

**TEACHING EFL LEARNERS WITH SPECIAL NEEDS
AT SLBN 2 PANGKALAN BUN**

**By:
KIKI LATIFAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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**TEACHING EFL LEARNERS WITH SPECIAL NEEDS
AT SLBN 2 PANGKALAN BUN**

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
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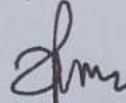
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STATEMENT OF AUTHENTICITY

I, the undersigned, Kiki Latifah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

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ABSTRACT

Kiki Latifah. 2021. Teaching EFL Learners with Special Needs at SLBN 2 Pangkalan Bun. Undergraduate Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Rusnadi, S.Pd.I., M.Pd.I., MA., (II) Willy Ramadan, S.Pd., M.S.I.

Keywords: Teaching Strategies, EFL, Special Education Needs

This research describes how teaching EFL learners with special needs at SLBN 2 Pangkalan Bun. The researcher does observation to the English teachers who teach students with mental retardation at senior high school, and student with hearing impairment at junior high school. This research was aimed to answer the questions of what English teachers' strategy and teachers' problems/challenges things while teaching students with kind of special needs.

The qualitative research with descriptive approach designed by Denzin & Lincoln was employed to conduct this study. The participants of this study are to English teachers who teach at senior high school and junior high school at SLBN 2 Pangkalan Bun. The data were collected through observation and interview, then analysed in fifth steps of data analysis; editing, coding, data reduction, data analysis, and conclusion.

The strategies which are used by the teachers in teaching students with special needs are cooperative learning, metacognitive and cognitive, direct instruction, and formative assessment, evaluation and feedback strategy. Besides, this research also found out that the problems which the teacher faced are caused by several factors; The family, boredom, self-esteem, and external factors. Finally, this research suggest that teachers can be more creative in apply strategies to teach students with special needs and more be able to understanding students ability in learning English.

ABSTRAK

Kiki Latifah. 2021. Pengajaran Siswa EFL Berkebutuhan Khusus di SLBN 2 Pangkalan Bun. Skripsi. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Rusnadi, S.Pd.I., M.Pd.I., MA., (II) Willy Ramadan, S.Pd., M.S.I.

Kata kunci: Pengajaran siswa EFL, siswa berkebutuhan khusus, sekolah luar biasa

Penelitian ini mendeskripsikan bagaimana pengajaran bahasa Inggris untuk EFL berkebutuhan khusus di SLBN 2 Pangkalan Bun. Peneliti melakukan penelitian kepada guru Bahasa Inggris yang mengajar siswa Tunagrahita di tingkat Sekolah Menengah Atas dan siswa Tunarungu di tingkat Sekolah Menengah Pertama. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian tentang strategi pembelajaran yang digunakan oleh guru dan masalah serta hal yang menantang yang dialami oleh guru selama mengajar siswa berkebutuhan khusus.

Penelitian kualitatif dengan pendekatan deskriptif yang dirancang oleh Denzin & Lincoln digunakan untuk melakukan penelitian ini. Partisipan dalam penelitian ini melibatkan guru Bahasa Inggris yang mengajar di tingkat sekolah menengah atas (SMA) dan tingkat sekolah menengah pertama (SMP) di SLBN 2 Pangkalan Bun. Pengumpulan data dilakukan melalui observasi dan wawancara, kemudian di analisis dalam 5 langkah analisis data: penyuntingan, pengkodean, reduksi data, analisis data, dan penarikan kesimpulan.

Strategi-strategi yang digunakan oleh guru dalam mengajar siswa berkebutuhan khusus di penelitian ini adalah pembelajaran kooperatif, strategi metacognitive dan cognitive, instruksi langsung dan penilaian formatif, evaluasi dan umpan balik. Disamping itu, penelitian ini juga menemukan bahwa terdapat beberapa permasalahan yang dihadapi oleh guru selama proses pembelajaran, dan permasalahannya disebabkan oleh faktor; keluarga, kebosanan, rasa harga diri siswa, dan faktor-faktor luar. Penelitian ini menyarankan agar guru dapat lebih kreatif dalam menerapkan strategi pembelajaran dan lebih mampu untuk memahami kemampuan siswa berkebutuhan khusus ini dalam belajar Bahasa Inggris.

MOTTO

Do Everything with A Real Heart

LIFE IS SHORT, MAKE IT MEANINGFUL !!

DEDICATION

I dedicate this thesis for my beloved parents, Joko Santoso and Nur Azizah, who always give me endless love, support in every situation, spiritually, and materially during the time of study and the process of making this thesis. My beloved person, Muhammad Ramadhani who always gives me support and advices, a very comfortable place to share all my stories. Special feeling of gratitude for them for always giving me advice and encouraging me to finish the thesis.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Jumadil Awal, 14th 1442 A.H
May, 21th, 2021 A.D

Kiki Latifah

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