

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) concept of teaching English for special needs education, (2) teaching English for Deaf students' autism spectrum disorder students, and mentally retarded, (3) challenges english teacher in teaching english to deaf students, autism spectrum disorder, and mentally retarded, (4) concept of segregation, (5) students' with special needs, (6) concept of deafness, (7) concept of autism spectrum disorder, (8) mentally retardation, (9) and previous related study.

2.1 Concept of Teaching English for Special Education Needs

Teaching is an activity carried out by the teacher. to impart knowledge to students. Brown (1994) said teaching is showing or helping someone to learn how to do something, give instructions, guide in learning something, provide knowledge, to know or understand. As for other definition according to Nilsen and Albertalli (2002) as cited in Ababio (2013) teaching in a broad sense is a process where the teacher can guide a student or a group of students to a higher level of knowledge or skill. But every teacher is obliged to provide knowledge according to the ability of these students, because each individual student has different abilities. Widiastuti (2014) cited in Pratiwi (2017) said that the teacher of students' with special needs must be able to choose learning techniques that are appropriate for the students requirements and learning goals. Meanwhile, Brown (1987) states that we have observed that children learn their first language easily and well, but learning a foreign language is often met with great difficulty and sometimes fails. In addition, from this question, it appears that learning a second

language is more difficult than the first language and will interfere with the second language, this also hinder the success of the new language learning process. Then, in teaching English to students with disability according to Maryanti (2016) based on the provisions in the 2013 curriculum English book for students with special needs, 1 student material requires 1 x 6 JP or 1 x 5 JP to achieve 2 KD. With totally 10 KD in one semester.

2.2 Teaching English for Deaf Students, Autism Spectrum Disorder, and Mentally Retarded

2.2.1 Theory of Teaching English for Deaf Students

The process of learning English for regular students and deaf students is not the same. For deaf students, it is quite difficult for them to learn English because children with hearing impairments often show significant delays in phoneme production, vocabulary, and syntax. (Cawthon, 2001 as cited in Adi, 2017). Before starting a class, what teachers can do is grab the attention of deaf students with a cue, such as a pat on the shoulder or by waving. A teacher needs to speak clearly and naturally without exaggerating lip or hand movements to keep a deaf student focused. A teacher needs to face students and avoid standing in front of a light source to avoid difficulty in lip reading and the teacher needs to have special considerations to adjust to students' disabilities or their behaviors. (Mpfungu, et al., 2013). In addition, Educators provide a continuum of services to students with disability based on individual needs (Goodman, 1990 as cited in Pratiwi, 2017). The teacher's consideration for

adjusting to students with disabilities or their behavior refers to the teacher's efforts to adapt materials, media, and so on, considering deaf students who are unable to learn listening and speaking skills, and ways to make it easier for deaf students to learn writing and reading skills. In teaching deaf children, several approaches are used to teach deaf children. Then, according to Sari (2017) media education is important because it develops student be creative power for those images, words, and sounds that comes to the students from various media. It is one way to make the students attract with material and they will not feel bored in teaching learning process. Furthermore, Bedoin (2011) stated that there are two main approaches of teaching methods for deaf students; one is lip reading, and another is sign language with the help of oral language. In addition, according to Tompson (2012) as cited in Dewi et, al (2019) in teaching learning process to deaf students, the teachers using sign language, pictures to deliver the material.

2.2.2 Theory of Teaching English for Autism Spectrum Disorder

Teaching children with autism spectrum disorder, there are strategies used, the strategy is used according to the students' abilities. McDonough (1995) as cited in Wire (2005) refers to two main strategies to integrate an autistic child in a classroom. There are:

- a. Being supportive: consists of empathizing with the child, feeling what students feel, putting themselves in their shoes.

- b. Work with their different abilities: each individual child is different from one another and they have different learning styles so the teacher must find ways to approach these abilities.

According to Padmadewi (2017) Encouraging type for students disability were perceived could raise the Students with ASD' self confident, motivate them to participate in teaching learning process, stimulate them to give appropriate response, and initiate interaction with the teacher. In addition, this type of talk also could encourage them to do a good deed, as well as keep their enthusiasm toward teaching learning process.

Then, in teaching learning process the teacher using the media that can attract students' to learn, such as picture media. According to Darula (2000) as cited in Setia (2017) that students with autism spectrum disorder can be taught abstract words and ideas through visual cocepts, such as picture and object. However, in teaching learning process to autism spectrum disorder using storytelling method. According to Scattone, Wilczynski & Edwards (2000) as cited in Rahim & Rosli (2015) applied that storytelling element to autism spectrum disorder and noted that the storytelling element is the latest intervention designed specifically for autism spectrum disorder.

2.2.3 Theory of Teaching English for Mentally Retarded Students

As a teacher, you must be inventive in choosing the activities you are interested in and must provide a variety of activities for students so that students are interested and pay attention while learning. In teaching learning process, the teacher using the media for teaching English. For instance, the

media is pictures. According to Maryanti (2016) the learning media used for mentally retarded students were in the form of colored pictures to attract student wants to learn. In addition, the method that using by the teacher to teach mentally retarded students is storytelling. It can improve communication skills. According to Mashalpourfard (2018) the method that can be used to teach mentally retarded students is story telling. This method shows that it is effective in improving their social adjustment, social skills, and reducing their behavior problems. However, the teacher also teach based on students abilities, because every students has different ability. According to Maulani (2018) give the lesson was by selecting the lesson which is appropriately to students ability, and to solve for instruction problem by giving them instruction clearly, loudly and easily. In teaching Pronunciation to Mentally Retarded students', Maulani (2018) also said The teacher kept trying to correct their pronunciation and the teacher try to give clear instruction continously, and the teacher also assisted the students to understand what she asked and taught. Furthermore, According to Norton (2006), the methods are as follows: a) To keep children entertained, teachers must make the class more interesting by wandering around them; b) Try to remember their names because children feel that a child is watching them; c) Ask them to close their books while the teacher is talking to keep their attention on the teacher, not on their book; d) Try to find different ways of selecting students who will interact with the teacher. Teaching language must have given them enough incentive to sit down in classes. Hallaji & Salehi

(2015) said Teaching language must have given them enough incentive to sit down in classes. Motivation could have been an important factor.

Teaching Mentally Retardation is far different from that normal child, as disabled students need special treatments from the teachers. Teachers of special need students have to be able to decide the learning methods which are appropriate with the student's needs and learning objectives (Widiastuti, 2014). In addition, Narayan (1998) said that mentally retarded individuals can use literacy and numeracy skills to same extent which are application oriented if they are given the appropriately trained and they also accustomed to receive reading and writing skills like primary school child. He added that retarded children had the ability to write sequentially the alphabets, letters, or numbers but do not have the ability to use them appropriately when there is a requirement.

2.3 Teacher's Difficulties in Teaching to Deaf students, Autism Spectrum Disorder Students, and Mentally Retardation Students.

2.3.1 Teacher's difficulties in Teaching English to Deaf Students

According to Adi (2017) there are eight challenges in Teaching English to Deaf Students: They are:

1. The first challenge was that the teacher needed to adapt the material and media. From the interview, the teacher stated that the effort to face this challenge was to look at many references on different kinds of media that can be used to teach deaf students.

2. The second challenge was that the teacher faced difficulties in finding appropriate media for students. Similar to efforts for the first challenge, from the interview the teacher stated that he faced the challenge by looking at many references of good materials from books and the Internet. The teacher mostly used media in form of pictures, videos, and prototypes.
3. The students made mistakes in understanding words due to similar lip movements to other words. The teacher's effort was to write down the word on the white board and to use alphabetic sign language to help them understand the words the teacher said.
4. How the teacher managed to get the attention of the students without calling their names. The teacher knocked the table to capture the attention of some students that may be able to hear the sound and used them to get the attention of other students. The teacher also walked around to get their attention.
5. Students' limited vocabularies which made it necessary for the teacher to give definitions and examples of words first before continuing to the next material.
6. The students' lack of background knowledge, was similar as for the previous challenge.
7. The students' difficulties in differentiating similar words. For example, the teacher gave the word 'done' and translated it into Indonesian as 'sudah' or 'telah' but several students were confused by the differences

between the use of those words, as those two words have similar meanings and functions, but different contexts.

8. The last challenge was the need for repetition in delivering the material.

2.3.2 Difficulties English Teachers in Teaching English to Autism Spectrum Disorder.

Hasim, Yunus and Norman (2021), teacher play an important role in teaching children with autism. Because it's different behavior and characteristics of students with autism, as for some findings that have been collected about the difficulties of teachers in teaching English to students with autism spectrum disorder. There are:

- 1) Due to time constraints and teacher shortages, responsible teachers need to be able to try to adapt and adopt the material depending on the preferences of the learners.
- 2) Teachers find it difficult to adapt their own material to get motivation and attention to learn. And also teachers feel tired to repeat the learning process every day.

2.3.3 Difficulties English Teachers in Teaching Mentally Retardation Students.

Maulani (2018) there are 7 Challenges in Teaching English to Mentally Retardation. They are:

1. Difficulties to give the lessons and instructions.

2. Lack of Pronunciation (The teacher asked the students to repeat again the word until their pronunciation is good. While the teachers difficult solve for lack of interest and anthusiasm of students.
3. Lack of interest and enthusiasm of students.
4. Hard to find the right method.
5. Hard toward their Characters.
6. Time management (In managed the time the teacher taught an hour not enough to treat exhaustively the lesson and make the children able not focused).
7. Limited room and space in the school area.

Therefor, Prayitno (2007) also said that mentally retarded children experience difficulties in the field of language skills, both oral and written. That obstacles vary greatly depending on the level of mentally ability possessed. Lower mental abilities are getting lower in language skills. Barriers in language skill experienced include: Poor vocabulary, Poor speech/vocals, quality of the language used is not in accordance with chronological age, and limited ability understand abstract words.

2.4 Concept of Segregation

In Indonesia there are 2 services for children with special needs. The first is segregation. Which segregation school is a school for students with special needs according to their disabilities. According to Casmini (2007), etymologically, segregation comes from the words segregate (which means to

separate) and segregation (meaning separation). Scientists define segregation as the process of separating from one group to another. In which, school for student's with disabilities should be separated. This separation for children is supported by school and professional researchers who rely on two basic arguments. That is, separation is necessary for the efficient operation of schools and classrooms and that maintenance is the program of children with disabilities in the best interest of their psychological education. Therefore, according to Osgood (2005) schools must develop different programs and approaches to reach children with disabilities before. This separation for children is supported by school and professional researchers who rely on two basic arguments. Hajar & Mulyani (2017), the early history of organizing children with special needs through special research is segregation. The segregation model is the oldest model of special education model. The segregation model is the implementation of special education for children with special needs where children with special needs are placed in special schools that are separate from normal children. The segregation model is the oldest model of special education model. The segregation model is the implementation of special education for children with special needs where children with special needs are placed in special schools that are separate from normal children.

In Indonesia, separate service schools have been around for a long time. According to (Jenkinson,1997 as cited in Wang, 2009) children with disabilities are traditionally placed in separate classrooms, specially designed

to meet the disabilities of students with different disabilities. This separation system is beneficial for teachers because it can apply a specially formulated curriculum for children with special needs. And also children with disabilities benefit from this system, because it is not only an appropriate curriculum but also the thought of coming to class with the same disabilities so that it can increase self-confidence.

2.5 Student with Special Needs

Children with special needs are children who have limited abilities such as physical disabilities, mental disabilities, hearing problems, emotional disorders, and others. Herward (2003) defines children with special needs as children with special characteristics that are different from children in general without having to show mental, emotional, or physical disabilities. Children with special needs have individual characteristics that are different from one another According to (Directorate of Special Education, 2004 cited in El-Zraigat & Smadi, 2012) also said that children with special needs are children who significantly experience abnormalities or deviations (physical, mental, social or emotional disorders) in the process of growth or development compared to children in general, so that children with different needs specifically requires special educational services. In which (Mangunson, 2009) language that causes children with special needs lies in differences in mental characteristics, sensory abilities, physical and neuromuscular abilities, social and emotional behavior, communication skills, or a combination of these two. Meanwhile, children with special needs are children who have

various types of disabilities due to mental health conditions and require special intervention, services or support.

From the above statement, according to (Semiawan & Mangunson, 2010) as cited in Wardhani (2012) children with special needs have important meaning in several dimensions and functions. As for those who are connected physically, psychologically, cognitively, or socially in order to achieve the maximum possible potential goals they need, among others, children who are deaf, blind, deaf, mentally retarded, and emotional disorders. Children who have high intelligence talents are also included in the category of children with special needs because they need professional handlers. As we know, children with special needs are basically a condition where they lose their normal anatomical, psychological and physical functions. With a disability, a person has different limitations and abilities from people in general so that it can affect physical activity, self-confidence, and relationships with other people around them. (Ajuwon & Paul M, 2008 cited in Dewi, Yawisah & Siregar, 2019).

2.6 Concept of Deafness

Some experts have their own definitions of hearing impairment, but all have their own definitions and are almost similar to one another. According to Westwood (2011) Hearing loss is a general term used to describe all types of hearing impairment and deafness. Meanwhile, Paul and White Law (2011) defines hearing as impairment as a general term that can refer to all types, causes, and degrees of hearing loss. The Committee on Nomenclature of the

Executive Conference of the American Schools for Deaf said, "That deaf people are people who have no working hearing or have difficulty hearing in their lives. It makes difficult for them to understand what other people are saying and it is difficult to communicate. And that is also why they have sign language to communicate with people, but not everyone can understand this sign language. Hearing impairment and deaf students are considered to be excellent students (Hallahan, 2009 as cited in El-Zraigat & Smadi, 2012).

Therefore, for those whose hearing is not functioning, special education services are needed. And individuals with mild hearing loss or deafness can be treated with hearing aids and these individuals are not the main target of education for persons with hearing disabilities, because these individuals can still be helped medically and psychologically to be able to go to school with normally education (Mangunsong, 1996 Adi, Unsiah, Fadhila, 2017). There are several common signs of hearing difficulties in children with hearing impairment (Sattler, 1992 as cited in Sari, 2017). Common signs are abnormal voice response, difficulty following spoken directions, failure to respond the conversations, quality voice unusual. This hearing loss has a significant effect on the language and speech development of hearing impairment and deaf students, so it has a negative impact on academic achievement, emotional social interaction, and cognitive achievement.

By seeing some signs of hearing difficulties, the teacher can understand the understanding of the characteristics of deafness. These characters can also help the teachers understand deaf children and their ability to communicate so

the teachers can design how to teach them. Marizal (2015) as cited in Pratiwi (2017) states that deafness is a person who cannot understand daily spoken language. In addition, Oyewumi (2008) cited in Adi et.,al (2017) states Deafness is an imperceptible disability. People cannot classify those who are deafness, because they cannot be seen but can be seen if communicated with communication.

Deaf students and hearing impaired tend to be visual learners and this is difficult to do in the environment, Because a lot of information that important to passed exclusively by word of mouth. According to Sattler (1992) as cited in Sari (2007) states hearing loss is a general term that refers to hearing loss ranging from mild to severe. So, hearing impaired means their sense of hearing is not functioning as usual. There are two different levels based on the timing of this hearing loss including congenital deafness or those who are indeed born deaf. And deaf people are born with normal hearing but the sense of hearing becomes malfunctioning because of illness or accident.

In general, the causes of deafness are divided into two parts. There are the causes of Genetic and Syndromic.

1. The causes of Genetic

This causes more than 50% of congenital deafness from birth. Hereditary disorders become dominant or recessive and cause congenital hearing loss or progressive hearing loss later in life (Stach, 2010 as cited in Andrews & Lomas, 2011). This hereditary factor is also associated with hearing loss in the form of a syndrome, which occurs with a group of other

medical and physical disorders (30% of deafness) or it could be nonsyndromic disorder, a dominant genetic condition which is unbeatable a significant feature of deafness (70% of deafness). (Stach, 2010 as cited in Andrews, 2011).

2. The causes of Syndromic

In the presence of more than 400 syndromes accompanying the disorder, it is inherited in a varied pattern. Deafness that occurs from birth (congenital / congenital), occurs prematurely. Prelingually deafness is someone whose hearing loss or hearing loss occurs before they speak. Because usually babies start their first words around a year. Therefore a hearing impaired person is usually born deaf or loses their hearing before the age of one year (when most hearing loss in children occurs). A child has central hearing loss caused by injury to the eighth level of the auditory nerve to the cortex. Hearing loss can usually be gradual and lead to progressive permanent hearing loss. Either caused by gentika or by experiencing sudden hearing loss as in the case of head trauma or viruses. (Brown, 2009 as cited in Andrews & Lomas, 2011).

2.7 Autism Spectrum Disorder

Another disability disorder is the autism spectrum disorder, which interferes with neurodevelopment. According to American Psychiatric Association (2013) Autism Spectrume Disorder is a person who has disorders in mutual social communication, social interactions, and the presence of restricted and repetitive behaviors. Autism also affects neurodevelopmental

disorders characterized by impaired communication and social interactions. There is some evidence that genetic, environmental and immunological factors play a role in its pathogenesis. (Kidd, 2002).

In other words, Autism is a developmental disorder that affects the way a person communicates, often creating challenges with social interactions and information processing. (Setia, 2017). Furthermore, According to (Magyar, 2011) emphasizes that ASD (Autism Spectrum Disorder) is a neurodevelopmental disorder that has a wide range of common clinical symptoms, including behavioral disorders in socializing, a limited repertoire of behavior and interests, and abnormal language development. (Cummings, 2014 as cited in Padmadewi, 2017) states Autism Spectrum Disorder is less likely to initiate conversations with normal people, respond to conversations appropriately, they also show understanding of the emotional state of others and also show facial expressions to show their emotions. Meanwhile, According to Christian. R (2008) as cited in Setia (2017) There are three characteristics of Autism Spectrume Disorder, there are mutual social interaction disorders, communication problems, and a limited range of behaviors and interests.

In addition, Autism Spectrume Disorder (ASD) is referred to as a lifelong neurodevelopmental disorder consisting of autistic disorders, Asperger's syndrome, and diffuse developmental disorders. This disorder is characterized by significant limitations in social interactions, verbal and nonverbal communication, restricted behavior patterns and activities And also with the

above statement, the American Psychiatric Association (2000) as cited in Reagan (2012) also states there are five subtypes of Autism Spectrum Disorder.

There are, Autistic Disorder, Asperger's Disorder, Rett's Disorder, Childhood Disintegrative Disorder, and Pervasive Development Disorder.

1) Autistic Disorder is one of the more common among the 5 subtypes.

The description of autistic disorder includes developmental disorders or disorders in social interactions and communication. "The damage to reciprocal social interactions is severe and sustained. (American Psychiatric Association, 2000 as cited in Reagan, 2012). Children with autistic disorders can also have some nonverbal behavior disorders such as making eye contact, facial expressions, posture, and body movements. Maybe so and so too. lacking in language development and verbal individuals, or they may be impaired in their ability to initiate conversation.

2) Asperger's disorder is that those with Asperger's do not show a delay in verbal communication, and often they can develop a large vocabulary (Huges, Katsiyani, McDaniel, Ryan & Sprinkle, 2011 as cited in Reagan, 2012). And Asperger's disorder usually has limitations in developing patterns of behavior, interests, and repetitive activities in which they wish to participate. Their social interactions also decrease, although as they get older, those with this disorder have a desire to make friends. But they do not understand social interaction

conventions. Those with Asperger's disorder do not have a significant delay in cognitive development (APA, 2000 as cited in Reagan, 2012).

- 3) Rett's Disorder is a rare genetic disorder and most commonly affects women. (Hughes et al., 2011 as cited in Reagan, 2012). People with Rett's Disorder feel normal prenatal and perinatal psychomotor development in the first five months after they are born. Then between 5 and 48 months the growth of the head slows down and as a result there is a loss of previously acquired directional skills between 5 and 30 months. In that time, stereotypical hand movements developed like squeezing a hand and social interactions may develop later in life, but communicative and behavioral difficulties are usually relatively constant throughout life. (APA, 2000 as cited in Reagan, 2012)
- 4) Childhood Disintegrative Disorder (CDD), also a rare disorder that primarily affects men. (Hughes et al., 2011). CDD was defined as a marked regression across multiple function areas after a 2-year period of normal development. (APA, 2000 as cited in Reagan, 2012). Between the ages of 10 and 10, children experience a clinically significant loss, even though they previously acquired skills in two or more areas. There are expressive and receptive language, social skills, or adaptive behavior, playing, and motor skills.
- 5) Pervasive Developmental Disorders describes children who exhibit one or more subtype characteristics of Autism Spectrum Disorders, but

do not meet all specific diagnostic criteria. (Hughes et al., 2011 as cited in Reagan, 2012).

2.8 Mentally Retardation

Mental retardation is not a category of disease, but intellectual limitations. According to the AAMD (The American Association for Mental Deficiency) as cited in Suchyadi (2018) mental retardation is a condition in which general intelligence is below average that starts during the development period accompanied by disturbances in behavioral adjustment. Mental retardation is not a disease, but the result of pathological processes in the brain and provides an overview of intellectual limitations and adaptive functions. Mental retardation also need communication like normal children. Communication is needed to interact with the environment, one form of communication to talk mentally retarded children requires maximum attention to adjust to their environment and cooperate with others (Sukmanasa, Ambarsari, & Suchyadi, 2018). Students with mental retardation often have difficulty focusing on learning (Zeaman & House, 1963, cited in Hallaji & Salehi, 2016). Because mental retardation is a certain condition that affects functioning in childhood characterized by decreased intelligence, adaptive skills, and the most common is developmental disorders. (Bregman, 1991 as cited in Armatas, 2009).

Mentally retardation is one of the more common developmental disorders (Walker, Jhonson, Gonzalez, Curry, 2006) and this is challenging to recognize in children who appear normal but have mental developmental

delays. Mentally retardation is also a heterogeneous disorder so it is referred to as intellectual disability or developmental delay. This can be characterized by a significant decrease in cognitive value and development due to abnormalities in brain function throughout life. A person's mental ability is determined by the Intellectual Quotient (IQ). (Iqbal, Baig, Bhinder & Zahoor, 2016). From this statement, according to (Sukmanasa, Ambarsari, Suchayadi, 2018), someone is categorized as mentally retarded, if he has low intelligence (below normal) so that his development requires certain assistance or services, including in his education. Mental Retardation is about 2-3% of the population, if determined by Quotient Intelligence (IQ <70) (WHO, 1993). And a severe form of mental retardation is (IQ <50) the estimate covers 0.3-0.4% of the general population. (Scott, 1994 as cited in Iqbal et al., 2016).

From all the above statements, According to (Grossman, 1983 as cited in Karasavvidis et al., 2011) there are 4 types of mental retardation. There are:

- 1) Mild Mental Retardation, has an IQ Range for Levels 50-55 to about 70.
- 2) Moderate Mental Retardation, has an IQ Range for Levels 35-40 to 50-55
- 3) Severe Mental Retardation, has an IQ Range for Levels 20-25 to 35-40
- 4) Profound Mental Retardation, has an IQ Range for Levels below 20 or 25.

According to Pratiwi and Murtiningsih (2016) as cited in Khasanah (2019) classified feeble mindedness into 3 classifications. There are:

- 1) Mildly, children in this category are able to receive education as normal children, where their intelligence level is 50-8-.

- 2) Moderately, children in this category can be trained. They are trained to be independent, their activities are carried out independently without the help of others, such as bathing, dressing, eating, and expressing what they want. But they are not able to receive education as normal children in school.
- 3) Severely / Profoundly, children in this category cannot receive education or training on their own. Because they need lifelong care and supervision.

2.9 Previous Related Studies

Several studies related to teachers' difficulties in teaching children with special needs, such as difficulties in teaching children with hearing impairments, Autism Spectrum Disorder, and Mentally Retardation. The difficulty of teachers in teaching Deaf Children by Adi, Unsiah, Fadhila (2017) is the inability of students to hear any material and media in the form of audio or sound made by the teacher, needing to adjust and deliver material in a way that is appropriate to the right media. The second difficulty is that sometimes students make mistakes in understanding the words because the lip movements are similar to other words, and it is also difficult for them to guess the words of the teacher because they only see the movement of the lips, and they cannot hear the teacher's voice. The third difficulty, when students find it difficult to distinguish similar words. The fourth difficulty is the inability of students to hear any material in the form of audio or voice from the teacher. And the last one has difficulty catching their attention.

The difficulty of teachers teaching children with Autism Spectrum Disorder (ASD) by Hasim, Yunus and Norman (2021) is a problem that the teachers usually face during the teaching and learning process of ASD children are due to time constraints and teacher shortages. In addition, teachers find it difficult to adapt their own to get motivation and attention to learn. Because Autism Spectrum Disorder students in the classroom tend to be too active and difficult to calm and the difficulty of teachers in teaching children with mental retardation by Maulani (2018), the difficulty in attracting students' attention in pronunciation, such as when students said names of body parts, the pronunciation is not correct. Another difficulty was teacher has difficulty in giving instructions to students. The similarity from previous studies that both studied in SLB schools, the difference between previous studies in one class was that there was one type of disability while in this study researching various types of disabilities (Deaf students, Autism Spectrum Disorder, and Mentally Retardation), which combined into one class.