

ABSTRACT

This study aimed to find out the teachers' difficulties in teaching English vocabulary to mentally retarded students at SMPLB-C Karya Ibu Palembang. This study was a qualitative descriptive study with a case study design. The sample in this study consisted of 2 teachers who were selected from all teachers at SMPLB using a purposive sampling technique. Data were obtained from semi-structured interviews and analyzed using thematic analysis techniques. The results of this study were 1) teachers had difficulties in English vocabulary learning materials, such as difficulties in explaining and repeating learning material, thus it was difficult to manage the learning time, 2) teachers had difficulty in implementing the curriculum into learning English for mentally retarded students, 3) teachers' difficulties were caused by students' internal factors such as interest, attention, motivation, intelligence and students' memory, and 4) students' external factors such as lack of support from parents and teachers had never participated in English teaching training.

Keywords: *difficulties, mentally-retarded students, teaching, vocabulary.*