

Teacher's Problems in Teaching English with a Level of Common European Framework of Reference for Students with Special Need (A Case Study in Inclusive School at SMP Al Irsyad Al Islamiyyah Purwokerto)

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ABSTRACT

The purpose of this study was to find out the teacher's problems in teaching English to students with special needs in the inclusive school of SMP Al Irsyad Al Islamiyyah Purwokerto. This research used qualitative methods with descriptive analysis techniques. The subject of the research was an English teacher who teaches students with special needs in ninth grades of SMP Al Irsyad Al Islamiyyah Purwokerto. This research was carried out using interviews, observation, and documentation as methodological triangulation to prove the reliability of the data. The data were analyzed by data reduction, data display, drawing conclusions, and data verification. The results indicated that teacher's problems were caused by internal and external factors, including : 1) internal factors coming from the teacher herself consisting of time constraints and lack of teacher competence; 2) external factors come from several causes, including : a) problems from students consist of difficulties in the learning process, students' characteristics, students' academic performance, and difficulties interaction between students on a social level; b) problems from school management consist of a limited number of aide teachers and curriculum; c) problems from family environment consist of lack of parents' attention.

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Introduction

In Indonesia, the implementation of curriculum in schools has begun to shift to implement the "Merdeka Belajar" curriculum. Besides, there were several schools or colleges, especially private ones was implementing the CEFR framework in learning English. CEFR stands for Common European Framework of Reference. CEFR is a framework used to measure how far foreign students are able to master English ([Saskatchewan Ministry of Education, 2013](#)). Moreover, in multilingual communities, CEFR can be applied to foreign language instruction. Consequently, Indonesia and several other Asian nations with multilingual communities can adopt this approach,

one of them was the Al Irsyad Al Islamiyyah school in Purwokerto as inclusive school. So, in this school not only implement CEFR to regular students, but also to student with special need.

Furthermore, inclusive school is a school that has an educational service that provides learning opportunities for all students, including children with special needs to study in inclusive classes or regular classes with normal students (Siahaan, 2022). Additionally, children with special needs are children who experience physical, mental, intellectual, emotional disorders, or children who are slow learners, so they need special learning (Atmaja, 2019). Therefore, schools must adjust the curriculum, learning approach, and evaluation systems to suit the needs of each student. So, it might be even more difficult for teaching English in inclusive schools.

In the preliminary research that was conducted at SMP Al Irsyad Al Islamiyyah Purwokerto, it was found that this school was one of the inclusive school in Purwokerto. In addition, this school used the CEFR framework in English learning' books that apply in the Pearson curriculum. Besides that, it found that students with special needs also learn English that implement CEFR framework like other general students in regular classes. Then, in this class, the main teacher is responsible for teaching English to all of the students, delivering the same materials, media, and instruction based on the Pearson curriculum's CEFR framework. Based on the explanation above, it was very interested and feel need to conduct research to reveal what are the problems that English teacher encounter in teaching English based on CEFR framework to student with special needs.

Method

This research used qualitative research with case study type. This design involves three stages of the data collection techniques. This research were carried out using interviews, observation, and documentation as methodological triangulation to prove the reliability of the data. The data were analysed by data reduction, data display, drawing conclusions, and data verification. Then, it continued by coding the result of the interview and observation and present the data by *descriptive analysis* as problem come from internal and external factors. There were 5 students of ninth grades as students with special need. The subject of the research was English teacher who teaches students with special needs in ninth grades of SMP Al Irsyad Al Islamiyyah Purwokerto.

The method section structure should: observed the teaching and learning process in the ninth grade classroom, interviewed an English teacher was conducted in which a few questions, transcript the result of interview and observation, gave the codes in the transcripts especially about the teacher' problem, analyze lesson plan and assessment questions given to students with special needs, and state which descriptive narrative were done to analyze the data.

Discussion

A. Internal Factor (English Teacher)

Teacher play a crucial part in providing inclusive education, because they were the most crucial members of the learning process in inclusive education. Meanwhile, the teacher was a factor that contributes to the problems that arise during the English learning process. The following were the problems that were encountered, include:

1. Time Constraints

a. Time Limitations in Providing Special Treatment

Teachers found it challenging to allocated the learning time between students with special needs and other students, because there might be more than one students with special needs in each class, so the teacher was unable to allocated more time to them because other students also require that time. Then, an English teacher was interviewed again on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m. The teacher said:

I : *“Sama problemnya ya waktu untuk memberikan treatment. Jadi memang harus ada waktu khusus untuk guru me review materinya. Itu yang memang harus benar benar ada waktu khusus si, tantangannya itu”.*

I : *“The same problem exists with regard to the timing of treatment. As a result, the teacher must schedule a separate review period. That's what has to be a special time, and that's the challenge”.*

Based on the result of interview, it found that teachers must explain material to slow learners repeatedly, which takes a long time. Based on the given description, it can be inferred that the student was a slow learner, experiencing mental developmental delays and limited learning and adjustment abilities due to his slightly below average IQ (between 70 and 89). As a result, completing academic and non-academic tasks takes longer than expected, Thus, naturally, if the teacher has to explain the material several times and requires more time.

b. Limited Time to Prepare A Special Lesson Plan

The English teacher utilized the same curriculum and lesson plan for students for teaching in inclusive classroom. She only made changes to the main activities and the assessment method used for assessing students with special needs. Then, in the interview, the English teacher stated this issues on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m at the school. The teacher said :

I : *“Kita kan tau ya mbak disini kita sampai sore, nah kalau untuk sore saya udah ngga kuat, mood saya udah nggak bagus, kasian juga anaknya udah capek itu pertimbangan saya. Jadi eee treatment saya, kalau nggak begitu sedang pelajaran saya dekati khusus, setelah yang lain sudah saya arahkan untuk mengerjakan penguatan...sesi penguatan. Tapi kalau untuk ditanya lesson plannya apakah beda, itu sama. Secara administrasinya ya, tapi kalo untuk eksekusinya tetep beda karena*

assessmentnya beda. Dan biasanya assessment itu saya bedakan, lesson plan jadi satu”.

I : “We know, sis, we're here until the afternoon, so if I don't have the strength in the afternoon, my mood isn't good, and it's a shame the child is already tired, that's my concern. So, in my treatment, if it's not like that, I approach the lesson specifically, after I've directed the others to do strengthening...strengthening exercises. But if you ask me, the lesson plan is the same. Administratively, yes, but the execution differs due to the different assessment. And I usually differentiate the assessment and lesson plan into one.”

Based on the results of the interview above, it was found that the teacher did not make a special lesson plan for students with special needs in the teaching and learning process in class, so both students with special needs and regular students used the same lesson plan based on the curriculum implemented at school. However, apart from that, the teacher added that there were still differenced in treatment, such as provided special time between lessons for students with special needs, and prepared different assessments for students with special needs.

In conclusion, although English teacher' busy schedules and lack of time prevent them, she have to create and use special syllabus and lesson plans in teaching English for students with special need in inclusive classroom. This was consistent with the research by Forlin and Chambers (2011) also clarify that the school needs to provide special administration in order to implement inclusive education. As a result, special syllabus and lesson plans were important in supported the learning process of slow learners. Therefore, slow learners could gain the knowledge and learning experiences which suitable for their ability and it challenging for teachers to maximize the cognitive learning potential of students with special needs.

2. Lack of Teacher Competence

a. There is No Inclusion Training for Subject Teacher

Teacher competence in managing inclusive school must be considered in order to optimize the teaching and learning process. Meanwhile, in practice, it was found that special training related to students with special needs did not involve subject teachers, especially English teacher. Subject teachers have not gotten any formal training. Instead, they simply get guidance and counselling teachers' instructions regarding how to deal students with special needs. Then, the English teacher was being interviewed on Wednesday, August 30th 2023 at 13.40 p.m – 15.00 p.m directly in the school and the teacher said:

I : “Kalau itu pelatihannya lebih ke guru BK. Nah nanti dari guru BK itu biasanya koordinasi dengan walas. Nah dari walas nanti menyampaikan ke guru mapel kaya gitu”.

I : "If that's the case, the training is geared toward BK teachers. So, later on, the guidance and counseling teacher usually works with the teacher. So, from the start, I'll convey it to the teacher like this."

Based on the findings of the interview, it can be seen that training regarding students with special needs was only given directly to guidance and counselling teachers. The guidance and counselling teacher then relays it to the homeroom teacher, and after that it was conveyed to the subject teacher. It was in line with the research by Novianti, et al., (2022) stated that they also have difficulty in handling students with special needs in inclusive schools.

So, it was necessary to conduct training, workshops, and seminars for subject teachers who have not received previous training related to the concept of inclusive education. It was supported with the research by Anthony & Yasin (2019) stated that the teachers with experience attending training have more readiness to handle special needs with higher inclusion indexes. Additionally, it was in line with the research by Wahyudi, & Rugaiyah (2019) stated that the readiness indicates that the training activities impact teachers to apply the principles of inclusive education in the learning process in the classroom. Therefore, in this case, it was possible to conclude that the English teacher lacked the necessary training to teach students with special needs. They only rely on their previous experience when instructing students for the first time till now and also only rely on guidance from the guidance counsellor or homeroom teacher.

b. Lack of Expertise in Teaching Students with Special Needs

It was felt that initial teacher training was lacking in the area of inclusive classrooms and this was said to be the case major implications for inclusive educational practices in the classroom. English teacher was said that the new teachers experienced difficulties and felt it confusion in teaching English for students with special needs. The teacher said:

I : "*Kadang kan ada guru baru ya, kalau guru baru kan biasanya kaget, nanti akan menyampaikan ke walas otomatis kan. Usth ini si kenapa ya disuruh ini nggak mau, suruh maju nggak mau, suruh nulis nggak pernah mau, ini kenapa usth?*"

I : "Sometimes there is a new teacher. If the teacher is new, they are usually surprised, and they will naturally inform the other teachers, correct? Usth, why are you being told to do this? You don't want to do this. You're telling me to go forward, you don't want to. You're telling me to write, you never want to. Why is this, usth?"

Based on the interview above, it found that the new teacher was shocked in the first teaching students with special need Because the student refuses to obey the teacher's instructions, so the teacher was confused to dealing with the students and eventually consults with the class teacher.

The results of this study align with Wanjohi's (2013) assertion that a majority of teachers lack sufficient training to effectively manage both students with special needs with normal students in one classroom. As a result, studying and training were required for a teacher to instruct the students. It was important to carry out this activity on an ongoing basis considering that the teacher did not have a special needs background. Thus, it needs to be given detailed and continuous direction and more importantly given gradually until the teacher really understands. This was supported with the general guidelines for implementing inclusive education that educators and education staff in educational units providing inclusive education were required to have learning competencies for students in general and students with special needs.

B. External Factors

External factors were factors that come from outside, these factors can be problems from students, school management, and the family environment.

1. Students

Students with special needs were students who have physical and mental limitations. Therefore, they require extra attention, because they were not like other students. Managing students with special needs requires special treatment to handle them as well as collaboration with various parties. Therefore, problems in the teaching and learning process which come from students with special need, as follows:

a. Difficulties in the Learning Process

1) Difficulties in Classroom Management

Classroom management was one of the most important components of the learning process; without it, class efficacy might be reduced and even no advances in information transfer can be accomplished. Meanwhile, students with special needs were exceedingly challenging to manage in the classroom. Then, the English teacher was interviewed on Wednesday, August 30th, 2023, at 13.40 p.m until 15.00 p.m at the school. The teacher said :

I : *"Kalau zhalfa nggak, tapi kalau syauqi memang nggak keluar kelas, tapi melipir ke jendela, ngelongok ke jendela dulu kaya gini. Walaupun ada gurunya di depan kaya gitu, ngeliatin ke pemandangan belakang"*

I : *"If it's zhalfa, no, but if it's syauqi, you don't leave the classroom, but you lean towards the window and look at it first, as shown. Even though there is a teacher in the front, take a look at the back".*

Based on the results of the interview above, it was found that students with special needs feel happy with themselves and they found it difficult to control their behaviour

and actions, such as looking out the window and seeing the view during the teaching and learning process in class.

Furthermore, this was supported by observational evidence on Wednesday, August 16th 2023 at 08.30 a.m until 10.05 a.m., found that a variety of characteristics among the students in the class presents challenges for teachers in terms of classroom management. Some students with special needs were passive during the English language learning process and need the teacher to give them extra attention and suddenly, student with special needs from another class ran into the classroom and approached the aid teacher. The homeroom teacher then approached the students and took her back to her class. This was caused class management to be less effective and the learning process becomes hampered.

Then, it can be concluded that the teacher plays a significant role in classroom management because the teacher was the person in charge of learning activities in the classroom. According to Zainal Aqib in Widiasworo (2008), the teacher was the central focus and source of learning activities. As a result, the teacher must be innovative and proactive in managing the class because she was the one who was intimately familiar with the situation and conditions of the class, particularly the situation of students from diverse backgrounds.

2) Students' Low Concentration

The English teacher acknowledged how challenging it was to maintain students' concentration throughout the entire teaching and learning process. When the English teacher was interviewed on Wednesday, August 30th 2023 at 13.40 p.m until 15.00 p.m in the school. The teacher said:

I : *"Kalaupun dia fokus ndengerin, paling ya berapa persen. Katakanlah, 50 persen pun itu udah luar biasa. Apalagi yang tipikalnya Kaylani, Rafi nggak nyampe 50 persen. Paling ya 30 lah 30 40 persen nangepnya".*

I : *"Even if he focuses on listening, what percentage? Even 50% is extraordinary. Furthermore, Rafi falls short of 50 percent, as is typical of Kaylani. At least 30-40% catch it."*

According to the interview results, the level of concentrate of students with special needs in grasping material concepts was only approximately 50%, although some students with special needs may be less than that. This was in line with the research by Efendi (2006, p. 98) stated that one of the characteristics of students with special needs was having difficulty in concentration. As a result, students with special needs have a lower understanding of the topic than students in general.

This was supported with the study from Wahyuningsih (2018), which found that slow learners frequently drool or spit out saliva, lack coordination in their actions, and

less concentration in the learning process. Brain abnormalities affect the cognitive ability and intellect of slow learners, and it leading to easily distracted concentration. Therefore, students with special needs often times struggle to understand the content of material or miss entirely. Additionally, several studies from Efendi (2006, p. 98) and Apriyanto (2012, p. 34) also mention that students with special needs tend to have difficulty in concentrating and they have difficulty to think.

3) Difficult to Comprehend the Content

In this case, it was discovered that the difficulty in explaining the content when teaching English for students with special needs. When the English teacher was interviewed on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m at the school. The teacher said:

I : *"Kalau udah masuk grammar, nah itu grammar sama vocabulary yang baru dari teknologi terus eee sosial budaya, itu biasanya mereka awam, gitu. Khususnya kalau grammar ya pasti butuh tantangan tersendiri".*

I : *"When it comes to grammar, well that's grammar and new vocabulary from technology and socio-culture, that's usually what they're unfamiliar with, that's how it is. Especially when it comes to grammar, it definitely needs its own challenges".*

It was determined from the interview that the English teacher experienced a problem since the teacher found that students with special needs difficult to understand the content of material. Furthermore, it was shown in the observation in class that students with special needs struggled to understand the lesson as well as average students. Students seems confused and passive. This was corroborated by a study by Bawa and Osei (in Dalilan et al., 2021) which found that students with special needs had low participation in English classes. They were either resting on the ground or fidgeting and acting impulsively because they were not paying attention.

Based on the findings result, it concludes that the learning difficulties experienced by students with special needs were caused by their inhibited intellectual function. The learning that was done in order to overcome the aforementioned problems was to created a conducive and fun learning environment. The subject matter was kept simple and was repeated continuously. Aside from that, teachers must be innovative and use certain techniques when presenting learning activities in class, for instance in abstract thinking difficulties in students with special needs can be reduced in learning by using concrete objects or props.

b. Students' Characteristics

1) Students Passivity

The English teacher mentioned that students with special needs in the class refused to give responses and participate in some of the class activities. This can be deduced from the English teacher's statement on Wednesday, August 30th 2023 at 13.40 p.m – 15.00 p.m in the school and the teacher said:

I : *"Ketika disuguhi eee pelajaran, dia belum mau yang terlibat menulis, kaya gitu tuh belum. Terus untuk menyampaikan pendapatnya ya apalagi, gitu. Ketika ustadzahnya minta untuk terlibat untuk ini coba sebutkan ini, itu aja dia masih males untuk mikir. Belum mau yang menunjukkan, aku bisa pelajaran ini, tuh belum kaya gitu".*

I : *"When he was offered lessons, he didn't want to get involved in writing right away. Continuing to express his opinion, that's all. When the ustadzah asked to be involved in this, he simply mentioned it; he was still too lazy to think. I don't want to show it yet; I can learn this lesson, and I'm not rich yet".*

Based on the results of the interview above, it was found that students with special needs tend to be passive in the teaching and learning process in class. This was shown by the behaviour of students who were reluctant to participated and reluctant to carried out activities like students in general.

This was supported with the observation class on Monday, August 14th 2023 at 13.40 p.m until 15.00 p.m., when English teacher engaged students to be active in learning activities by asked questions and pointed the students' names. However, students with special needs felt embarrassed about interacting in question and answer sessions in class.

Furthermore, this was consistent with the research of Sundari et al. (2017) who explains there are a variety of interaction patterns between teacher and students in learning activities. Such as the teachers ask something, then the students will answer immediately, or the teachers give questions or problems to solve, then the students hold a small discussion or the teacher gives assignments to students or do something in front of the class and other students give responses. Therefore, teachers can teach effectively if they were able to respond to the various needed of students with special needs, which can be accomplished by implementing various types of learning strategies.

2) Students' Less Confidence

When the English teacher was being interviewed, the teacher brought up this issue. The English teacher was interviewed on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m at the school. The teacher said :

I : *"Dan yang tidak kalah penting biasanya yang dia bener- bener takut di cemooh, takut di tertawakan. Itu sebenarnya juga kendala banget mbak. Jadi kita bagaimana bisa memotivasi dia, meyakinkan dia itu susah banget, berat itu jujur. Bagaimana meyakinkan dia bahwa dia itu sama dengan yang lain, dia itu bisa loh seperti yang lain gitu. Itu juga termasuk kendalanya".*

I : "What is equally important is that he is usually terrified of being mocked or laughed at. That's a huge problem, sis. So, how can we motivate him? Convincing him is very difficult, to be honest. How to persuade him that he is the same as the others, and that he can be like them. This also includes obstacles".

Based on the results of the interview above, it was found that students with special needs have less self-confidence because they were fearful of making mistakes, being criticized, and being laughed at by their peers when speaking in English. This becomes an obstacle for teachers in increasing their self-confidence to participate in English learning.

According to the findings of the interview, students with special needs tend to appear ashamed in class, as evidenced by their low voices, as they were terrified of making errors or being laughed at. As a result, students require assistance in improving their self-confidence in order to speak in front of the class, and one way was to be accompanied by a peer tutor. This was supported with the observation class on Tuesday, August 15th 2023 at 10.05 a.m until 11.25 a.m when the English teacher appointed some students with special need to present the results of their work. The students presented in a small voice and still looked embarrassed.

This was done because students with special needs were sometimes embarrassed to be mistaken for mainstream classmates. Most of them feel different from their peers, which caused a lack of confidence. Additionally, they experience this because they feel distinct among the students. Low self-confidence and loneliness resulted from it (Bullock, 1992). As a result, teachers must devise distinctive approaches for boosting students' confidence. This was in line with Ruhela's (2014) assertion that teachers' positive responses can help students positive conduct continue and even get better. In summary, words of encouragement and positive reinforcement can help students with special needs become more confident and achieve at their best.

3) Difficult to Control Students Mood

The personality of students with special needs was very different from students in general. Then, the English teacher asserted that found challenging to manage the students' mood when teaching English for students with special needs. The teacher was interviewed on Wednesday, July 26th, 2023, at 10.30 a.m. until 12.00 a.m. The teacher said :

I : "*Memang dia moody lagi, memang mungkin dari rumah udah ada problem sampai ke sekolah uring uringan, itu biasanya memang kita harus nunggu moodnya dia. Dan karena kalau kita paksakan enggak jalan. Dia malah berontak, akhirnya dia mutung, gitu mutung sekalian. Nah, jadi kita nunggu moodnya dia bener-bener oke*".

I : "It's true that he's moody again; it's possible that he's had problems at home and is grumpy at school, so we usually have to wait for him to be in a better mood. And because forcing it won't work. Instead, he rebelled, and in the end, he became angry. So, let's wait for him to be in a very good mood".

Based on the results of the interview above, it was known that students with special needs usually experience an unstable mood, if the teacher forces students to take part in learning, the students will actually sulk and rebel. So the teacher has to wait until he was in a good mood again.

The personality of students with special needs was different from the personality of students in general. Their personalities were immature and tend to be easily shaken. This was supported with the research by Rochyadi (2005, p. 24-29) which stated that low awareness and intelligence abilities in students with special needs made it difficult for them to think rationally. That was why they struggle with impulse control. In addition, according to Reiss et al. in Suharmini (2009, p. 88) said that students with special needs frequently experience emotional disturbances and problems with emotional development as a result of their low abilities.

It was possible to conclude that the personality problems experienced by students with special needs were caused by low intellectual abilities, causing emotional management in students with special needs to experience disruptions. Because they were unable to control their emotions, their personal development was hampered. The implication in learning was the teacher created an environment in which students with special needs can be accepted alongside other students. Teachers can also help students develop their personalities by teaching them how to manage their emotions.

c. Students' Academic Performance

1) A Lack of Speaking Ability

It showed that the students with special needs were having trouble in speaking. Speaking ability is one of the skills in English that must be mastered for students with special needs. It is related with the research by Dwinalida (2023) revealed that learners would need to perform both academically and professionally in terms of content and skill development. The students' speaking constraints included poor pronunciation and a lack of awareness of English speaking standards. Then, the English teacher was interviewed on Wednesday, August 30th 2023 at 13.40 p.m until 15.00 p.m and the teacher mentioned that:

I : "Untuk speakingnya ya itu butuh waktu lama untuk menghafal, kecuali metodenya dengan reading aloud gitu. Untuk pronouncationnya masih butuh banyak ini lah".

I : "Speaking takes a long time to memorize, unless you use the reading aloud method. You still require a significant amount of this for pronunciation".

Based on the statement above, it can be concluded that students with special needs experience difficulties in speaking English, especially in pronunciation and memorizing material. So it becomes a problem for English teachers in teaching students the ability to speak English. This was in line with the study of Choiri & Yusuf (2009) stated that when educating special needs students, subject matter that must be learned by rote takes a long time, and it might be challenging for the teacher to ensure that the students pronounce words correctly.

Considering that, based on the results of the interview above, it was because they had more difficult cognitive ability than the other students. It was related to the expert theories from Nijland, Meer, and Onderwater (2018, p. 10) indicated that process of learning language by mild intellectual disability confront delays. So, slow learners found it difficult to say the words or speak up on their own since students with special needs frequently exhibit considerable delays in phoneme production.

2) Lack of Reading and Writing Ability

The next problem was a lack of reading and writing skills. Reading was an ability that all students should have because it was how individuals receive information from written sources. Furthermore, teaching students to write in English that is accurate, understandable, appropriate, and fluent is the goal of language teaching of English teacher (Ma'rufah, 2021). Teacher get a challenging task when it comes to teaching students with special needs to read and write, especially when it relates to English. Then, the English teacher was interviewed again on Friday, August 4th 2023 at 08.30 a.m - 09.45 a.m and the result as follows:

I : "*Kadang bahasa kita secara general, mereka pun masih susah. Heeh kaya kemarin itu terjadi juga, itu masih kosakata mbak. Jadi kosakatanya itu qodarullah adjective ya, karena udah describing an image itu, ada attractive, do, happy dan sebagainya. Dan ternyata mereka itu belum paham artinya, dan kalau kita langsung paksa mereka untuk mencoba, kan kasihan juga*".

I : "Sometimes even our general language is still difficult for them. Heeh, that happened yesterday as well, sis, and it is still vocabulary. So the vocabulary is qodarullah adjectives, which already describe an image, such as attractive, do, happy, and so on. And it turns out they don't understand what it means, and it would be a shame to force them to try right away".

Based on the results of the interview above, it was found that students with special needs experience problems in their reading skills, especially when understanding vocabulary in reading. Besides, when teacher asked students with special needs to write

the words, students with special needs found it difficult and it was eventually possible if the teacher wrote it in their book. The teacher said:

I : *"Tapi kalau untuk grammar si biasanya saya kasih yang benar-bener paling basic. Kalau kalau misal bicara simple present ya yang penting subject I, you, they, we, he, she, it itu udah bisa membedakan gitu aja. Kalau negative ya udah dikasih doesn't atau don't untuk subject pembeda subject ini sama subject ini itu kata kerjanya dimana. Itu kalau mereka udah bisa menggunakan itu udah luar biasa banget"*.

I : "But when it comes to grammar, I usually give the most basic examples. For example, if we're talking about the simple present, it's important to note that the subject I, you, they, we, he, or she can already have an impact. If it's negative, you've specified doesn't or don't for the subject; the difference between this subject and this subject is the location of the verb. If they can use it, that's truly amazing".

Based on the results of the interview above, it was found that students with special needs experience difficulties in using grammar in English. This was in line with the research by the research on the language skills of students with special needs using the ITPA (Illinois Test of Psycholinguistic Abilities) by Robert Ingall (1987) in Rochyadi, (2005, p. 23) stated that students with special needs have specific challenges when it comes to learning grammar. So, this has an impact for students with special needs especially in language skill, and it becomes a problem for teachers to ensure students with special need understand the correct use of grammar in English.

This was supported with the observation class on Tuesday, August 15th at 10.05 a.m until 11.25 when after reviewing the material concerning the present tense, the teacher instructed the students to read the text in the book and answer the practice questions below. After a few minutes, the teacher then addressed the students with special needs and asked about the problems they were encountering. The teacher then assisted in explaining the reading and the use of grammar in the text using simple analogies. When students struggle to write answers, the teacher used dictation to assisted them in answered the questions in English. This finding was supported research by Pranata (2011) which claimed that students with special needs, in this case slow learners, have low academic abilities, which affects their capacity to learned and gain information through reading and writing.

It can be concluded that students with special needs learn language skills in the same way that other students do. However, because they have limited intellectual abilities, their development cannot be as optimal as that of normal students. The teacher should consider the use of language when teaching. Teachers should use simple single sentences to help students absorb information.

d. Lack of Interaction between Students on a Social Level

The social interaction of students with special needs at junior high school level was not good, so it was somewhat influential. If they were grouped with students who were not liked. Then, the English teacher was interviewed on Wednesday, August 30th 2023 at 13.40 p.m – 15.00 p.m directly in the school to check or to gain the deep information and the teacher said:

I : *“Kalau ada yang bersama kelompoknya dia nggak suka, gak bakalan mau, ya tetep milih sendiri. Nggak mau ikut”.*

I : *“If someone is in the group but does not like it, he will not want to be there, so he will choose to be alone. I do not want to come”.*

Based on the results of the interviews above, it was found that students with special needs have difficulty associating with their peers because they tend to be picky and will not want to be included in a group they do not like. This was in line with the research by Efendi (2006, p. 98) stated that in general, one of the characteristics of students with special needs is a lack of socializing abilities. Therefore, students with special needs found it difficult to work together with other friends in class and prefer to be alone, because they tend to have difficulty socializing.

It was possible to concluded that the social obstacles experienced by students with special needs were created by cognitive hurdles, which cause them difficulties understanding and behaving in accordance with social standards. As a result, they found it difficult to socialize regularly. The result of these learning challenges was the development of health interactions between students with special needs and regular students. Students with special needs learn to socialize inclusively in the classroom. This not only help special needs students become used to socializing, but it can also help them develop empathy and respect for other students.

2. School Management

The success of implementing inclusive schools was influenced by the success of various components and all parties involved. This was in line with that Giangreco (2013) stated that schools must also collaborate with the community schools such as subject teachers, aid teachers, parents, students, and school management to enhance the achievement of educational goals in inclusive schools. However, problems in school management had impact in the learning, as follows:

a. Limited Number of Aide Teachers

The learning process at SMP Al Irsyad Al Islamiyyah Purwokerto offers an inclusive setting by putting regular students and students with special needs in the same class at the same time. Because due to the lack of aide teachers, the English teacher manage the students collectively during the learning process. Therefore, the learning process was not particularly

smooth because English teacher found it difficult to manage both the learning process and the students. Then, when the English teacher was being interviewed on Friday, August 4th 2023 at 08.30 a.m - 09.45 a.m in the school and the teacher said:

I : *"Jadi memang idealnya kan satu siswa satu aid teacher gitu ya. Tapi kadang ya itu kendalanya. Kita kadang susah mencari aid teacher. Kadang anaknya itu cocok cocokan. Kalau udah nyaman dengan aid teacher ini, ketika ganti nah dia susah lagi beradaptasi jadi disitu".*

I : "So, in an ideal situation, there would be one student and one aid teacher. But sometimes that's the problem. We occasionally have trouble finding aid teachers. Sometimes the children are compatible. If you are comfortable with this aid teacher, changing will be difficult for him to adapt, so that is where he is".

According to the interview, it was found that the school faced several of challenges in accomplishing the standards for the provision of aide teachers for students with special needs. These barriers include problems in obtaining aide teachers and difficulties in adapting between students with special needs and aide teachers. As a result, English teachers have challenges because the limited number of aide teachers makes it difficult to integrate the teaching and learning process for students with special needs in the classroom. This was in line with the research from Bhatnagar and Das (2014) stated that one of the challenges in implementing inclusive education, such as lack of trained teachers. Therefore, it can be said that aide teachers' functions, roles, and duties in inclusive education are very meaningful (Zakia, 2015).

Besides, this was supported by observational evidence on Wednesday, August 16th 2023 at 08.30 a.m until 10.05 a.m in class IX B, When the learning process begins, students with special needs were combined with regular children in one class, and an aide teacher follows them behind them. Teacher appear to have difficulty dividing their time in learning because they must deal with students with special needs who were passive and require special attention. On the other hand, a student with special needs from another class approached the class's aide teacher. Because of the aid teacher's limitations, one aide teacher in that class acts as a companion for students with special needs in other classes.

Therefore, it should be class with students with special needs have more than one teacher; namely, one main teacher was assisted by an assistant or aide teacher, but some only have one teacher. If there were students with special needs in the classroom, an ideal situation was classroom teachers and aide teachers for learning activities. This was in supported with the general guidelines for implementing inclusive education that every educational unit providing inclusive education was required to have aid teachers. Therefore, the availability of aide teacher was crucial for helping subject teacher in the teaching and learning process and to help deal with students with special needs. Due

to the fact that the learning process would be hindered and ineffective if the teachers were not supported by an aide teacher.

b. Curriculum

The curriculum structure of the Ministry of Education, namely the Merdeka Belajar curriculum combined with the Pearson curriculum which has been prepared by schools, was another challenge that must be faced by English teacher who teach students with special needs. The results also showed that the curriculum had a top-bottom structure, which meant that the top decision-makers who created the curriculum gave teacher got instructions on what to teach. Because of this, teachers were no longer bound to teach what was presented in the curriculum, because students with special needs have their own obstacles. Then, the English teacher was interviewed on Wednesday, August 30th 2023 at 13.40 p.m until 15.00 p.m and the teacher said:

I : *"Ketika di dalam buku itu yang eee sebuah negara, kemudian membuat artikel. Tugasnya disitu membuat artikel tentang sebuah sekolah atau apa, ya mungkin terlalu tinggi bagi dia. Jadi kita perlu sederhanakan kaya gitu".*

I : "When in the book that eee is a country, then make an article. His job there was to write an article about a school or something; perhaps it was too much for him. So, we need to simplify it like that".

Based on the findings of the interview, it was clear that students with special needs struggle when the content of the material taught in school books was too heavy. Considering their limited cognitive abilities, it was took them a long time to understand and follow the learning process as other regular students did.

Therefore, teachers must take time for students to adapt to the curriculum being taught. Nevertheless, this kind of treatment frequently takes a long time, making it difficult for the teacher to know when the lesson was about to ended and that she was spending more time with students with special needs. Due to time constraints, this caused problems for teacher, who might found it challenging to divided their class time between students with special needs and other students. Students with special needs required more time and considered in every subject because they had difficulties grasping the concepts of material. As a result, the curriculum was not completely finished because the lesson had to be repeated more than once. As a result, the teacher has a problem when students with special needs cannot be understood throughout the teaching and learning process, even after many repetitions.

Thus, English teacher expected the curriculum to be greater flexibility to accommodate students' interests. This was supported with the research by Wahidiyati (2023) revealed that one of the fundamental principles of curriculum development was that an educational program should be built around an assessment of student needs. In addition, in order to

conduct the inclusive education in general school, Tyagi (2016) explains the teachers need to make a suitable adaptation in the curriculum transaction so the students with special needs will learn based on their ability. However, the existing general education curriculum does not fully accommodate different needs of students with special needs, this problem must have a solution (Tsaputra, 2014). Therefore, it was necessary to modified and adapted the regular curriculum to the needs of students with special needs. Each student with special needs can have their learning needs appropriately met in this way.

3. Family Environment

Another part that can not be separated from the education of students with special needs in inclusive schools was the parents of students with special needs. Parents play a part in the teaching and learning process in inclusive classrooms. But, beside that family environment had impact that caused the problem in teaching English for students with special needs, as follows:

a. Lack of Parents' Attention

To optimize the educational experience for students with special needs, teachers collaborate closely with parents. Twofold assistance improves the effectiveness of teaching and learning process. The English teacher was interviewed on Friday, August 4th 2023 at 08.30 a.m until 09.45 a.m directly in the school to gain the data and the teacher said:

I : *"Eh ada lagi yang aneh satu sebenarnya disini. Cuma itu pas assessment kayaknya nggak ikut di assesment, kayanya eee assessmentnya nggak enggak dinyatakan ABK. Tapi dari tingkah lakunya memang aneh. Dan telusur punya telusur ya memang dari background keluarganya, terus dia kurang perhatian dari keluarganya kaya gitu. Jadi memang karakternya aneh".*

I : "Hey, there's something very strange here. It's just that during the assessment, it appears that they did not participate, and the assessment was not stated as ABK. However, his behavior was strange. And tracing has traces, yes, from his family background, and he does not receive adequate attention from his rich family. So it is a strange character."

Based on the results of the interview above, it was found that one of the students with special needs had an attitude or character that tended to be strange due to a lack of attention from their parents. As a result, these students behave differently from other students.

Furthermore, parents of children with special needs have a significant role in making decisions for education to support children. This was in line with the research by by Nijland, Meer, and Onderwater (2018, p. 11), students with special needs require guidance and assistance from others around them since they struggle to be independent.

Therefore, the parents' support was very necessary which parental involvement in various forms, such as parenting in the home, creating a safe and stable situation for children, and appropriate parenting models. Because not all parents care about their

children and were aware of their conditions, as a result students with special needs can not developed quickly, if their parents do not monitor their development at home. It is supported with the research stated that support from mothers can create feelings of worth in children, while support from fathers can develop children's competencies (Sunanto, 2016). If students with special needs get full supported from his parents and receive guidance at home, thus they can reached their maximum potential in learning process and learning English in inclusive schools was succed.

Conclusion

The teacher' problems in teaching English for students with special needs can be attributed for internal and external factors. Each factor was explained in detail below, including: In the internal factors, the problems come from teacher herself consist of time constraints and lack of teacher competence. Furthermore, in the external factors, the problems come from several caused, as follows : students, school management, and family environment. The problems from students consist of difficulties in the learning process, students' characteristics, students' academic performance, and difficulties interaction between students on a social level. Then, problem from school management consist of limited number of aide teachers and curriculum. The last, problem from family environment consist of lack of parents' attention.

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