschool children there may not be a clear difference, but for school-age children this difference is very visiblein the difficulties faced by children in the academic field involving reading, writing, and arithmetic skills. In adults, the conceptual area centers on abstract thinking, and executive functions which include planning, strategy, and flexibility.

In the social domain related to barriers in social interaction, such as difficulty in communicating, difficulty understanding instructions from social groups. Difficulty regulating emotions and behavior. The existence of

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[14]American Psychiatric Association, "Diagnostic And Statistical Manual Of Mental Disorders 5th ed", (Washington Dc: Library Of Congress Cataloging-In-Publication Data, 2013)**:** 34-35.

immaturity compared to the development of children his age so that he is at risk of being easily deceived by others.

In the daily life of children with mild intellectual disabilities able to care for themselves according to their age, but in more complex daily tasks, individuals need the help of others. In general, mild disabilities require support in making decisions to display abilities competently.

2) Moderate (40-45)

Conceptual ability lags behind children his age. In preschool-age children, language and pre-academic skills develop slowly. Likewise, with school-age children, progress in academic fields such as reading, writing, understanding concepts, and arithmetic develops slowly compared to children their age. In adults, academic development is equivalent to the elementary school level.They need help from others when learning and developing themselves.

Shows distinct developments in social behavior and communication. Language is used as a means of communication, but in individuals with intellectual disabilities it is only used a little. The capacity to establish relationships such as family relationships, friends, and adult romance. Limitations in making decisions independently, communicating, seeing social cues accurately, requiring others to help. The need for social support and communication so that individuals can develop and be successful in the work environment.

Able to meet personal needs such as dressing, eating, urinating, maintaining cleanliness like adults even though it takes a longer time to do it. There need to be support and adequate learning opportunities to be able to carry out activities independently.

3) Severe (25-40)

Limited conceptual ability is characterized by little understanding of written language or concepts involving numbers, time and money. Limitations in a spoken language such as grammar and vocabulary. Speaks using one word, through the augmentative way of completing it. How to communicate focuses on current and everyday events. Able to understand simple body language and style of speech. Requires assistance to perform daily activities such as eating, bathing, dressing and urinating. Incapable of taking responsibility for himself. In adults, participation in doing

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housework and work requires help from others. Involves long-term teaching and support. Maladaptive behavior including self-harm may occur.

4) Profound (<25)

Involves physical rather than symbolic processes.Have visual-spatial skills such as sorting and pairing based on characteristics.Limited in understanding language symbolically either in spoken language or body language.Able to understand some simple instructions, able to express feelings and feelings through non-verbal language.Able to establish good relationships with family members, other familiar people, and those closest to them.How to respond using body language and emotions.Deficits of physical and sensory function can occur in a variety of social activities.

Dependence on others in all aspects of life such as the inability to care for oneself, health, and safety.Can participate in simple tasks with basic objects.Activities are related to entertainment such as listening to music, watching movies,and walking can be involved.Deficits of physical and sensory functions that occur cause obstacles to individual involvement in activities.

4. Sekolah Luar Biasa (SLB)

a. Definition

Education is a form of conscious human effort to foster and form a good personality in accordance with the values and norms that exist in the community so that it is expected that humans themselves can increase and develop knowledge, self-worth, attitudes, skills, and good behavior and are useful for life in the community . Often we find education is always given in a school which is a form of formal education. Formal education is provided starting from the levels of elementary till high school. In addition, one type of education is special education where one of the educational institutions is called an extraordinary school. An extraordinary school is a formal educational institution that provides educational services for children who must be handled specifically because they have special needs, which are different of children in general. SLB is formed with various elements that are directed at achieving educational goals, namely providing learning for a student which is one form of educational institution. Therefore, SLB is an educational institution that organizes educational programs

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for children with disabilities. Every learning process that occurs helps students to actively develop their potential. It is for this purpose that every educational institution, including Special Schools, should move from beginning to end to the point of goal of an educational process which can ultimately realize the occurrence of learning as a process of actualizing the potential of students into competencies that can be utilized or used in life.
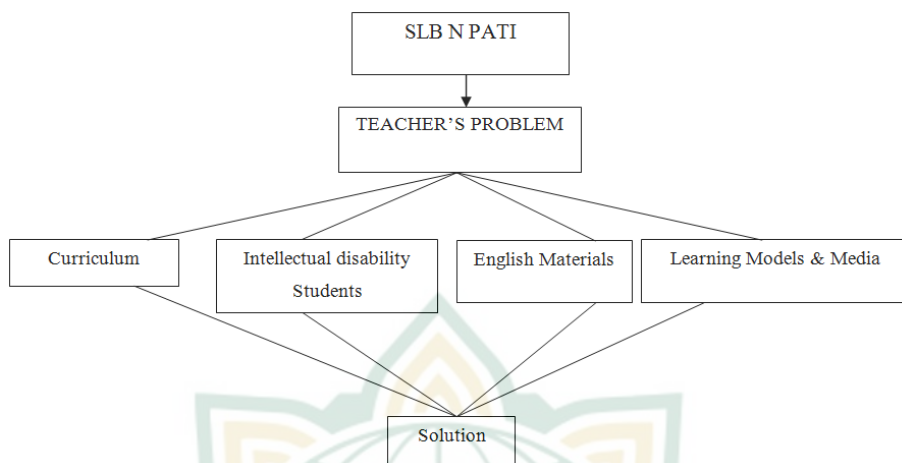
b. **Types of Special Education School**

Extraordinary Schools are special schools in which they are intended for children who have privileges and need special education services that must be provided which cannot be given to normal children in general.For this reason, there are several types of special schools, including[15]:

1) Special School section A, specifically for children with special needs with visual impairments (blind).
2) Special School part B, specifically for children with special needs with hearing loss (deaf).
3) Special School section C, specifically for children with special needs with intellectual disabilities (Disabilitas Intelektual).
4) Special School section D, specifically for children with special needs with physical and motor disorders (handicapped).
5) Special School section E, specifically for children with special needs with behavioral disorders (tunalaras).
6) Special School section F, specifically for children with special needs who have more than one disorder or multiple disabilities.

B. **Theoretical Framework**

The theoretical framework underlying this research is given in the following figure:

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[15] Anisa Dian Novita Siregar, "Sekolah Luar Biasa Bagi Anak Luar Biasa", INA-Rxiv , (2016) Https://Doi.Org/10.31227/Osf.Io/45cef

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│     SLB N PATI      │
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│  TEACHER'S PROBLEM  │
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Curriculum	Intellectual disability Students	English Materials	Learning Models & Media

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│ Solution │
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The picture above describes the conceptual framework in this research.This study uses a descriptive qualitative that will describe the problems faced by teachers when teaching English to children with intellectual disabilities at SLB N Pati.Teaching children with intellectual disabilities certainly encounters several obstacles.The problems found during teaching are the focus of discussion in this study.The problems that will be discussed in this study include mastering four skills in English, namely, reading, writing, listening, speaking.Then, the selection of materials that are easily absorbed by children.And the condition of the child during the learning process.The last part is to find solutions to overcome some of the problems above.

C. Review of Previous Study

In this section, the researcher will mention several previous studies that have a topic that is still relevant. The existence of previous research helps researchers to get an overview and find similiarities and differences in previous reseach.

First, research entitled "The Practices And Obstacles of English Language Teaching In Intellectual Disability Classroom: A Case Study At Special School (SLB) In Palembang" by Dalilan, Eka Sartika, Indah Deyana Lestari.This study aims to examine the barriers to learning English in intellectual disability classrooms and their effect on learning practices.The results of this study indicate that teaching English is similar to regular classes, only that it emphasizes students' limitations in reading, writing and heterogeneous

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abilities.[16]The similarity in this study lies in the research subject, namely children with intellectual disabilities.The difference in this study lies in the focus of the research, the authors in this study focused on the practice of obstacles while this study focused on the problems faced by the teacher and their solutions.

Second, research entitled "The Problems and Challenges English Teacher Face in Teaching Students with Disabilities" by Yusril Linusi, Muhammad Amin &Baharuddin.Using qualitative research methods, this study aims to describe the problems faced by teachers, the causes and solutions to these problems.The results showed that the challenges faced by teachers when teaching children with intellectual disabilities were the lack of classroom management and limited communication between students and teachers.The similarity in this research are the subject of the research, namely the English teacher of SLB and intellectual disability.The difference in this study lies in the focus of the research[17].

Third, research entitled "Teaching English as a Foreign Language for Students with Intellectual Disabilities".This study aims to describe the development of the syllabus, delivery of material, students with intellectual disabilities in the learning and evaluation process.The results of the study stated that English is a big challenge for people with intellectual disabilities.Their delay in developing language which is influenced by cognitive function causes them to fail to acquire the ability to write, read and pronounce.The similarity of this research lays in the research object, children with intellectual disabilities.The difference is in the subject of research, the focus of previous research used the object of research in the form of teachers and students[18].

Fourth, research entitled "Problem Faced By English Language Teachers In Teaching Students With Learning Disabilities" by Mohammad Abedrabbu Alkhawaldeh & Mohamad Ahmad Saleem Khasawneh. This study aims o identify the problems that

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[16] Dalilan& Eka Sartika. "The Practices And Obstacles Of English LanguageTeaching In Intellectual Disability Classroom: A Case Study At Special School (Slb) In Palembang", *Journal Of English Education* 1, No.1 (2021):1.

[17]Yusril Linusi, M. Amin & Baharuddin, "The Problem And Challanges Face In Teaching Students With Disabilities", *Jurnal Linguistik, Sastra dan Pendidikan* 7, No 1 (2022), 66-67.

[18] Najmi Hilalliyati, "Teaching English As A Foreign Language For Students With Intellectual Disability" (Thesis, UIN Syarif Hidayatullah Jakarta, 2017), 1-6.

English language teachers face in teaching students with learning disabilities. The results of the study showed teachers suffer from several problems while teaching students with LDS to a moderate degree. The findings revealed the presence of significant differences between the responses of the study sample about the problems faced by teacher due to the gender variable.[19] The similarity of this research lays in the research object, children with intellectual disabilities.The difference is in the subject of research, lies in type of disabilities.

Fifth, research entitled "Problems Faced By English Teachers In Teaching English For Students With Lack Of Intellectual" by Feby Sukma Amelia. The main purpose of this research is to know what are the problem in teaching English for students with lack of intellectual. The results of the study show that there are 5 problems found when teaching children with lack intellectual.[20] The similarity of this research lays in the research object, children with intellectual disabilities. The difference of this research only focuses on the problem, while researchers explore the problem and solutions. Then another difference lies in the background of the subject who is not an English graduated.

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[19] Revita Putri Utami, Suharyadi, Utari Praba Astuti, "EFL Teachers' Problem and Solutions in Teaching English To Students With Intellectual And Developmental Disability", Indonesian Journal Of English Language Teaching And Applied Linguistics 6, no. 1 (2021): 174.

[20] Feby Sukma Amelia, "Problems Faced By English Teachers In Teaching English For Students With Lack Of Intellectual" (Thesis, IAIN Batusangkar, 2022), 1-8.

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