

## TEACHING ENGLISH AT SPECIAL NEEDS SCHOOL : AN ENGLISH TEACHER PERSPECTIVE (A NARRATIVE INQUIRY STUDY)

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### ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui tentang bagaimana guru Bahasa Inggris yang bukan berasal dari Pendidikan Sekolah Luar Biasa dapat beradaptasi di Sekolah Luar Biasa sebagai tempatnya untuk bekerja, serta strategi mengajar yang mereka gunakan di dalam Kelas untuk mengajar anak Berkebutuhan Khusus. Jenis penelitian ini adalah menggunakan metode penelitian Narrative Inquiry yang memiliki tahapan yaitu mengidentifikasi permasalahan yang cocok untuk penelitian naratif dan memilih satu partisipan atau lebih untuk diteliti. Peneliti kemudian mengumpulkan cerita dari partisipan tentang pengalaman hidupnya dan menceritakan kembali kisah itu untuk membentuk kronologi kejadian yang mungkin melibatkan tokoh, ranah, permasalahan, tindakan, dan resolusi. Di sepanjang proses ini, kolaborasi terjadi dengan partisipan, dan cerita disusun oleh peneliti menceritakan tentang pengalaman hidup partisipan. Pengumpulan data diperoleh dari hasil wawancara dengan 2 guru Bahasa Inggris Pak Dirman dan Ibu Titis di SLB Wiradesa dan Kepala Sekolah Ibu Juhariyah sebagai validasi data lapangan. Berdasarkan hasil penelitian, peneliti menemukan bahwa proses adaptasi dari kedua guru tersebut memiliki proses masing-masing sehingga akhirnya mereka dapat beradaptasi dengan lingkungan di sekolah. Serta strategi yang diterapkan oleh guru bahasa Inggris sudah dirasakan optimal untuk mengajar siswa cacat mental melalui strategi Differentiated Learning. Guru memberikan bimbingan kepada siswa berdasarkan kemampuan mereka atau tingkat siswa yang cacat mental. Strategi pengajaran yang dilakukan seperti dalam pembelajaran bahasa Inggris, rencana pelajaran, metode pembelajaran, media pembelajaran dan peran guru sangat penting untuk pengembangan pembelajaran siswa tunagrahita, karena mereka memiliki keterbatasan dalam menerima pembelajaran, masalah ini datang ketika mempelajari sesuatu.

**Kata Kunci** : Sekolah Berkebutuhan Khusus, Strategi Pengajaran, Narrative Inquiry

### ABSTRACT

*The purpose of this research is to find out how English teachers who are not from Special Education Schools can adapt to Special Schools as a place to work, as well as the teaching strategies they use in the classroom to teach children with Special Needs. This type of research is using the Narrative Inquiry research method which has stages, namely identifying problems that are suitable for narrative research and selecting one or more participants to study. The researcher then collects stories from the participants about their life experiences and retells the stories to form a chronology of events that may involve characters, areas, problems, actions, and resolutions. Throughout this process, collaboration occurs with participants, and stories composed by researchers tell about the participants' life experiences. Data collection was obtained from interviews with 2 English teachers Mr. Dirman and Mrs. Titis at SLB Wiradesa and the school principal Mrs. Juhariyah as field data validation. Based on the results of the study, the researchers found that the adaptation processes of the two teachers had their own processes so that in the end they were able to adapt to the environment at school. As well as the strategies applied by English teachers who are felt to be optimal for teaching students with mental disabilities through the Differentiated Learning strategy. Teachers provide guidance to students based on their abilities or the level of mentally disabled students. Teaching strategies that are carried out as in learning English, lesson plans, learning methods, learning media and the role of the teacher are very important for the development of learning for mentally retarded students, because they have limitations in accepting learning, this problem comes when learning something.*

**Key Words**: Special Needs School, Teaching Strategies, Narrative Inquiry

### INTRODUCTION

English is taught in Formal and Informal schools, including the Special Need School, English must be taught in the 12 year compulsory education. English remains a difficult subject for most students, even so, the role of English at school is highly prioritized for any school. Constitution states that every citizen has the right to an education. Policy announced that special need can receive appropriate education. Children with special needs are defined as children who need special education and services to develop to their full human potential. In the world of education, the word exceptional is a title or designation for those who have deficiencies or suffer from a variety of disorders and deposits that are not as normal as normal people in general. Special school teachers or educators (Sundari, 2019 : 9) is someone who is willing to accept the situation of students with special needs later appreciate the behavior of these children and encourage their

activity in class thus affecting social limitations or personal choices as well greater freedom for children with special needs. Designed education includes teaching materials, teaching techniques and equipment/facilities. Teachers must carefully consider their role in delivering effective instruction that facilitates the successful inclusion of students with disabilities in general education and in evaluating the efficacy of these efforts. The term reinforced education is an important complement to the term and the process of presence according to (Polloway, E. A., Patton, J. R., Serna, L., & Bailey, J. W. (2001). This research deals with mentally retarded students in learning English vocabulary. Therefore, learning materials and teaching techniques for teaching vocabulary must be adjusted so that students can understand the material provided.

## **RESEARCH METHOD**

In this study is qualitative researches used a narrative inquiry method. Narrative inquiry it self is research that increasingly used in studies of educational experience. In terms of locating it in the broad spectrum of qualitative research, it tends to be positioned within a constructivist stance with reflexivity, interpretivism and representation being primary features of the approach. Study will take place in SLB Negeri Wiradesa, Pekalongan , Centra Java, Indonesia under the supervision of Mrs. Juhariyah, S.Pd. There are 2 resource persons who will be the subject of research here, namely Mr. Dirman and Mrs. Titis who have worked in SLB Wiradesa without previous teaching experience or education about teaching in SLB. In taking data, the researcher needs sources to get the available data. Data source is the subject of the research from where the data can be obtained. Data source is the substance where the researcher will get information that is required. This study utilizes the narrative study to collect the data. Connelly & Clandinin (1990) said narrative inquiry it focuses on human experience, perhaps because it is a fundamental structure of human experience, and perhaps because it has a holistic quality, narrative has an important place in other disciplines. Narrative is a way of characterizing the phenomena of human experience and its study which is appropriate to many social science fields. Narrative inquiry is appropriate to collect data from people' narrative to tell about past experience. As Clandinin and Connelly (2004) explain that narrative inquiry is a way of understanding experience. In this study I did three steps of data collection; (1) Identify a phenomenon that answers the research problem to be explored, (2) contact (text/ email/ meet) the participants to make an appointment, (3) interview the participants I used deep interview to the targeted participants after contacting them comprising nine questions, with off-line interview-direct interview or face to face with the sources. After collecting the data, the researcher analyzes the data. To analyzes the data, the researcher uses narrative inquiry to analyze the data. Like other qualitative methods, narrative relies on criteria other than validity, reliability, and generalizability. Clandinin and Connelly (2004). It is important not to squeeze the language of narrative criteria into a language created for other forms of research. The language and criteria for the conduct of narrative inquiry are under development in the research community. Data analysis method that used in this research are: (1) retelling the individual stories, (2) Rewrite coherent stories and collaborate with participants about individual personal and social experiences, (3) write a story about the participant's experience, (4) validate the accuracy of reports.

## **RESULT**

### **1. Pre-teaching story**

In here I will presented the stories from Mr. Dirman and Mrs. Titis from before they started working as SLB teachers, about their family conditions, the education they had taken, and the life they had lived before. I explored how Mr. Dirman and Mrs. Titis lived their lives, and how they convinced themselves to work as

special needs education teachers. Mr. Dirman and Mrs. Titis are one of the English teachers at SLB Negeri Wiradesa, Mr. Dirman and Mrs. Titis are graduated of English Education without knowledge of teaching special needs children.

a. Mr. Dirman life's background

Mr. Dirman is one of the children of parents who work as Farmers, he studied on normal schools start from elementary until university, he's not a very smart student, he only just like a normal student that love to play football, he known as a great ball player both at home and at school. When he was in senior high school Mr. Dirman did not have an interest in continuing his education to university, Mr. Dirman's parents also did not really understand about education and what will Mr. Dirman do to his future, so that why his parents never forced Mr. Dirman to continue his education to a higher level. Mr. Dirman graduated from high school in 2006, he was offered to go to college by his uncle, Mr. Dirman was offered to continue his education in English to become a teacher, initially he was interested in continuing to pursue sports education because he love to play soccer, but because of something he can't continue to sport education and he ended up in English education teacher. In the end of 2010 Mr. Dirman received his degree as S.Pd. After graduated, Mr. Dirman was unemployed for three months, until one of his friend told him about a job vacancy at the SLB Wiradesa. Mr. Dirman thought about many considerations before submitting his application to the school.

b. Mrs. Titis life's background

Mrs. Titis is the first child of two siblings, she was born and raised in Pekalongan. Mrs. Titis is a graduate of English Education Teacher, she went through school in an ordinary school in Pekalongan since elementary school until college, she really likes to learn English so much, that's why she immediately decided to study in the English Education department. Before becoming a teacher in SLB she was a teacher at MAN Kendal as an English Teacher, until finally after one year of teaching she decided to married with her husband and come to live with her husband in Pekalongan along with her in-laws. Mrs. Titis lives her days as a housewife focusing on taking care of her home and family.

## 2. Education during college

To become a teacher, of course, requires careful preparation, starting from knowledge and mentality. Of course the quality of the teacher becomes the benchmark of success for the class to be taught. This is related to the education obtained by Mr. Dirman and Mrs. Titis before teaching in SLB.

a. The side of Mr. Dirman

Mr. Dirman is a student at PGRI University Semarang, Mr. Dirman majored in English Education and did his education for 4 years, Mr. Dirman explained that he was just an ordinary student, he was not a smart or stupid student, he said that he did not intend to be very visible during his studies, he only tried to graduate on time within 4 years. During college he only studied English, he admitted that during college he never got knowledge related to children with special needs or SLB. Mr. Dirman again gave back to his enjoyment of playing football during college, he said that he was not interested in participating in competitions such as debates, speeches or other academic activities. He decided to study in the English Education department not because of his enjoyment of English, but because he was only offered to study in the English Education department. After 4 years of education, Pak Dirman finally graduated and received a degree as one of the graduates of English Education.

b. The side of Mrs. Titis

Mrs. Titis stated that she really liked English, that's why she immediately decided to study at Pekalongan University majoring in English without hesitation. Being an English graduate at Pekalongan University is one of Ms. Titis' pride, Ms. Titis managed to get her degree on time and cum laude. Ms. Titis said that

she never had any knowledge about special education or children with special needs. Although she currently teaches in SLB, she realizes that she never received education related to children with special needs during her college days. Mrs. Titis stated that she was only taught about English and education in normal schools. Mr. Dirman and Mrs. Titis both received education related to English, about how to become a teacher and teach at school, but they both never got the slightest knowledge related to children with special needs during their education in college. Of course, this is not unusual, given that there is a separate department for those who want to get an education about Special Needs School.

### **3. The beginning of the journey to becoming an SLB Teacher**

#### **a. The Story of Mr. Dirman**

##### **1) As a job seeker**

After graduated from University, Mr. Dirman never found a job as an English teacher, he continued to look for job vacancies for 3 months, Mr. Dirman said that finding vacancies as an English teacher at that time was very difficult, the number of graduates and available vacancies was not comparable, because at that time English was one of the subjects that was in great demand in job vacancies. Mr. Dirman continue his life as unemployed for more than 3 months until one of his friends told him that there was a job vacancy at SLB Wiradesa as an English Teacher.

##### **2) Tired of being the topic in neighbor**

At this point, Mr Dirman also explained that he was tired of being the topic of the neighbourhood, after his graduation, he had been unemployed for 3 months because it was difficult to find work at that time. All Mr Dirman did for 3 months was wake up, play football and play ps. Neighbours around Pak Dirman gossiped about why Mr Dirman did not work, even though he had graduated from college, often Pak Dirman was labelled as a useless person.

Even so, Mr Dirman had some doubts when he was about to apply for a job at the Wiradesa special school. Mr Dirman had never learnt about children with special needs during his studies, and he had rarely even heard of special schools. However, the pressure to find a job and the desire not to become a topic in the neighbouring area encouraged Mr Dirman to apply for a job at SLB Wiradesa. With his intention and determination, Mr Dirman finally became a teacher at Wiradesa Special School as English teacher in 2010.

#### **b. The story of Mrs. Titis**

Before working at SLB Wiradesa as an English teacher, Ibu Titis was a teacher at MAN Kudus, she worked at MAN Kudus for 1 year, until finally she was proposed by her husband and got married, so Ibu Titis had to quit her job and live with her mother-in-law in Pekalongan. It all started when her mother-in-law, who is a teacher at the Wiradesa special school, offered Ibu Titis a job directly from the school principal at Wiradesa special school and her mother-in-law. the shortage of educators in SLB, so that's why SLB Wiradesa is still looking for workers. It is difficult to balance the students in the school with the available teachers. Most graduates from special education prefer not to pursue a career as a teacher in special education, so SLB Wiradesa must face a shortage of educators. After one year of marriage, Mrs. Titis was offered to become a teacher at Wiradesa Special School. At first, Ibu Titis was hesitant, due to considerations such as future self-development, sustenance, and her children's conditions, since her children were still a baby. Mrs. Titis asked her parents, husband, and her mother-in-law,

#### **4. An early story of working in SLB**

##### **a. Mr. Dirman story**

##### **1) First heartfelt experience**

Mr. Dirman started his first day by dressing neatly for school, styling himself as an apprentice teacher who was still in college, he did it as a sign that he was about to start working as one of the teachers at the school. It was also hoped that the neighbours in his village would no longer consider him a useless unemployed. Mr. Dirman immediately sent his job application letter to SLB Wiradesa, at that time he did not expect much, but the next day he received a text message that he was expected to come to school tomorrow. Mr. Dirman was happy but he also felt afraid of how he had to teach SLB children. But with his intention and need to work, Mr. Dirman finally tried to step into the Wiradesa SLB. On the first day, Mr. Dirman got an unexpected surprise from the children at the special school. Special school children have a high attraction to new people, especially with new teachers, so when Mr. Dirman came to school he was warmly welcomed by students at the special school, it made Mr. Dirman feel warm and happy with the welcome he received from the children there. Even so, Mr. Dirman experienced some obstacles at school, about how to communicate with them and how to deliver material to students in SLB. But that did not discourage Mr. Dirman, he tried to seek knowledge from seniors who had taught at SLB first. Before teaching Mr. Dirman did not get knowledge about communicating with children with special needs, Mr. Dirman only observed from his seniors teaching and communicating so that Mr. Dirman could apply it when he taught, Mr. Dirman also mastered how to read Braille writing, which is writing for children with visual impairments. However, in 2021, a seminar was held from an educational institution on how to communicate with students in SLB. The seminar provided a lot of experience and knowledge for teachers in SLB, especially for those who had not previously gained knowledge about how to communicate with students with special needs. On the first day of visiting the school, Mr. Dirman is welcome to see the school first, see how the environment is and the teaching activities. If Mr. Dirman feels comfortable with being here, he will be given a teaching schedule and declared a teacher at SLB Wiradesa. When Mr. Dirman walked around and saw the school situation, Mr. Dirman's heart was touched, he saw how children with special needs learn, and how the teachers communicate with them, it was a new experience for Mr. Dirman. Walking around the school and seeing the condition of students who have their own physical and mental deficiencies made Mr. Dirman feel excited to teach them. The doubts that were in Mr. Dirman's heart before finally disappeared.

##### **2) First month in SLB**

Mr. Dirman was allowed by the principal to observe for one month, he was allowed to observe how other seniors taught children with special needs, he began to observe what each child of various categories had to do, he observed how to deal with children who were getting out of control, and he also learned how to communicate with them. Basically communicating with them is not the same as communicating with other normal children, she had to learn how to pronounce well with special needs children, as well as learn sign language, and learn how to read and write with braille.

##### **3) Duties as an teacher in SLB**

Before teaching Mr. Dirman did not get knowledge about communicating with children with special needs, Mr. Dirman only observed from his seniors teaching and communicating so that Mr. Dirman could apply it when he taught. Teaching in SLB was a new challenge for Mr. Dirman, he had a hard time and was about to give up, but if he remembered how the parents wished for their children to be able to go to school and how the students needed Mr. Dirman, he finally got motivated every time he thought about it. At the time of teaching in SLB Mr. Dirman was not appointed as an English teacher to teach, but as a class

teacher. due to the lack of teachers in SLB Wiradesa, Mr Dirman was finally assigned to be a class teacher in SLB.

#### 4) Condition of students in SLB

As someone who has never experienced a special needs school, Mr Dirman said that in one class there are various kinds of students, namely the hearing impaired, the physically challenged, and the mentally challenged. of course this affects the way of teaching in the classroom. For example, for physically impaired students, they cannot learn in the classroom, so they will be given a piece of paper to crumple and exercise their motor sensors. Hearing impaired students will take notes and listen to the teacher, while mentally disabled students will be given paper and crayons for drawing activities.

#### b. Mrs. Titis's Story

##### 1) Moral support

In the story told by Mrs. Titis, she started her career as a teacher in SLB because of an offer from a family who had worked at SLB Negeri Wiradesa, even so Mrs. Titis still found doubts in herself, it cannot be denied that children and material were one of the reasons for Mrs. Titis to hesitate, but her parents and other families convinced Mrs. Titis to take the opportunity. The support given by her husband, in-laws, and parents made Mrs. Titis believe that everything had been planned by God. Including from sustenance to self-readiness including mental and physical.

##### 2) Way to communicate with them

Mrs. Titis experienced found a few problems teaching in class, one of which was communicating with them. because on the first day of teaching Mrs. Titis was immediately ordered to teach in class, not English lessons but general subject matter. Mrs. Titis learned sign language only from YouTube and his students. He tried to learn sign language and how to communicate with them only based on knowledge spread on the Internet. At the beginning of teaching Mrs. Titis could only rely on his cellphone to type and show it to the students. it is the only way to communicate with the students in the class, because their hearing and the way they can process something has capacity.

#### 5. Special needs education training

As graduates who are not from SLB education there should be training for Mrs. Titis and Mr. Dirman so they can communicate with students with special abilities. but neither pak dirman nor bu titis received this training, they both said that they learned to use sign language directly with their students in class and with senior teachers who were at Wiradesa SLB. They also said that they learned sign language only with YouTube and taught themselves. But at the beginning of 2023 they will receive training from the head office on how to teach SLB children or children with special needs

#### 6. The Adaptation process

##### a. Mr. Dirman

Mr. Dirman needed one year to be able to adapt to the situation at school, he said that teaching in special schools must have a large capacity for patience, considering that the children he teaches have physical and mental deficiencies, so teaching them is not the same as normal children. Mr. Dirman also told an interesting stories at his school while teaching, he said that students at SLB sometimes ran out of the classroom during class hours, they were indeed difficult to manage and they as teachers also had difficulty managing them. Even so, Mr. Dirman was able to adapt to these circumstances because of his gratitude for everything he had received as his sustenance. Mr. Dirman admitted that there is no pressure to teach in SLB while teaching, he said teaching in SLB is not intended so that students become smarter and can memorize lessons, because basically children with special needs cannot be equated with students in normal schools. being a patient and grateful person is the key to how Mr. Dirman can adapt

to conditions at school, he says that finding a job in the current era is very difficult, therefore he is still grateful for the job he gets, apart from that, the material he gets from teaching at SLB Wiradesa is enough to continue his life until now until he is married and has children. Mr. Dirman also said he was a lucky person to teach at SLB, one of the reasons was because the administration at SLB was not as difficult as other schools. When it came to grades and work pressure, Mr. Dirman admitted that it was not too much of a headache at SLB. At the time of assessing report cards, Mr. Dirman didn't need to worry about getting a lot of grades for a lot of students. He only needed to fill in the grades for one class of report cards for as many as 5 people, and that way Mr. Dirman's work was done. In fact, Mr. Dirman felt sorry for his friends who had to fill out report cards until midnight, while Mr. Dirman could rest earlier.

b. Mrs. Titis

Mrs. Titis admitted that he only needed 3 months to adapt, Mrs. Titis doesn't really feel difficult because she always gets support from her surroundings, her parents, husband and mother-in-law always give support to Mrs. Titis. The support her family was enough reason why she was able to quickly adapt to school conditions, and her gratitude for all the blessings she received made Mrs. Titis not feel tired of the profession she is currently in. Every day Mrs. Titis always waits for other funny incidents from SLB students, she says the behavior of her students at SLB makes her always feel happy to be there, every time she sees the children at SLB it is like seeing a gifted child with many advantages that can not be seen just with your eyes. Mrs. Titis is also not ashamed to admit that she is a teacher at the Wiradesa SLB. In fact, Mrs. Titis said that he felt sorry for the people who had ridiculed the profession that Mrs. Titis lived, because many people did not know the blessings and enjoyment that Mrs. Titis got when we taught SLB at Wiradesa. A blessing from Mrs. Titis to feel and be a part of SLB Wiradesa, feel the comfort, happiness and experience at SLB Wiradesa, making SLB Wiradesa a part of her life experience that she will never forget.

## 7. Teaching strategies

a. Mr. Dirman

Mr. Dirman said that if he did not have a specific teaching method for his class, seeing the condition of the class that had different deficiencies made it difficult for him to apply the learning strategy. In one example in the class there are deaf, mentally impaired, and physically disabled. They can be given conventional/lecture learning methods, the teacher will write notes in front of the class and the students will take notes and then listen to the explanation. But this cannot be applied to the physically impaired and mentally impaired, considering that the physically impaired have a deficiency in motor sensors so that Mr. Dirman often provides motor activities such as squeezing paper so that these students can carry out activities while at school. Mr. Dirman often looks for teaching strategies on the internet, he will study them at home via the YouTube application and plans to apply them in class, but this often fails because of class conditions that cannot be given equal treatment to one student with other students.

b. Mrs. Titis

Ms. Titis said that from the start she taught she did not have a definite teaching strategy, she knew that the individual deficiencies of each student in her class were different, so she could not give each student the same learning strategy. So that Mrs. Titis can only provide appropriate learning strategies for each child. In here I presented a story about how Ms. Titis conducts learning in the classroom, Ms. Titis says that she can explain learning material to Deaf students, she will provide material on the blackboard, when it is finished, Ms. Titis will explain it in front of the class. This learning strategy could have been implemented for Deaf children, but it was different when Ms. Titis presented a story about how she had to teach mentally retarded children in class. Children with mentally disabled find it difficult to communicate,

so Ms. Titis must provide activities so that children with mentally disabled can continue to feel in the classroom until class time is over. one of the activities that is often carried out by mentally disabled children is by providing activities such as drawing or coloring. mentally retarded children also sometimes have problems holding pencils or pens, so the only activity so far that can be implemented in the classroom is drawing. The goal of teachers and parents of students to send their children to school is not so that their children will be smart, but so that SLB children don't just stay at home and do nothing, SLB children are generally sent to school so they have activities and can socialize with those around them.

## **8. English in SLB**

### **a. Mr. Dirman**

Mr. Dirman said that his being an English teacher at an SLB school was only an administrative formality. He admitted that teaching English at an SLB school was not that important. saying good morning and good night.

Mr. Dirman said that it was already difficult to communicate with them using Indonesian, especially if they were using English. so learning English is not very important in SLB.. because in SLB the focus is on their non-academic development, they cannot be taught education like normal schools, they are more directed at teaching non-academic at school.

### **b. Mrs. Titis**

Mrs. Titis said that the academic scores in SLB were not too important, for example in English. There are no SLB children who understand English, because the language limitations they have make it difficult for them to learn English and get to know various other languages, at school they only learn "good morning, good evening". Whenever Ibu Titis teaches English, they often say "Ma'am, what does this mean?" they just respond like that. Indeed, academic lessons here are just a formality. What is more important in SLB are non-academic activities, such as cooking, dancing, singing and drawing. Because it is hoped that when they graduate from school, SLB children can do these activities, and maybe after graduation they can open a cake or culinary business. One example is that mentally disabled children have flexible bodies, that's why we often direct them to modeling, or sports such as gymnastics, that's why we often involve them in competitions such as modeling. For the deaf they are often directed to IT fields such as computers and IT-related matters.

## **9. After what they went through**

### **a. Mr. Dirman**

#### **1) More confident with his status**

For about 12 years Mr. Dirman has been working at SLB Wiradesa, meeting God's chosen children, Mr. Dirman feels that he is a more grateful person, feels happier and happy to be able to share joy with them, teaches them things that can be useful for them. they are later when they begin to live their own lives. When I first worked as a teacher at an SLB, Mr. Dirman still felt embarrassed, embarrassed to be laughed at by friends because I taught SLB children, I was also embarrassed with my neighbors, because my neighbors like to make comments so when someone asked where does he teach, he simply answered "Teaching at Wiradesa". But as time went on, Mr. Dirman saw the blessings that he got, and the fortune that he got made me even bolder to say that I was a teacher at an SLB Wiradesa.

#### **2) Not a topic of neighbors anymore**

For the neighbors around Mr. Dirman's house to no longer say that he is useless unemployed, even now the neighbors are confused, why can Mr. Dirman casually go to work every day, why can Mr. Dirman be able to go out on tours with his family every Sunday, the neighbors thought about how much Mr. Dirman's salary was, Mr. Dirman did everything sincerely so that Mr. Dirman received the goodness given by God.

### 3) Parents

Mr Dirman also said that as from his parents, they didn't really care about what Mr. Dirman would do, because his parents didn't really understand what Mr. Dirman did to his future, both of his parents never had a opportunity to go to school, they only knew farming, and they always told Mr. Dirman to be responsible for everything that he took on, so that's why Mr. Dirman still responsible for the job I take now.

#### b. Mrs. Titis

##### 1) Become a more grateful person

In this section, Ms. Titis stated that she has become a more grateful person, more patient and more accepting of circumstances. If Mrs. Titis sees the condition of the children in SLB she becomes more grateful to have been given a child who is given a complete physique, normal hearing, can see and do activities. He also always feels grateful that his family is given physical health. There is a student in class, girl, beautiful, white, tall, at first glance we see she looks like a normal child but it turns out that after we observe she has a hearing loss. Mrs. Titis was even more grateful when she saw her child, because my child was born normal and healthy.

## DISCUSSION

### 1. Teacher adaptation in SLB

#### a. Independent Learning

The researchers found that there are several challenges faced by an English teacher who teaches English to children with special needs. First challenge is the varies of special needs condition require different treatments. Second, how do they adapt to the SLB environment that they have never experienced before. The third is adapting to learning material that is different from what normal schools have taught. Both Mr. Dirman and Ms. Titis are not graduates from special education schools, they are both just graduates from English education for normal schools, but they both become teachers at SLB because of the demands of finding work and at SLB Wiradesa it does not require teachers to work here is a graduated from Special Education School. But even though the two of them were not graduates of special school education, the school did not provide training for them to learn about children with special needs, about communicating with them, or learning strategies that were right for them. So they carry out independent learning, they independently seeking information about teaching with children with special needs, they also seek this information from fellow teachers, namely from seniors who have been teaching there longer. training for teachers of children with special needs has been implemented in 2023, at that time Mr. Dirman has worked as a teacher for 12 years, while Mrs. Titis has worked for 5 years, so that the provision of teaching training for children with special needs can be said too late for teachers who have been teaching for a long time.

#### b. Changing Perspective

This adaptation for teachers also includes how they look at SLB children, at first Mrs. Titis had a fear of children with special needs, she preferred to stay away if there were SLB children, but after she had taught at SLB, she was no longer afraid of children with special needs, especially mentally disabled, she actually feels to love them. Meanwhile Mr. Dirman is ashamed to admit that he works at an SLB, he feels ashamed of his friends and neighbors because he is afraid of being teased about teaching children who are not normal. His friends and neighbors think that teaching at SLB has a low social status, but along with time went by and got to know children with special needs Mr. Dirman no longer felt ashamed and he began to feel proud of the profession he lived. the subject matter taught to students with special needs in special schools is not as difficult as the material in ordinary schools, the lowering of the level of this

material is also part of the adaptation of the teachers, they usually teach English only to count, give greetings and read the clock. they never provide material such as simple past tenses, or grammar, because the thinking limitations that children with special needs have make them unable to process as much information as children in other normal schools. During this time, both Mrs. Titis and Mr. Dirman grew up in what we can call a normal environment, so they both had to adapt to a teaching environment that they had never encountered during their formal education. Support from the teachers also had a big influence on Mr. Dirman and Mrs. Titis can adapt with their situation as an English Teacher in SLB Wiradesa.

## 2. Teaching Strategies

In this section the researcher found that the two teachers carried out a Differentiation learning strategy, it was found that there should be different treatment and different way to give instructions for each student. It caused by their intellectual level, their behavior during class, their characteristics and their effort in learning English. Special education means specially designed instruction that meets unusual needs of an exceptional student, and which might require special materials, teaching techniques, or equipment and/or facilities (Kauffman & Hallahan, 2009). The provision of this learning strategy concerns the activities in the class, in the class of children with special needs, they cannot be given the same activity, but they must carry out activities according to their physical and thinking abilities Providing Differentiation learning strategies is an option for teachers in SLB. Differentiation learning strategies are learning that can help meet the learning needs of each student. This learning strategy focuses on what is needed by students, for example Deaf students can be given learning by taking notes and explaining activities, while for mental disabilities can be given teaching methods focusing on one activity such as drawing, the disabled can be given activities to squeeze paper to train theirs motoric sensory. Differentiated learning begins with the process of identifying student learning needs. Technically the learning needs of students can be revealed through questionnaires, direct interviews, or through information obtained from other teachers who taught in the previous year. After the process of identifying learning needs, the next stage is the design and implementation of differentiated learning in the learning process in the classroom. There are three models that can be used to apply differentiation learning, namely content differentiation, process differentiation, and product differentiation. The content differentiation strategy, refers to the teacher's strategy in differentiating the process of sharing and formatting content delivery. In this case, content is material knowledge, concepts, and skills that students need to learn based on the curriculum. Process differentiation learning, is a strategy in differentiating the processes that must be followed by each student which allows them to practice and understand the content. Learning product differentiation, tis strategy refers to the teacher's ability to modify student learning outcomes, learning outcomes, application, and development of what has been learned

## CONCLUSION

Based on the result of the research "Teaching English at Special Needs School : An English Teacher Perspective (A Narrative Inquiry Study). The study revealed four challenges faced by the English teacher and some activities referenced by the English teacher; so, it can be concluded that by applying those activities, approaches, techniques and methods can be suitable solutions to overcome those challenges. Teachers must be able to adapt to various situations with the conditions in which they teach, the adaptation process covers their perspective, their way of teaching, their learning materials and themselves. It is recommended that the teacher should be trained well to teach the students with special needs. He/she needs to prepare their materials and innovative teaching method in English lesson. The collaboration between the

teacher, school and the parents will be great in order to reducing parents' perception about their children condition.

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