

EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability

Revita Putri Utami¹, Suharyadi², Utari Praba Astuti³

¹ Universitas Negeri Malang, Indonesia. e-mail: revitaputri.u@gmail.com

² Universitas Negeri Malang, Indonesia. e-mail: suharyadi.fs@um.ac.id

³ Universitas Negeri Malang, Indonesia. e-mail: utari.praba.fs@um.ac.id

ARTICLE INFO	ABSTRACT
<p>Keywords: EFL Teachers, problems and solutions, Students with Intellectual and Developmental Disability</p> <p>DOI: http://dx.doi.org/10.21093/ijeltal.v6i1.912</p>	<p><i>Sekolah Luar Biasa (SLB) is a school specialized for students with special needs, particularly students with Intellectual and Developmental Disability (IDD). In Indonesia, the government guarantees that they have the same right to study formally and informally; and to get the best teachers in the teaching and learning process. In English language teaching, however, even qualified teachers have problems while teaching English to students with IDD. Despite the urgency to solve the problems faced by teachers who teach English or a foreign language to special needs students, especially IDD, there are only a few articles covering this topic. This study, which uses a descriptive qualitative method, aims at uncovering the problems and solutions of five English teachers in teaching students with IDD in SLB Pembina Tingkat Nasional Bagian C Malang. In order to obtain the needed data, an observation checklist, a field note, and an interview guide were utilized. The findings revealed that problems faced by the teachers were related to teachers' English proficiency, methods and media used in teaching, and students' ability in learning. The teachers used different solutions to overcome the problems, but the most common solution was using repetition in teaching and practicing. This solution was used as the students had difficulties in understanding and remembering the lesson. The other solutions used during the teaching and learning process include YouTube videos, English learning application, posters, and BSE.</i></p>
<p>How to cite: Utami, R.P., Suharyadi, Astuti, U.P. (2021). EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disability. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 6(1), 173-188</p>	

1. Introduction

Education has become an important part of human life as it improves knowledge and skill. Based on the Act Number 20 Year 2003 about the National Education System, every Indonesian citizen has the right to have an education. There is no exception for citizens with physical, emotional, mental, intellectual, and social disability, including citizens with special gifts and talents.

In order to emphasize the importance of education and let all citizens in Indonesia get the same opportunity to learn in formal education, the government provides special schools intended for students with special needs called *Sekolah Luar Biasa (SLB)*. The disabilities for each special school are differentiated through alphabetic code. Referring to Hafiz (2017) in his article about the history of special needs education in Indonesia, there are six alphabetic codes. SLB-A is specialized for vision impairment including blindness, SLB-B for hearing impairment including deafness and speech or language impairment, SLB-C for intellectual and developmental disability, SLB-D for physical disability, SLB-E for emotional disturbance, and lastly SLB-G for multiple disabilities. This shows that the government takes education for students with special needs austerely.

However, the special schools in Indonesia need to be supported by looking after the number, and more importantly the qualification of the teachers. As stated in The Decree of Minister of National Education Number 16 Year 2007, teachers for special needs education have to be a bachelor of either special needs education or the specific subject being taught. Therefore, the teachers who are teaching students with special needs should be a graduate of special needs' education or a certain subject. In the case of English teachers, they certainly need to have a bachelor's degree in English Language Teaching.

Unfortunately, several studies indicate that language teachers that teach students with special needs tend to have various difficulties in teaching and learning. In terms of communication and interaction, teachers do not know how to interact and communicate with the students. The research done by Pokrivčáková (2015) showed that Slovakian teachers who graduated from foreign language majors did not understand how to handle students with special needs. The teachers have never acquired proper information and training on how to face students with special needs. They ended up being extremely tolerant to the students with special needs as they are 'different' than normal students. Even when the language teachers graduate from Special Needs Education, the problem persists. This is similar to what Gulati (2016) experienced while she was still in her early days of teaching deaf and hard-of-hearing students in Poland. She has a Master's degree in Pedagogy with a specialization in Special Needs Education, yet she did not have any experience of teaching English for deaf and hard-of-hearing students. She did not know how to communicate with the students. When she asked a sign language interpreter to be her assistant, she felt left behind, as the students tend to ask the interpreter. It took years for her to learn sign language and overcome the problem.

A similar situation also takes place in the Indonesia context, in which teachers face challenges when teaching students with special needs. Aprilia (2013) stated that an English teacher in Autism Elementary Laboratory School Universitas Negeri Malang seem to be quite incompetent in teaching, as the background education is neither special needs education nor English. This finding does not match with the government's regulation which emphasized the importance of relevant education background. Recent research about the problems of teaching students with special needs in Indonesia is done by Adi et al. (2017). They stated that it is hard to teach students with deaf and hard-of-hearing as they have limited vocabulary and limited capability of hearing. The students cannot differentiate similar lip movements of different words, nor can they hear the words. The teachers have to spell down the words on the white board. They also have to use a sign language and give examples through pictures or models to let the students understand better. Hearing impairment also affects the

students' pronunciation as they could not hear the correct word shown by the teachers. A study done by Desmita and Machrus (2019) also showed that teachers face difficulties when teaching hyperactive students. They then suggest teachers to do a need analysis before teaching. They also advise teachers to use a role model, particularly when teaching speaking skills.

The teachers' problems are also related to the curriculum and course book used for students with special needs. The research done by Urdarevic (2016) stated that Serbia did not have a certain curriculum for deaf and hard-of-hearing students. The students usually just use both curriculum and course books used in regular schools, which might be a little too hard for them. She also stated that the course book is usually printed in black and white, low-quality paper, and have inadequate illustrations. Similar problems also happened in Hungary. Piniel et al. (2016) stated that the major obstacle of teaching English to deaf and hard-of-hearing students in Hungary is the lack of proper materials. This made the teaching and learning process harder for the teachers. The teachers have to create and find materials and worksheets by themselves. As suggested by Upa and Mbato (2020), the audio-visual materials were deemed to be the most effective and helpful ways to help students with special needs in teaching and learning English.

Based on those mentioned studies, the difficulties in teaching English for special needs students can be diverse, from teachers that do not have enough knowledge about how to handle students and sign language, to the curriculum and materials that are inadequately programmed by the government. Besides, the existing studies have been focused on students with deaf and hard-of-hearing and hyperactivity. Yet, there is insufficient research regarding the teaching of English as a foreign language for students with special needs, especially for the Intellectual and Developmental Disability (IDD), both worldwide as well as in Indonesia. In other words, none of the research talks specifically about the problems faced by the teachers in teaching students with IDD, despite the importance of having them as a medium to know what to improve in our education system. Therefore, this study is intended to investigate teachers' problems in *SLB Pembina Tingkat Nasional Bagian C* Malang, specifically the teachers of students with IDD. This also includes the reasons on why and how the teachers faced the problems. Thus, the research questions in this study are: 1) What are the problems faced by teachers in teaching English to students with Intellectual and Developmental Disability? 2) How do the teachers overcome the problems in teaching English to students with intellectual and developmental disability?

2. Literature Review

2.1 The Problems and Solutions of Teaching English as a Foreign Language in Indonesia

A language can be defined as a foreign language when it is not commonly spoken in society, yet it is learned largely in the classroom (Moeller & Catalano, 2015). The language is not spoken in daily conversation, and used more for educational or professional purposes. Therefore, English is a foreign language in Indonesia as it is not used widely. English is only spoken mostly in the classroom during lessons.

There are many studies that talk about the characteristics of effective EFL teachers. Brosh (1996) stated that effective EFL teachers are those that can handle the class well, attract the students' attention to the lesson, and let the students be independent at the same time. On

the other hand, Sotto (2011) wrote that effective EFL teachers are those who can make students become more confident and thoughtful. Another research done by Al-Mahrooqi et al. (2015) in Omani, found out that effective EFL teachers are those who prepared for class, while the students are those who speak audibly and clearly.

In Indonesia, the characteristics of competent EFL teachers were stated in the government documents. The Decree of Minister of National Education Number 16 Year 2007 stated that EFL teachers should have knowledge about English, in terms of linguistics, discourse, sociolinguistic, and strategy. EFL teachers should also know and master receptive and productive skills in English, such as listening, speaking, reading, and writing. Gultom (2015) argued that as the success of TEFL in Indonesia depends on a large extent on the competence of the teacher. They should be able to make a good ambience in the classroom, as well as using various methods and media in developing the four language skills of the students. When these criteria are not met by the teachers, however, problems inevitably occur.

According to Songbatumis (2017), problems of TEFL come from both the teachers and the students. The study shows that challenges from the students were related to the lack of vocabulary mastery, low concentration, lack of discipline, students' boredom, and speaking problem. On the other hand, the teachers were troubled in teaching due to their lack of training, limited mastery of teaching methods, unfamiliarity with IT, lack of professional development, inadequate facilities and resources, as well as time constraints. The solutions done by the teachers were varied, two of which were trying and applying different teaching methods and techniques during the class, as well as making use available resources and facilities while trying to improve it.

Puspitasari (2019) stated that several problems happened in an inclusive school. One of the problems is the lack of teaching materials, although the government has already provided books for the teachers. They suggested that the government should support the school more so that the teachers can have more teaching materials that are suitable for the special needs students. Though they were able to make their own media, they still think it was very limited. Thus, it would be better if the government provides more.

2.2 Intellectual and Developmental Disability

In 2004, the Individuals with Disabilities Education Improvement Act (IDEA) categorized twelve different disabilities that became guidelines all around the world regarding children with special needs. One of the disabilities mentioned is Intellectual and Developmental Disability, or shortened as IDD.

Before 2007, Intellectual and Developmental Disability (IDD) was known as mental retardation. The name later changed due to the negative connotation it held. Mental retardation mainly focused on intellectual disability, so that IQ was the only measurement used to identify this disability. However, up to this day, IQ is the only measurement used to define if someone has Intellectual and Developmental Disability in Indonesia.

According to the American Association on Intellectual and Developmental Disabilities (2013), intellectual disability is a disability that interferes with someone's intellectual functioning and adaptive skill. Meanwhile, developmental disability is described as a disability that interferes with someone's mental and physical development (Kirk et al., 2015). Based on both

definitions, Intellectual and Developmental Disability causes someone to have difficulties in doing their daily activity as well as communication.

In the past, someone was diagnosed as Intellectual and Developmental Disability when s/he was measured to have a low IQ. Internationally, today, different measurements for diagnosis are applied. Someone is diagnosed to have an IDD when s/he is both below average in a cognitive skill as well as in an adaptive skill. The cognitive skill is considered as below average when the IQ is under 70. Meanwhile, the adaptive skill is considered as below average when s/he has limitations in three general indicators of adaptive skills; conceptual, social, and also practical (Kirk et al., 2015). In the classroom, students with Intellectual and Developmental Disability might be hard to handle, not only difficulties in understanding the lesson, but also difficulties in understanding and communicating with the teacher and classmates.

2.3 Teaching English as a Foreign Language to Students with IDD

Students with Intellectual and Developmental Disability have difficulty in their intellectual functioning and adaptive skill. According to Al Hazmi and Ahmad (2018), this can cause issues for them to understand, think logically, speak, remember things, and find solutions to problems. As they have difficulty in those aspects, it can be hard for them to learn and understand a language, especially a foreign language that is not frequently used.

The Decree of Minister of National Education Number 16 Year 2007 stated that teachers of English for students with disability should be either English bachelor or special needs education bachelor. An English bachelor would know what materials and how to teach English to the students, while a special needs education bachelor would know how to handle students with disabilities better. This is why, according to Kirk et al. (2015), a team is necessary in preparing the English lesson for students with IDD.

According to Cheatham and Barnett (2017), in teaching students with disabilities, it would be better for teachers to seek different instructional approaches and make activities for students related to their interest. Teachers could also consider using Universal Design for Learning (UDL) that offers students accessible and engaging materials.

3. Research Methodology

3.1 Subjects

This study is conducted using descriptive qualitative research, with identifying problems and solutions in teaching English to students with IDD as the aim. In order to get the data needed, observation and interview were conducted to five teachers who teach English in *SLB Pembina Tingkat Nasional Bagian C Malang*. Three of the teachers were junior high school teachers, and the other two were senior high school teachers. *SLB Pembina Tingkat Nasional Bagian C Malang* is chosen as the place to conduct the study as it is the only *SLB Pembina* in East Java appointed by the government. According to Musliar Kasim, the Vice Minister of the Ministry of Education and Culture, *pembina* school is appointed to become an example and help other schools in the same area to implement the current curriculum being used (Afifah, 2013). The word *pembina* itself means a mentor or an instructor. Thus, the researchers chose the school because *pembina* school appointed by the government, as they are supposed to have good quality, infrastructure, and curriculum. In SLB, English as a subject is given from grade seven until grade twelve. No English is given during the elementary level. In this study, the junior high school and senior high school teachers were chosen as both levels have English as one

of the main subjects. Therefore, the researchers would like to know all problems and solutions done by the teachers from all levels.

3.2 Instruments

In order to collect the data about the problems and solutions from the teachers, the researchers used three instruments, which are observation checklist, field note, and interview guide. Firstly, an observation checklist is an instrument that is used during classroom observation. The researchers used observation checklists to focus more on particular things throughout the teaching and learning process. There are four variables in the observation checklist; opening, main activity, closing, and methodology and media. A student teacher observation checklist used in Universitas Negeri Malang was the reference for this instrument. Secondly, a field note is a note taken during observations in order to record the activities. The researchers used field notes to take down every activity, problem, and solution that can be seen throughout every English class observed. The researchers used field notes as one of the instruments so that the real problems and the solutions can be seen in detail through classroom observations. Alternatively, the field note is used to complete what was ticked on the observation checklist.

Meanwhile, an interview is also used as an instrument in qualitative research in order to know deeper about certain things. In this study, the particular information that the researchers want to obtain are the problems and solutions from the English teachers. The questions used for the interview were formulated from the research questions of this study. The researchers used open-ended questions. During the interview, the researchers spontaneously asked several other questions to follow up or further explain the answers from the teachers on the main questions.

Open-ended questions were used with the intention of knowing the details about the problems and solutions that appeared during the observation as well as what they have encountered in the past. With the use of open-ended questions, the researchers can freely ask deeper related to the answers of the teachers, but still following the questions formulated. The aspects asked in the interview are about the English background of the teachers and also the problems faced as well as the solutions done by the teachers. This interview was done within the range of fifteen minutes until an hour for each teacher.

3.3 Data Analysis Procedures

During the observation in the classroom, observation checklists and field notes were used. The observation was done from 4th until 20th March 2020. The interview was done after the observation. After collecting the data, the researchers analyzed the data. The recordings and transcripts were extracted from the interviews. The data from the observation checklist and the field notes were compared to the interview in order to avoid any possible bias from the researchers. The transcript of the interview was rechecked by a third party to ensure the reliability.

The data were categorized twice. The first category based on whether the data found was problems or solutions. The second category based on whether the items were about teachers' proficiency, methods and media being used, or students' ability in learning. Then, the data were combined in order to know the similarities and also differences between each

instrument. This showed what problems that mostly occurred during the learning and teaching process, as well as the possible solutions that work for them.

4. Findings

4.1 Problems Faced by the Teachers

During the four weeks of observations and interview, the researcher found several problems from five teachers in teaching English for students with Intellectual and Developmental Disability. The problems are listed in Table 1 below.

Table 1. Teachers' Problems Based on Observation and Interview

No	Types of Problems
1	Teachers' English Proficiency Teachers lack vocabulary. Teachers sometimes mispronounce words.
2	Methods and media used by the teachers Teachers do not know what methods to use. Teachers do not know what media to use.
3	Students' ability in learning Students forget the lesson easily. Most students do not have the confidence to speak. There are big differences between each student's ability.

Looking at the table, the first problem that was found both in observations and interviews was the teachers' English proficiency. Eighty percent of the teachers did not seem to have quiet good English proficiency as they mispronounced some words and sometimes did not know the English words of what being taught. The 7th grade and 10th grade teachers seemed to not able to pronounce /f/ and /v/, which is hard during giving pronunciation examples to the students. One of the teachers could not pronounced the /v/ in /'ivnɪŋ/, and the /f/ in /æftər' nun/.

Different from the 7th, 9th, and 10th grade teachers, the teacher taught the 11th and 12th grade students seemed to either forget or not know some English words for the materials he taught. During the lesson, the teacher tried to give examples of places that can be visited during holiday. In the middle of giving examples, the teacher mentioned *bioskop* and asked the students to find the English words using their smartphone.

Another problem was confusion in choosing teaching methods and media. All of the subjects said that they were not confident with the methods and media they were currently using. They have difficulties in providing suitable media that could attract and let the students understand the materials easily. The 9th grade teacher mentioned that it would be too difficult for the teachers if they have to manually create different media every week for different materials, since they have to teach other subjects too. Also, as different students have different learning styles, it is harder for the teachers to match the media with their learning styles. The 10th grade teachers also said a similar thing, that it would be too hard to make different media for each meeting. Though they agree on the use of videos on YouTube, 60% of the teachers said that it can be hard to find the suitable one for the students.

Handling the students was also one of the problems that were commonly found during the observations and interviews. The teachers seemed to be struggling in making the students

understand and remember the words they have learned, even after repeating the same words over and over again. One example is from an 8th grade teacher. The teacher sang a song with words like pencil, pen, box, book, eraser, and ruler, then asked the students to repeat after her. The teacher kept on repeating the song, while asking the students to raise the things being mentioned in the song. However, even after several repetitions, some of the students could not remember the name of the things. This problem occurred during observations in all five classes, which was then mentioned by the 9th and 10th grade teachers. Even after the teachers used different methods and media, students still could not grasp the concept and remember what it was. The students already forgot how to pronounce 'name'. Instead of pronouncing it /neɪm/, they pronounced it /nɑme/, even though the materials were just taught in the previous week.

Another obvious problem in handling the classroom was seen during the 9th grade observation, where the teacher struggled in handling the students due to the big difference in ability of each student. After the teacher explained the materials using videos and English learning applications, she distributed a worksheet to the students. The students were asked to fill in a family tree and made several simple sentences related to introducing the family tree. Most of the students seemed clueless, even after the explanation and examples given by the teacher. Only one student seemed to understand what he needed to do. This caused the teacher to focus on the clueless students, and neglected the one who understood and finished the task first. The teacher admitted the same thing during the interview, and said it was hard since one of the students was not able to read nor write, even in Indonesia. The teachers mentioned that this happened a lot in the classroom.

4.2 Solutions Done by the Teachers

During the observations and interviews, all teachers were doing the best they could to overcome the problems that occurred. The solutions done by the teachers during the learning and teaching process can be seen in Table 2.

Table 2. Solutions Done by the Teachers

No	Solutions
1	<p>Teachers' English proficiency</p> <p>Teachers use videos from YouTube to explain the materials in detail and give examples.</p> <p>Teachers use English learning applications on smartphones to give the example of the pronunciation.</p>
2	<p>Methods and media used by the teachers</p> <p>Teachers use drilling.</p> <p>Teachers use storytelling to explain.</p> <p>Teachers use handmade colorful posters.</p> <p>Teachers use videos from YouTube.</p> <p>Teachers use English learning applications on smartphones.</p> <p>Teachers use BSE given by the government.</p>
3	<p>Students' ability in learning</p> <p>Teachers use drilling to let the students remember vocabulary.</p> <p>Teachers use songs while showing the real object.</p> <p>Teachers give examples in speaking and let the students try.</p> <p>Teachers ask students who understand better to teach the other students.</p>

One of the things done by 7th and 9th grade teachers to help them overcome their English proficiency was by using videos they downloaded from YouTube. When the lesson started,

the teachers played one or more videos they had prepared previously. They played the video several times, and sometimes asked the students to repeat after the videos. The teachers said that when they were not confident with their pronunciation, playing videos from YouTube would be the best option, since they assumed the videos would have a better pronunciation. One of the teachers also mentioned that she used an English learning application on smartphone too, in order to make sure of the pronunciation, as well as gaining more vocabularies through it. The lack of English proficiency in special needs teachers seemed to happen quite a lot in the observed teachers. The use of YouTube videos and English learning applications on smartphones surely worked well in this classroom in helping the teacher overcome their English proficiency.

In terms of the best methods used, all of the teachers believed that repetition and drilling were the answer. During the English class, the teachers would keep on asking to repeat the same vocabulary and pronunciation. One material might not be for one meeting only, since the students would most likely forget it again. The 7th grade teachers said that they sometimes kept on repeating the same materials for two to three weeks, as the students would forget it the following week. One of the teachers also said, while drilling the students about the vocabularies they need to learn, he also used storytelling, so that the students would not get bored. They would also get a chance to tell their experience, using the same vocabulary learned.

Two of the observed teachers prefer to always use YouTube than any other media for teaching English. The other two teachers would also sometimes use YouTube videos whenever they could find the appropriate one for the students. The 9th grade teacher said that she used both YouTube videos and an English learning application on smartphone while teaching. The teacher would use the application to reinforce the pronunciation and the meaning of the English words, after playing videos from YouTube. After showing the vocabulary through the application, the teacher would open the quiz mode from the application and ask the students to guess the English words of it. This solution seemed to work well in this class, as the students looked curious and paid more attention to the lesson, rather than just using YouTube videos. YouTube videos as media in teaching English have been widely used by teachers. The teachers said that students seemed to pay more attention to the lesson than when they were using BSE from the government.

The teacher from 8th grade decided to make her own media. She made several posters about the materials using colorful papers. One of the posters being used during the observation was about numbers. The teacher made a poster consisting of several numbers using different colors. During the observation, the teacher pointed to a number in the poster and asked the students how to say the number in English. She also asked the students what colors were used in the number. The colorful and different pictures used on the posters engage the students' attention. It also lets the students acquire new terms used in English to express different colors and numbers.

Some other teachers decided to only use the book from the government and show some pictures on monitors. They read the materials on the book one by one, and then asked the students to repeat after them several times. The teachers also sometimes used storytelling in order to introduce new words to the students. They said that they decided to just stick to the book since it was difficult to find the perfect video from YouTube for the students.

As the students have low ability in understanding and remembering the lesson, the teacher from 8th grade decided to use drilling through songs. She made up a song, consisted of several object names in English, and asked the students to sing together. She would also ask the students to raise the objects mentioned while singing, so that the students understand the meaning of the English words mentioned in the song.

In order to gain the students' confidence speaking in English, the 9th grade teacher said that it was better if they give an example first, so that the students could repeat after her. For example, during the lesson, the teachers gave examples first on how to introduce the family tree. She then asked the smartest student to do the same in front of the class. The student still was not confident at first, even after the teacher gave an example. Then, the teacher guided the student to make a sentence first, and after that, let the students make their own sentence to introduce the family tree. She said by asking one of the students to speak up in front of the class, the other students would feel that it is okay to speak using English. Using a teacher and one student as the example would encourage the other students to do the same. The same method was used by the 7th grade teacher. During the observation, the researcher noticed that the teacher tended to ask the smarter student first to pronounce words from the video. This then encourages the other student to also speak up during the lesson.

Another solution mentioned by the teacher was guiding the students one by one, especially the one who was on the lower rank. The 9th grade teacher mentioned that since one of the students could not read nor write properly, she then paid more attention to that one student. Throughout the lesson, the teacher stayed by the student's side and guided the student on how to read and write the words. When some other students finished doing their worksheet, the teacher then asked them to help their friends or prepare another worksheet. The teacher said that this solution helped her a lot to pay more attention to the more needed students, like the one who could not read nor write properly.

5. Discussion

5.1 Problems Faced by the Teachers

Teaching English to students with special needs can be very challenging, especially when it is related to Intellectual Developmental Disability (IDD), since it affects their Intellectual Quotient (IQ). As stated by Kirk et al. (2015), students are considered as IDD when they have below average cognitive skills and adaptive skills. This surely becomes a big challenge for teachers. Other than the problem in the ability of the students, some other problems were related to the English proficiency of the teachers and the methods as well as the media being used by the teachers.

The most commonly found problem was in the English proficiency of the teachers. The teachers had followed The Decree of Minister of National Education Number 16 Year 2007 regulation, which states that the teachers should be either English bachelor or special needs education bachelor. In this case, all of the observed teachers are special needs education bachelors, which means they are qualified to teach students with IDD, according to the regulation. Yet, since their study was not focused on EFL, their English proficiency is inadequate. According to Mayahi and Mayahi (2014), the knowledge and skills of the teacher in the target language can be a crucial step in teaching a foreign language, as it would attract the students to pay more attention and help the teacher to handle the class confidently. The

statement is in line with the observed classroom, where 60% of the teachers were not confident enough to teach English because they were not really good in English. Whereas the other 40% of the teachers who used to study in *Akademi Bahasa Asing* and study in America for two years seemed to be more confident in handling the class.

The finding shows that the competent of the EFL teachers in *SLB* is not in line with the government documents that stated EFL teachers should have knowledge and master the targeted language. Gultom (2015) also stated a similar statement, which is EFL teacher should have the ability to teach four language skill to the students. However, at the same time, the teachers have also obeyed the government rule which stated that the teachers in *SLB* should be special needs education bachelors.

The observed teachers also had some difficulties in pronunciation of English words. Goldsmith (1995) stated that the system of each language is structurally different, which also affects the English pronunciation, especially for those who speak English as a foreign language. This can be seen through two observed teachers, where they could not pronounce /f/ and /v/ accurately. According to Andi-Pallawa and Alam (2013), phoneme /f/ in Bahasa Indonesia is commonly replaceable with /p/. Though they stated that Indonesians in general do not have problems in pronouncing /f/ as they are more exposed to it, those from older generations, like the observed teachers, might not be so familiar with phoneme /f/. Phoneme /v/ also became one of phonemes that is hard to pronounce for some Indonesian. This happened because there is no phoneme /v/ in Bahasa Indonesia phonological system. Though a lot of Indonesian now are familiar and able to pronounce /v/, this did not seem to happen to some observed teachers. They still have difficulties in pronouncing /v/ also /f/, which makes English learning and teaching difficult.

Determining methods and media can also be a hard problem in the classroom, since the teacher had to go through trials and errors. As stated by Nasution (2019), teachers should pay a lot of attention in selecting media for students, especially if it is videos from the internet. Many videos might contain inappropriate language and themes for adolescent learners, and it might give bad influences or even give wrong information to the students. It might also be hard for teachers to find the appropriate level for the students due to the adult nature of some YouTube videos, where not all videos are for all-ages.

According to Kirk et al. (2015), it is hard for special needs education teachers to master everything about subjects they are teaching, as they do not only teach English. This statement is exactly how the observed teachers feel. They did not have enough time to master all methods, media, as well as materials for English as they also had to teach many other subjects. They rather spend their time in finding the appropriate materials than going through trials and errors in methods and media. They tend to use the same methods and similar kinds of media to use for all subjects.

Problems in making the students with IDD understand and remember the words being taught are inevitable. Kirk et al. (2015) stated that children with mild or moderate IDD have limited cognitive ability as their characteristic. They have a difficulty in absorbing information, which also affects their memory. Students with IDD might be two to five grades lower in languages-related subjects, if compared to typical students. This is shown by the age of the students, where typical students are usually around 15 to 16 years old in 9th grade. Meanwhile, in the observed classroom the range of the students of the 9th grade were 15 to 24 years old.

5.2 Solutions Done by the Teachers

The lack of English proficiency in special needs teachers seemed to happen quite a lot in observed teachers. As the teachers have to teach almost all subjects in the class, it might be hard for them to master everything. The use of YouTube videos and English learning applications on smartphones surely worked well in the classroom, in helping the teacher overcome their English proficiency. According to Gunada (2017), YouTube videos allow the viewers to get exposure to authentic English, as well as the real everyday English spoken by the people. In this case, this lets both the teachers and students get exposed to the pronunciation from English native speakers. Rachmawati and Cahyani (2020) also stated that the used of YouTube as a media in teaching is significantly improving pronunciation skills as it offers recordings or images with sounds that makes the listeners understand and imitate better. This helps the teacher to avoid giving mispronounced words to the students, as well as helping the students to know how to pronounce the words correctly.

Repetition and drill become commonly used by the observed teachers to teach students with IDD. They keep on repeating the same words in the same materials, and then ask the students to keep on repeating for many times. This method is commonly used by the observed teachers as the students have difficulties to understand, think logically, and remember things (Al Hazmi & Ahmad, 2018). Therefore, the teacher would rather to keep repeating the words students need to learn rather than keep on repeating the materials itself until students understand.

Kirk et al. (2015) states that children with IDD often have difficulty in storing memory, which is caused by their limitations in absorbing and understanding information. The use of repetition and drill where they have to say a string of words until they remember it is less likely to work for children with IDD, they mentioned, as children with IDD have to be taught how to do it from an early age. Therefore, making students with IDD to understand the materials and meaning of the words taught is still the main key in teaching them, rather than forcing them to memorize the materials. No matter how many times the teacher repeated the same words over and over again, most of the students still could not remember the words. This shows how understanding the materials and meaning of the words are still more important rather than just forcing them to remember the English words, without understanding the meaning of it. The repetition and drilling method will not work unless the students are taught to do so since they were kids.

According to Universal Design for Learning (UDL) adapted from Wehmeyer (2006) for students with mild IDD, or called as mental retardation by Wehmeyer, the use of digital talking books, text to speech, graphic depictions, and flow charts allow student with special needs to get included during the lesson. With the aim of letting every individual with wide differences follow the learning process comfortably without any difficulties, UDL might be a good choice of media to use in the class of students with IDD. 60% of the observed teachers were using UDL during the learning and teaching process, consciously or not. Table 3 below provides some media that can be used in teaching students with IDD, or special needs in general.

Table 3. Universal Design for Learning Adapted from Wehmeyer (2006)

Multiple Means of Representation	Multiple Means of Expression	Multiple Means of Engagement
Digital talking books	Art work	Computer use
Text to speech	Drama, acting out	Design for individual students' interests
Graphic depictions	Music	Mnemonic strategies
Flow charts	Video	Student directed
		Self-monitoring
		Cooperative learning

The use of videos from YouTube as media in teaching English has been widely used by teachers. According to Nasution (2019), the use of YouTube videos in the classroom might increase students' motivation, as they associate YouTube with the time where they can have fun in their free time. This is proved by the teachers where they said that students seemed to pay more attention to the lesson than when they were using BSE from the government. Wilson (2015) also reveals that watching YouTube videos as media in the classroom helps keep the students more engaged in the lessons. This also goes hand in hand with UDL adapted from Wehmeyer, where the use of computers can improve the engagement of the student to the lesson.

Posters were mostly used during English lessons in the 8th grade. The colorful posters made by the teacher seemed to attract the attention of the students quite well. Ulva (2018) presented that the use of posters as media indeed motivates the students in speaking. The colorful and different pictures used on the posters engage the students' attention. It also lets the students acquire new terms used in English to express different colors and numbers.

BSE given from the government is another media that is used by the observed teachers. The teachers using the books are mainly only focused on reading what is written on the books. Though this seemed to work just fine in 10th grade classrooms, this media might not be suitable for others. According to Wehmeyer (2006), the use of books should also be followed by text to speech with synchronized text highlighting, or an avatar that can represent the information. This would be more user-friendly, especially for students who have difficulty in reading, like the students in grade 9th.

In order to make the students understand and remember the lesson, the 8th grade teacher decided to use drilling while singing and showing the real objects being mentioned. As stated previously, Kirk et al. (2015) argue that drilling might not be a workable solution for every student, due to their nature in hard to remember information. However, this solution seemed to work only for half of the students in the class. In this case, the melodic and rhythmic mnemonics used by the teacher seemed to work well for half of the class. Based on Hayes (2009) study, students who have difficulty in retaining information can often learn effortlessly through rhythmic and musical mnemonics, as they could find the joy and relate to the information better.

The teachers also come up with a solution for problems related to students' confidence and a big difference in ability between students. This problem is managed by conducting peer tutoring. The less smart students were given more examples from the teachers, as well as from the peers. The teachers also asked the one who understands better to help their peers

who have not understood yet. According to Kirk et al. (2015), small group or peer tutors work in order to let the student read better and understand the meaning of the reading. Peer tutoring would work better if students without IDD are asked to tutor the students with IDD, but this cannot be done as the school is specialized to students with mental and developmental disorder.

6. Conclusion

This study aims to reveal the problems and solutions that occur in teaching EFL for students with IDD. Knowing the problems and solutions in teaching English for students with Intellectual and Developmental Disability is important in order to know what to change from our educational system. Problems inevitably happen in teaching English, especially when teaching students with disabilities. The problems might come from the teachers as well as the students. Despite the endless problems that happened throughout the learning and teaching process, the teachers tried their best to overcome the problems. From the findings, it is found that the teachers faced quite similar problems. In facing these problems, each teacher came out with different solutions in order to face these problems in their own classes.

Although some solutions mentioned above might be beneficial for some classes, it is important for teachers to pay attention to the situation of the class first. Due to different styles of learning, the teacher might need different methods to use for each class, or even students. It is recommended for teachers to explore and try different methods in the classroom, to see which one suits the best for the students. If possible, English training should also be provided by the school, in order to improve the English skills of the teachers.

Meanwhile, for future researchers, further related research is much needed since the research related to this topic is not many, especially in Indonesia. It is hoped that further research using experimental or CAR methodology related to this topic can be done to help teachers find more and better methods and media for teaching students with IDD.

References

- Adi, S. S., Unsiyah, F., & Fadhilah, D. (2017). Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High Schools. *International Journal of Education and Research*, 5(12), 121-136.
- Afifah, R. (2013, February 20). Selain "Master Teacher", Kini Ada Sekolah Pembina. *KOMPAS*. <https://edukasi.kompas.com/read/2013/02/20/08141289/~Edukasi~News>
- Al Hazmi, A. N., & Ahmad, A. C. (2018). Universal Design for Learning to Support Access to the General Education Curriculum for Students with Intellectual Disabilities. *World Journal of Education*, 8(2), 66-72. <https://doi.org/10.5430/wje.v8n2p66>
- Al-Mahrooqi, R., Denman, C., Al-Siyabi, J., & Al-Maamari, F. (2015). Characteristics of a Good EFL Teacher: Omani EFL Teacher and Student Perspectives. *SAGE Open*, 5(2). <https://doi.org/10.1177/2158244015584782>
- Andi-Pallawa, B., & Alam, A. F. A. (2013). A Comparative Analysis between English and Indonesian Phonological Systems. *International Journal of English Language Education*, 1(3), 103-129. <https://doi.org/10.5296/ijelev.v1i3.3892>
- Aprilia, T. (2013). *The Teaching of English at Autism Elementary Laboratory School State University of Malang*. [Unpublished Undergraduate Thesis]. Universitas Negeri Malang.

- Brosh, H. (1996). Perceived Characteristics of the Effective Language Teacher. *Foreign Language Annals*, 29(2), 125–136. <https://doi.org/10.1111/j.1944-9720.1996.tb02322.x>
- Cheatham, G. A., & Barnett, J. E. H. (2017). Overcoming Common Misunderstandings About Students with Disabilities Who Are English Language Learners. *Intervention in School and Clinic*, 53(1), 58–63. <https://doi.org/10.1177/1053451216644819>
- Desmita, N., & Machrus, M. A. (2019). His strength is my strategies: Experience of an English teacher in Indonesia teaching English for hyperactive students in inclusive class. *Journal of Advanced Research in Social Sciences and Humanities*, 4(2). <https://doi.org/10.26500/JARSSH-04-2019-0204>
- Goldsmith, J. A. (1995). *The Handbook of Phonological Theory*. Blackwell. https://www.researchgate.net/publication/230876069_The_Handbook_of_Phonologica_l_Theory
- Gulati, B. (2016). Visualizing: The Most Effective Way to Teach EFL to Deaf and Hard-of-Hearing Students. In E. Domagala-Zysk & E. H. Kontra (Eds.), *English as a Foreign Language for Deaf and Hard-of-Hearing Persons: Challenges and Strategies* (pp. 153-167). Cambridge Scholars Publishing.
- Gultom, E. (2015). English Language Teaching Problems in Indonesia. *Educational Community and Cultural Diversity*, 3, 1234-1241. <https://isre.prosiding.unri.ac.id/index.php/ISRE/article/view/3235/3147>
- Gunada, I. W. S. (2017). Using YouTube Video; An IT-based Media to Improve Students' Speaking Skill. *Ganesha University of Education*. https://www.researchgate.net/publication/326082917_Using_YouTube_Video_An_IT-based_Media_to_Improve_Students'_Speaking_Skill
- Hafiz, A. (2017). SEJARAH DAN PERKEMBANGAN PENDIDIKAN INKLUSIF DI INDONESIA. *Jurnal As-Salam*, 1(3), 9–15.
- Hayes, O. C. (2009). *The Use of Melodic and Rhythmic Mnemonics to Improve Memory and Recall in Elementary Students in the Content Areas*. [Master Thesis, Dominican University of California]. <https://eric.ed.gov/?id=ED504997>
- Kementerian Pendidikan dan Kebudayaan. (2007). *Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. <https://bsnp-indonesia.org/wp-content/uploads/2009/06/Nomor-16-Tahun-2007-1.pdf>
- Kementrian Pendidikan dan Kebudayaan. (2007). *Undang-Undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*. <http://simkeu.kemdikbud.go.id/index.php/peraturan1/8-uu-undang-undang/12-uu-no-20-tahun-2003-tentang-sistem-pendidikan-nasional>
- Kirk, S., Gallagher, J. J., & Coleman, M. R. (2015). *Educating Exceptional Children* (14th edition). Cengage Learning.
- Mayahi, N., & Mayahi, F. (2014). "Isn't it Our Fault?" Teachers Language Knowledge and Skills. *Procedia - Social and Behavioral Sciences*, 98, 1119–1127. <https://doi.org/10.1016/j.sbspro.2014.03.524>
- Moeller, A. K., & Catalano, T. (2015). Foreign Language Teaching and Learning. In *International Encyclopedia of the Social & Behavioral Sciences* (2nd ed., pp. 327–332). <https://doi.org/10.1016/B978-0-08-097086-8.92082-8>

- Nasution, A. K. R. (2019). YouTube as a Media in English Language Teaching (ELT) Context: Teaching Procedure Text. *Utamax : Journal of Ultimate Research and Trends in Education*, 1(1), 29–33. <https://doi.org/10.31849/utamax.v1i1.2788>
- Piniel, K., Kontra, E. H., & Csizer, K. (2016). Foreign Language Teachers at Schools for Deaf and Hard-of-Hearing Students. In E. Domagala-Zysk & E. H. Kontra (Eds.), *English as a Foreign Language for Deaf and Hard-of-Hearing Persons: Challenges and Strategies* (73-89). Cambridge Scholars Publishing.
- Pokrivčáková, S. (2015). Teaching Foreign Language to Learners with Special Education Needs in Slovakia. *Teaching Foreign Languages to Learners with Special Educational Needs*, 7-28. <https://doi.org/10.17846/sen.2015.7-28>
- Puspitasari, D. (2019). English Language Teaching in Inclusive Class: A Challenge. *Qalamuna – Jurnal Pendidikan, Sosial, dan Agama*, 11(1), 37-46. <https://doi.org/10.5281/ZENODO.3559221>
- Rachmawati, R., & Cahyani, F. (2020). The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills. *Alsuna: Journal of Arabic and English Language*, 3(2), 83–95. <https://doi.org/10.31538/alsuna.v3i2.916>
- Songbatumis, A. M. (2017). Challenges in Teaching English Faced by English Teachers at MTsN Taliwang, Indonesia. *Journal of Foreign Language Teaching and Learning*, 2(2). <https://doi.org/10.18196/ftl.2223>
- Sotto, E. (2011). *When Teaching Becomes Learning: A Theory and Practice of Teaching* (2nd ed). Continuum Education.
- Ulva, S. (2018). *The Use of Poster Media in Improving Students' Speaking Ability (A Case Study at MTsN 2 Banda Aceh)* [Undergraduate Thesis, Ar-Raniry State Islamic University]. <https://repository.ar-raniry.ac.id/id/eprint/9224/>
- Upa, Y., & Mbatu, C. L. (2020). English Teacher Identity Construction: Indonesian Teachers' Motivation and Strategies in Teaching English for Special Needs Students. *Project (Professional Journal of English Education)*, 3(2), 311-321. <https://doi.org/10.22460/project.v3i2.p311-321>
- Urdarevic, I. (2016). Teaching English to Deaf and Hard-of-Hearing Students in Serbia: A Personal Account, in Domagala-Zysk, E. & Kontra, E. H. (Ed). *English as a Foreign Language for Deaf and Hard-of-Hearing Persons: Challenges and Strategies* (91-107). Cambridge Scholars Publishing.
- Wehmeyer, M. L. (2006). Universal Design for Learning, Access to the General Education Curriculum and Students with Mild Mental Retardation. *Exceptionality*, 14(4), 225–235. https://doi.org/10.1207/s15327035ex1404_4
- Wilson, A. (2015). *YouTube in the Classroom* [Master Thesis, University of Toronto]. <http://hdl.handle.net/1807/68780>