

CHAPTER IV

FINDING AND DISCUSSION OF RESEARCH

This chapter presents the finding and discussion of research. The data that have been collected from observation, interview, and documentation are discussed based on the theory and concept from chapter II. This chapter is presented based on the research problems stated in chapter I.

A Research Finding

The results of research that contain data taken in the field. In this chapter, the researcher will explain the results of the problem in chapter 1. After doing research for several days, the researcher finally gets the research results related to the use of differentiated instruction in teaching English to Disable in SLB Negeri Bugih Pamekasan in 2023.

There are four research focuses that will be explained by the researcher. First is what kind of differentiated instruction used in teaching English to student's with Disable in SLB Negeri Bugih Pamekasan, The second is how is the implementation of differentiated instruction in teaching English to student's with Disable in SLB Negeri Bugih Pamekasan, the third is how is the role of teacher in differentiated instruction in teaching English to student's with Disable in SLB Negeri Bugih Pamekasan, and the fourth is what are the advantages and disadvantages in differentiated instruction in teaching English to student's with Disable in SLB Negeri Bugih Pamekasan in 2023.

To obtain data related to the use of differentiated instruction in teaching English to student's with Disable in SLB Negeri Bugih Pamekasan in 2023. researchers conducted research on 9-10 October 2023 in SLB Negeri Bugih

Pamekasan. The researcher interviewed the English teacher, observed the class and took documentation in SLB Negeri Bugih Pamekasan. SLB Negeri Bugih Pamekasan was built on 07 October 2018. The address of this school is at Jl. Pintu Gerbang v/38, Bugih. It is located on Bugih, Pamekasan subdistrict, Pamekasan Regency, East Java. There are 47 students, 26 male students and 21 female students. There are 4 classes in this school, TKLB, SDLB, SMPLB and SMALB. Sugeng Riyanto is the principal in this school and Sumiati is the operator register, this school still has B accreditation and also in curriculum using K2013.

In this case the researcher presents the research findings obtained from interviews, observations and documentation. Research findings include the use of differentiated instruction in teaching English to students with disabilities in SLB Negeri Bugih Pamekasan in 2023. In the use of differentiated instruction in teaching English to students with disabilities in SLB Negeri Bugih Pamekasan, the researcher will explain the steps they are opening activities, core activities and closing activities. To find out more clearly, the researcher will explain the following:

1. Kind of differentiated instruction used in teaching English to students with disabilities in SLB Negeri Bugih Pamekasan in 2023.

Based on interviews and observations in the deaf class and mentally retarded class with the English teacher in SLB Negeri Bugih Pamekasan Ms. Masruroh Hidayati, she said that the kind of differentiated instruction used in teaching English to students with disabilities in SLB negeri Bugih Pamekasan include :¹

¹ Direct Interview with Masruroh Hidayati, on Monday, 9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

A. Differentiated instruction based on the Content :

“ Teaching children with special needs has limitations, the material provided is adjusted to their needs. For the deaf and mentally impaired, the material provided is only related to objects that are around, expressions such as greeting but the delivery is adjusted to the needs of students, and the teacher must understand students because students have difficulty in pronouncing the words given, such as saying the word “I’m “ they say “m” for deaf. For the mentally impaired they follow the instructions but are not quite right. To differentiate the material provided, for the hearing impaired they only focus on Vocabulary, writing and memorizing because they cannot hear so they cannot get auditory material, so they use visualization media. While the material given to children with special needs with mental retardation, the material given is almost the same but the difference is that they can listen, so there is material about auditory singing, the lack of them being unable to memorize due to limitations in speaking, it is difficult to speak properly. Children with mental retardation also sometimes cannot be given subject matter at all if they have a capacity for needs with high presentation. Children like that usually only imitate movements ”²

Based on the results of the Statement above, it can be concluded that learning is differentiated based on content. Teachers distinguish several things, including: Limiting the material provided based on student needs, delivering material adapted to student learning styles and differentiating the capacity of students' needs.

B. Differentiated instruction based on the Process:

"In teaching children with special needs who are deaf and mentally disabled, teachers prepare various media according to the students' needs. The media used include images, ppt and projectors, animation and video included in the writing. The material provided is also adapted to students' needs, but even so, students still do not understand the material provided. For the delivery process, the teacher explains using the lecture method using sign language or SIBI letters. For the mentally retarded and deaf the teacher provides lessons by delivering material such as vocabulary, after that the teacher tells them to write and memorize then practice it, for the mentally disabled practice using SIBI letters. Because they have limitations in pronunciation. In practice, teachers always accompany students individually, because in groups it

² Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

is not possible due to differences in needs, even though they are in the same class, their level of activity cannot be predicted.”³

Based on this statement, it can be concluded that in the differentiated process, the teacher makes various movements in the differentiation process, namely in the delivery process, the teacher explains using the lecture method using sign language or SIBI, where this can be said to be teacher center, apart from that the teacher also provides several assignments and activities for students to hone students' abilities and teachers always accompany students in the teaching and learning process to direct students individually.

C. Differentiated instruction based on Product :

“After the lesson is finished, students are asked to practice such as conversation practice, recalling what was previously taught, such as various colors, objects and the like. For assignments that only happened at school at that time, there were no hard assignments for students because they had special needs so from school it was not recommended to be given homework, it's just that when there are assignments at school and they haven't finished they can continue at home with no compulsion to finish.”⁴

Based on the statement above, it can be concluded that differentiated instruction based on the product includes teachers giving assignments and practice in the teaching and learning process, while tasks that are burdensome for students are not carried out, therefore homework assignments are not carried out.

Based on the results of the interview above, the researcher concluded that the types of differentiated learning used in teaching English at SLB Bugih

³ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

⁴ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

Pamekasan are content, process and product. In the explanation of the information above, the differentiated content includes the level of readiness, interest and learning profile. Teachers try to prepare and match the material to students' needs. Meanwhile, for the differentiation process, the teacher provides material that is appropriate to the student's age (student readiness), the teacher teaches students and trains students to develop knowledge in the teaching and learning process. Differentiated products are in the form of classroom practice and are of poor quality because students have special needs so there are no assignments for them and that is also not recommended.

2. The implementation of differentiated instruction in teaching English to student's with Disable in SLB Negeri Bugih Pamekasan in 2023.

Based on the results of interviews with English teacher Mrs. Masruroh Hidayati, she said that:

“ For the process of implementing differentiated instruction to students with Disabled in SLB Bugih Pamekasan country, First, the school diagnoses assessment of students, which means classifying students based on their needs, such as deaf, mentally impaired, disabled, blind, etc. Then the classes are grouped based on their needs. After this is done, the teacher then carries out differentiated instruction. In learning English, the teacher uses different instructions on the material to be given according to the needs of students. For students who have special needs for the deaf, the teacher prepares various media such as pictures, ppt and projectors, videos, animations which include their writing. As for the mentally impaired, it is almost the same, but there is material that uses audio. In the application of differentiated instruction the teacher prepares adapted material, delivering the material is also based on how students are able to understand it, such as using sign language and sibi letters. The essence of implementing differentiated instruction is based on the needs of students.”⁵

⁵ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

To describe the situation above, the researcher conducted observations twice, namely in the deaf class and in the mentally impaired class.

A. Observation in the deaf class

The first observation conduct on 9 October 2023. The researchers entered to the classroom was 8.30 -9.00 and 9.15-10.15 a.m . There are three steps that doing by researchers, they are opening activities, core activities and closing activities as follows:

1) Opening activities:

In the activity starting in the deaf class, the teacher opens the class by saying hello, then continues by greeting the students, using sign language known as sibi letters and balancing it with lip movements. After that, the teacher invites students to pray before starting the lesson by inviting students to raise their fingers (praying position) and then pray together. After praying, students are directed to obey the teacher's rules in teaching (for the deaf there are not many rules because the students convey passive messages, not as active as the mentally disabled, only the teacher demands that students be active in the lesson). After that, the teacher reviews a little of the material that was given yesterday, by asking the students what they had learned previously. After reminding them of the previous material, the teacher prepares various media that will be used in teaching, before delivering the material that will be delivered.

Teacherr: "Assalamualaikum wr.wb"

Student: "waalaikumsalam wr.wb"

Teacher: "good morning children"

Student: "Good morning teacher"

Teacher: “how are you ?”

Student: “I’m fine , and how about you?”

Teacher: “I’m very well, thank you”

Student: “You’re welcome”

Teacher: “Okay children, before we start our lesson, let’s pray together by reciting basmalah, began. Bismillahirrahmanirrahim”

Students: (recite prayer together with fingers facing up)

Teacher: “Okay children, yesterday we learned about the names of days and months, now i want to ask how many days are there in a week?”

Student: (students answer by trying to remember, some can answer, some can’t, but the teacher helps them)

Teacher: (the teacher prepares the media and material to be delivered)⁶

2) Core activities

In the core activity, in the deaf class, the teacher conveys the material to be studied by writing some vocabulary on the board, after that the teacher guides the students to follow along to recognize the material that has been presented, after that the teacher tests the students to what extent they understand the material presented.

The material presented is in the form of surrounding objects, colors and numbers. The material presented is in the form of surrounding objects, colors and numbers.

For surrounding objects, the teacher teaches students to recognize surrounding objects and pronounce their names in English.

Teacher: “Where, cupboard?” (Teacher asks using sign language and lip movements)

Student: (student shows cupboard)

Teacher: “blackboard?”

⁶ Observation in the deaf class , on Monday ,9 October, 8.30-9.00: 2023, at SLB NEGERI Bugih Pamekasan

Student: (points to the blackboard and says the vocabulary, using sign language and lip movements)⁷

After that, students were invited to write, for the deaf class, students were cooperative so they all wrote, after finishing writing the teacher did an ice breaking by guessing. For color material, students are invited to recognize the colors of objects around them, after the teacher has finished delivering material about colors and trains students to pronounce and recognize colors. The teacher invites students to guess the various colors in the class.

Teacher: “Try to find something in this class that is yellow?”
Student: (points to the color of the classroom wall)⁸

Meanwhile, for numbers, students are invited to count together. After the teacher presents the material, students are invited to count together

3) Closing activities

For closing activities, After all the material has been presented, the teacher provides a conclusion by asking questions about the material presented, so that students remember the material that has been presented. The teacher reminds students to memorize the material that has been given and tells them to study hard, providing motivation. The teacher reminds students to be enthusiastic about learning and obey the rules that have been given during the teaching and learning process. The teacher leads the prayer, and invites the students to pray, by saying hamdalah together, and closing with closing greetings.

⁷ Observation in the deaf class , on Monday ,9 October, 8.30-9.00: 2023, at SLB NEGERI Bugih Pamekasan

⁸ Observation in the deaf class , on Monday ,9 October, 8.30-9.00: 2023, at SLB NEGERI Bugih Pamekasan

Teacher: (the teacher invites students to name objects, colors and numbers and students follow him)

Student: (following the teacher)

Teacher: “Okay children, before we close today’s lesson, let us pray together by reading the hamdalah together, Alhamdulillah” (the teacher invites students to pray and gives examples of prayer positions)

Student: “Alhamdulillah” (praying following the teacher’s instructions.)⁹

B. Observation in the mentally retarded class

The second observation conduct on 9 October 2023. The researchers entered to the classroom was 10.15 -11.15 a.m . There are three steps that doing by researchers, they are opening activities, core activities and closing activities as follows:

1) Opening activities

Opening activities, in In the activity starting in the mentally retarded class , the teacher opens the class by saying hello, then continues by greeting the students, using sign language known as sibi letters and balancing it with lip movements. After that, the teacher invites students to pray before starting the lesson by inviting students to raise their fingers (praying position) and then pray together. After praying, students are directed to obey the teacher’s rules in teaching (for the deaf there are not many rules because the students convey passive messages, not as active as the mentally disabled, only the teacher demands that students be active in the lesson). After that, the teacher

⁹ Observation in the dead class , on Monday ,9 October, 8.30-9.00: 2023, at SLB NEGERI Bugih Pamekasan

reviews a little of the material that was given yesterday, by asking the students what they had learned previously. After reminding them of the previous material, the teacher prepares various media that will be used in teaching, before delivering the material that will be delivered.

Teacher: "Assalamualaikum wr.wb"

Student: "waalaikumsalam wr.wb"

Teacher: "good morning children"

Student: "Good morning teacher"

Teacher: "how are you ?"

Student: "I'm fine , and how about you?"

Teacher: "I'm very well, thank you"

Student: "You're welcome"

Teacher: "Okay children, before we start our lesson, let's pray together by reciting basmalah, began. Bismillahirrahmanirrahim"

Students: (recite prayer together with fingers facing up)

Teacher: "Okay children, yesterday we learned about the names of days and months, now i want to ask how many days are there in a week?"

Student: (students answer by trying to remember, some can answer, some can't, but the teacher helps them)

Teacher: (Remind students before learning about some Rules) ." Okey children, before we start our lesson today, Remember! If mother gives an explanation, what should you do?

Student : " Listening to the teacher's explanation, you can't laugh, you can't joke, you can't run away, you have to write."

Teacher: " good students, I'll start, okay?, Pleasee open your book !

Student:(agreed and open the book, the teacher occasionally repeats what he said because the students are slow to understand the command)

Teacher: (the teacher prepares the media and material to be delivered)¹⁰

2) Core activities

¹⁰ Observation in the mentally retarded class , on Monday ,9 October, 10.15-11.15 2023, at SLB NEGERI Bugih Pamekasan

In the core activity, in the deaf class, the teacher conveys the material to be studied by writing some vocabulary on the board, after that the teacher guides the students to follow along to recognize the material that has been presented, after that the teacher tests the students to what extent they understand the material presented.

The material presented is in the form of surrounding objects, colors and numbers. The material presented is in the form of surrounding objects, colors and numbers.

For surrounding objects, the teacher teaches students to recognize surrounding objects and pronounce their names in English.

Teacher: “Where, cupboard?”

Student: (student shows cupboard)

Teacher: “blackboard?”

Student: (students shows blackboard) ¹¹

After that, students were invited to write, for the deaf class, students were cooperative so they all wrote, after finishing writing the teacher did an ice breaking by guessing.

For color material, students are invited to recognize the colors of objects around them, after the teacher has finished delivering material about colors and trains students to pronounce and recognize colors. The teacher invites students to guess the various colors in the class.

Teacher: “Doni's hair is colored? ”

Student: (Mention Doni's hair color) black.¹²

¹¹ Observation in the mentally retarded class , on Monday ,9 October, 10.15-11.15 2023, at SLB NEGERI Bugih Pamekasan

¹² Observation in the mentally retarded class , on Monday ,9 October, 10.15-11.15 2023, at SLB NEGERI Bugih Pamekasan

Meanwhile, for numbers, students are invited to count together. After the teacher presents the material, students are invited to count together.

For the mentally retarded class, the teacher plays a role in guiding the students one by one, the teacher accompanies the students to improve their progress, because in the mentally retarded class there are two types of students, namely active intellectual disability and passive intellectual disability. For mentally retarded active teachers have to be extra careful in supervising students because students can hear unpredictable things, while for passive mentally retarded teachers also have to be extra attentive, because they send shy messages, and tend to be alone. For mentally retarded classes the teacher accompanies students one by one to write , because it varies, some cannot write so the teacher has to provide writing that is combined from many points. There are also those who don't want to write and want to run away from class. There are also those who are lazy and only want to learn to sing so the teacher is required to understand all of them.

3) Closing activities

For closing activities, After all the material has been presented, the teacher provides a conclusion by asking questions about the material presented, so that students remember the material that has been presented. The teacher reminds students to memorize the material that has been given and tells them to study hard, providing motivation. The teacher reminds students to be enthusiastic about learning and obey the rules that have been given during the teaching and learning process. The teacher leads the prayer,

and ,invites the students to pray, by saying hamdalah together, and closing with closing greetings.

Teacher: (the teacher invites students to name objects, colors and numbers and students follow him)

Student: (following the teacher)

Teacher: “Okay children, before we close today’s lesson, let us pray together by reading the hamdalah together, Alhamdulillah” (the teacher invites students to pray and gives examples of prayer positions)

Student: “Alhamdulillah” (praying following the teacher’s instructions.)¹³

Unexpected events may occur while this class is in progress.

Based on the interview and observation above, the implementation of differentiated instruction in teaching English to Disable in Bugih Pamekasan State SLB begins with making a diagnosis by the school and then grouping them based on similarity of needs. For learning English differentiated instruction is used to provide materials and treatment of students based on their needs.

3. The role of teacher in differentiated instruction in teaching English to student’s with Disable in SLB Negeri Bugih Pamekasan in 2023.

Based on the results of the interview and the observation, the role of teacher in differentiated instruction in teaching English to student’s with Disable in SLB Negeri Bugih Pamekasan as follows:

1. The teacher prepares the material that will be given to disabled students

She said that :

“Teachers in teaching different instructions must first know the needs of students, such as student learning style. In teaching children with special needs the teacher must be patient and patient with students, because different

¹³ Observation in the mentally retarded class , on Monday ,9 October, 10.15-11.15 2023, at SLB NEGERI Bugih Pamekasan

needs require different treatment This makes it easier for teachers to convey the material provided .”¹⁴

In teaching students with needs requires a diagnosis first, this is done so that when delivering the material students can be comfortable and absorb the material provided.

2. The teacher begins by praying and greeting the students

In teaching children with special needs the teacher begins by praying self-guided and inviting students to follow him in prayer. This is done by the teacher so that students get used to starting activities by praying, apart from that the teacher also greets the students, this is done so that students will have high social skills later.

3. The teacher informs the rules in the teaching and learning process

The teacher gives several requirements to students to follow the lessons given, this is done so that students are more directed and focused on what the teacher is conveying. These requirements are useful as guidelines for students in participating in learning. If students do not follow the rules, the teacher can act and impose sanctions.

The teacher gives requirements such as:

"you must listen, you must not laugh and joke, you must not run, you must write." ¹⁵

¹⁴ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

¹⁵ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

4. The teacher practices and the students follow it

After the teacher covers the material, he hones the extent to which students understand the material provided by inviting students to think and follow the instructions given, such as repeating the numbers, colors and materials given.

5. The teacher accompanies students in the learning process individually according to their needs

She said that :

“providing customized lessons such as writing, and giving time to memorize, after that practicing it, the teacher always accompanies students in understanding the material being taught.”¹⁶

Teachers provide lessons tailored to students' needs, teachers accompany students to reach the level they want to achieve. As is the case in mental retardation classes, teachers always give different treatment, including to students with mental retardation who are active but cannot write, The teacher provides a treatment where he writes down several dots which are combined into writing and then the student follows the instructions given by the teacher. This is done by teachers so that all students can gain the same knowledge.

6. The teacher provides motivation

Teachers provide motivation so that students do not feel embarrassed, and always have a positive spirit.

7. The teacher invites students to pray

“ For closing the teacher provides motivation and ends by praying together. The point is that the teacher in teaching English to children

¹⁶ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

with special needs always accompanies and protects them. Teachers always offer students the treatment they will give.”¹⁷

Teachers teach students to pray, whether starting something or ending it, this is done to secure religious values.

Based on the results of the interview and the observation above, the researcher concluded that the role of teacher in differentiated instruction in teaching English to Disabled is as a driving force in the ongoing teaching and learning process. The teacher as an information center that provides knowledge. Such as :

1. The teacher prepares the material that will be given to disabled students.
2. The teacher begins by praying and greeting the students.
3. The teacher informs the rules in the teaching and learning process.
4. The teacher practices and the students follow it.
5. The teacher accompanies students in the learning process individually according to their needs.
6. The teacher provides motivation.
7. The teacher invites students to pray.

4. The advantages and disadvantages in differentiated instruction in teaching English to students with Disabilities in SLB Negeri Bugih Pamekasan in 2023.

Based on the results of interviews and observations made by researchers, there are several advantages and disadvantages in differentiated instruction in teaching English to students with disabilities, as follows :

A. Advantages used differentiated instruction in teaching English to students with Disabilities as follows :

1. Students centered

She said that

¹⁷ Direct Interview with Masruroh Hidayati, on Monday, 9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

“In teaching disabled children, the main point is that we have to know the needs of the students, or who we are going to teach, so that by providing material that has been prepared in advance based on needs, it is easier for students to understand it, easier to memorize it because the teacher has diagnosed their needs.”¹⁸

You can know the needs of students, so for providing material that has been prepared beforehand based on needs, it is easier for students to understand, easy to memorize because the teacher has diagnosed their needs.

2. Technology literate

By having students with different special needs the teacher becomes more creative and can use various kinds of technology to support the learning process

3. Striving for equality

Teachers give students equal rights to receive learning, Therefore, the teacher carries out a diagnosis before delivering the material provided. This is done so that all students with various needs can obtain the same rights.

4. Increase engagement

By carrying out a diagnosis on students according to their needs. The teacher hopes that all students with different needs and treatments can be involved in all the activities that will be carried out.

¹⁸ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

B. Disadvantages used differentiated instruction In teaching English to students with Disable as follows :

1. Teachers must be patient, painstaking and more creative in teaching.

“Because the students are not normal students, they have special needs so the teacher must be patient, painstaking and more creative in teaching. Because even though they use adapted media, sometimes students don’t understand the material, so it’s difficult for them to understand. Teachers must understand their students. Teaching 1 child with special needs is the same as teaching 5 normal children. Teachers also often get unpleasant treatment, such as students whose moods are not normal, sometimes they don’t want to learn, sometimes they like to beat and act over-active like children with mental retardation.”¹⁹

If teachers cannot be patient, painstaking and creative, students can feel bored and unfocused when studying, Teachers are required to be creative so that when teaching students with needs, students do not feel neglected, so the use of various media and technology is very necessary.

1. Teachers must understand the needs of students

By understanding students' needs, they can help teachers deliver the material, However, this can also be a challenge for teachers, such as spending excess energy and thoughts regarding what students will need.

2. Teachers must be prepared to accept unexpected events by their students

¹⁹ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

“Teachers must understand their students. Teaching 1 child with special needs is the same as teaching 5 normal children. Teachers also often get unpleasant treatment, such as students whose moods are not normal, sometimes they don’t want to learn, sometimes they like to beat and act over-active like children with mental retardation.”²⁰

Teaching students with special needs must be prepared for all the risks that occur because of their differences, Unpredictable events can occur at any time, therefore the teacher's mental readiness must be adjusted because teaching 1 student with special needs is the same as teaching 5 normal children.

Based on the interview above, the researcher concluded that teaching children with special needs has advantages and disadvantages.

B. Discussion

This section, the researcher will discuss referred to statement of problems in chapter one. There are the kind of differentiated instruction, the implementation of differentiated instruction, the role of teacher in differentiated instruction, the advantages and disadvantages in differentiated instruction in teaching English to student’s with Disable in SLB Negeri Bugih Pamekasan in 2023.

1. Kind of differentiated instruction used in teaching English to student’s with Disable in SLB Negeri Bugih Pamekasan in 2023.

Differentiated instruction is an approach used by the teacher to improve student's ability to adjust student characteristics to the process of learning activities in the class. The use of differentiated instruction is carried out to make it easier for

²⁰ Direct Interview with Masruroh Hidayati, on Monday ,9 October, 07.30 : 2023, at SLB NEGERI Bugih Pamekasan

teachers to teach, especially to children with disabled, By using differentiated instruction teachers can prepare themselves to teach students because they already know their background needs.

According to Tomlinson there are three kind of differentiated instruction , which follow:²¹

- A. Differentiated Content is content can be differentiated in response to students deaf and mentally retarded readiness level, interest and profile²². In SLB Negeri Bugih Pamekasan, the teacher Teaching children with special needs has limitations, the material provided is adjusted to their needs. For the deaf and mentally impaired, the material provided is only related to objects that are around, expressions such as greeting but the delivery is adjusted to the needs of students, and the teacher must understand students because students have difficulty in pronouncing the words given, such as saying the word “I’m “ they say “m” for deaf. Deaf are children who have lost all or part of their hearing power so that they are unable or unable to communicate verbally and even though they have been given assistance with hearing aids they still need special services.

For the mentally impaired they follow the instructions but are not quite right. To differentiate the material provided, for the hearing impaired they only focus on Vocabulary, writing and memorizing because they cannot hear so they cannot get auditory material, so they use visualization media. While the material given to children with special needs with mental retardati²³on, the material given

²¹Tomlinson, *The Differentiated Classroom : Responding to the Needs of All Learners " Asosiation for Supervision and Curriculum Development*, 1999.

²² Carol Ann Tomlinson , *HOW TO Differentiate Instruction IN Mixed-Ability Classrooms 2ND EDITION*, Association for Supervision and Curriculum Development Alexandria, Virginia USA,

²³ Caroll Ann Tomlinson, *The Differentiated Classroom : Responding to the Needs of All Learners " Asosiation for Supervision and Curriculum Development* (Alexandria VA USA, 1999).

is almost the same but the difference is that they can listen, so there is material about auditory singing, the lack of them being unable to memorize due to limitations in speaking, it is difficult to speak properly. Children with mental retardation also sometimes cannot be given subject matter at all if they have a capacity for needs with high presentation. Children like that usually only imitate movements. Mentally disabled (mentally retarded) are children who actually experience obstacles and retardation in mental development far below average in such a way that they experience difficulties in academic, communication and social tasks.

According to Q Mulder , teachers can differentiated the content which means what is taught, the process which means how its taught , the product which means how learning is evaluated and according to student which means differentiating between student through readiness, interest and profile .²⁴

So , For the differentiated process, in SLB Negeri Bugih Pamekasan the teacher provides material that is age appropriate for students with deaf and mentally retarded disabilities (Student readiness), the teacher teaches students and trains students to develop knowledge in the teaching and learning process.

B. Differentiated process, is often spoken of as an activity. according to Student readiness, interest and learning profile.²⁵ In SLB Negeri Bugih Pamekasan, for the

²⁴ PMulder, *The Effect of Differentiated Instruction on Student Mathematics Achievement in Primary School Classrooms*.

²⁵ Tomlinson, 'Differentiated Instruction Mix Ability Classroom 2nd Edition , (Association for Supervision and Curriculum Development Alexandria'.

differentiated process the teacher, In teaching children with special needs for the deaf and mentally impaired, the teacher prepares various media according to the needs of students. The media used include pictures, ppt and projectors, animations and videos that are included in the writing. The material is also based on the needs of students, but even so students still do not understand the material provided. For the delivery process, the teacher explains using the lecture method while using sign language or SIBI letters. For the mentally impaired and deaf the teacher gives lessons by conveying material such as Vocabulary, after that the teacher instructs them to write and memorize and then practice it, for the mentally impaired they practice using the SIBI letters. Because they have limitations in pronunciation.

So for differentiated content includes readiness level and learning profile. Teachers try to prepare and match the material to the needs of students.

- C. Differentiated Product , is a long term Endeavors, product is related with the assignments that should be help the students individually or in groups rethink, use and extend what they have learned over a long period of time.²⁶ In SLB negeri Bugih Pamekasan in differentiated product, the teacher After the lesson is finished, students are asked to practice such as conversation practice, recalling what was previously taught, such as various colors, objects and the like. For assignments that only happened at school at that time, there were no hard assignments for students because they had special needs so from school it was not recommended to be given

²⁶ Tomlinson.

homework, it's just that when there are assignments at school and they haven't finished they can continue at home with no compulsion to finish.

For differentiated products, not high quality because students have special needs, so there are no assignments for them and that is also not recommended.

So, the kinds of differentiated instruction used in teaching English at SLB Bugih Pamekasan are content, process. And for products it is rarely used because it is not recommended. In the explanation given by the information above, differentiated content includes readiness level and learning profile. Teachers try to prepare and match the material to the needs of students. Meanwhile, for the differentiated process, the teacher provides material that is age appropriate for students (Student readiness), the teacher teaches students and trains students to develop knowledge in the teaching and learning process. For differentiated products, not high quality because students have special needs, so there are no assignments for them and that is also not recommended..

2. The implementation of differentiated instruction in teaching English to student's with special needs in SLB Negeri Bugih Pamekasan in 2023.

The implementation of differentiated instruction requires teachers to be proactive concerning meeting the needs of student, content based Learning, products and processed and learning enviroment can be used as differentiators in the learning that teachers can do in the classroom.²⁷

²⁷ Levy, 'Meeting the Needs of All Students through Differentiated Instruction: Helping Every Child Reach and Exceed Standards'; Njagi and Research, 'The Effects of Differentiated Instruction on Students Achievement in Mathematics by Gender in Secondary Schools in Meru County in Kenya'.

The implementation of differentiated instruction in teaching English to student's with special needs in SLB Negeri Bugih Pamekasan, First, the school diagnoses assessment of students, which means classifying students based on their needs, such as deaf, mentally impaired, disabled, blind, etc. The school give the instrumental of diagnosis to the parents of the student to write the nees of the children, so thah the school can devide the children based on the same needs. Then the classes are grouped based on their needs. After do the diagnosis , the school grouping the same similarities of needs the student by placing them based on the similarity of need, such as putting them in the deaf class or mentally retarded class. After this is done, the teacher then carries out differentiated instruction such as content, process and product to the student based on their needs. In learning English, the teacher uses different instructions on the material to be given according to the needs of students.

This is line with Q mulder opinions that ,Teachers can differentiate the content which means what is taught, the process which means how it is taught, the product which means how learning is evaluated and, according to students, which means differentiating between students through readiness, interest and learning profile.²⁸

For students who have special needs for the deaf, the teacher prepares various media such as pictures, ppt and projectors, videos, animations which include their writing. As for the mentally impaired, it is almost the same, but there is material that uses audio. In the application of differentiated instruction the

²⁸ PMulder, The Effect of Differentiated Instruction on Student Mathematics Achievement in Primary School Classrooms.

teacher prepares adapted material, delivering the material is also based on how students are able to understand it, such as using sign language and sibi letters. The essence of implementing differentiated instruction is based on the needs of students.

This is in line with Tomlison's instructions which differentiate based on content, including differentiated reading by matching the material or information asked to study students' reading and understanding abilities. Differentiation of interests includes ideas Curriculum and material development broadens students' interests as well as the main profile by implying ensuring that students have materials and ideas that suit their preferred way of learning.²⁹

In SLB Negeri Bugih Pamekasan in differentiating instructions based on process, the teacher delivers material based on the student's learning style, where in the deaf class the teacher practices and explains the material using lip movements combined with SIBI, while in the deaf class the teacher differentiates several rules in learning because the students are retarded. . Mentally has different activities so the learning process requires extra patience in dealing with them. In this class the teacher accompanies their process individually to achieve their goals. This is in line with the theory that differentiating processes according to student learning profiles generally means encouraging students to understand an idea using their preferred learning method. For example, exploring or expressing what they learned lanesthetically, or spatially, or verbally, or creatively, or deciding to work

²⁹ Caroll Ann Tomlinson, *The Differentiated Classroom : Responding to the Needs of All Learners*
“ Asosiation for Supervision and Curriculum Development (Alexandria VA USA, 1999). P.19

alone versus with a partner, or sitting on the floor to do work versus sitting in a straight chair.³⁰

In different classes, teachers can replace some tests with rich product assignments, or combine tests and product choices so that students have maximum opportunities to think about, apply, and demonstrate what they have learned.³¹ This theory does not match the facts on the ground that students with disabilities such as the mentally retarded are able to do this, because of their limited intelligence which makes it difficult for them to take several tests, even when writing they still have to combine several dots made by the students. Teacher. Meanwhile, students who are deaf also have limitations in expressing the material that has been presented, they have difficulty pronouncing words correctly, they try to make sentences using writing but to present them they have to combine them with hand movements. Therefore, differentiated products at SLB Negeri Bugih are not recommended, because they can burden students.

So the implementation differentiated instruction in teaching English to student's with special needs SLB Negeri Bugih Pamekasan begins with making a diagnosis by the school and then grouping them based on similarity of needs. and after that the teachers carries out the differentiated instruction to the studens based on their need, such as for deaf class, the teacher prepare the various media such as ppt, pictures, videoin, aninations etc and combine that explained use lip movement with sibi letter. And for mentally retarded class the teacher prepare the various media same as deaf class but the differentiated is use audio, because they dont have

³⁰ Ibid, 19

³¹ Ibid., 20

limitation to listening, so there's include to the differentiated instruction based on the contents, and for the process, in the deaf class the teacher used combined the the lip movement with sibi letter and for the mentally retarded class, the teacher give a rules in teaching learning process because they an active students. For implementation differentiated instruction based on product that is burdensome for students with disabilities, so they just practice on the class activities.

3. The role of teacher in differentiated instruction in teaching English to student's with special needs in SLB Negeri Bugih Pamekasan in 2023.

According to Tomlinson the role of teachers in differentiated instruction, the teachers grow their abilities to assess student readiness, read and interpret student clues about interest and learning preference, create a variety of information, develop varied ways and present varied channel to covering information.³² Teachers in teaching different instructions must first know the needs of students, such as student learning style.

In SLB Negeri Bugih Pamekasan the role of the teachers in teaching differentiated instructions as follows:

1. The teacher prepares the material that will be given to disabled student

In teaching students with needs requires a diagnosis first, this is done so that when delivering the material students can be comfortable and absorb the material provided.

1. The teacher begins by praying and greeting the students

³²Tomlinson, 'Differentiated Instruction Mix Ability Classroom 2nd Edition , (Association for Supervision and Curriculum Development Alexandria.) p.16

In teaching children with special needs the teacher begins by praying self-guided and inviting students to follow him in prayer. This is done by the teacher so that students get used to starting activities by praying, apart from that the teacher also greets the students, this is done so that students will have high social skills later.

2. The teacher informs the rules in the teaching and learning process

The teacher gives several requirements to students to follow the lessons given, this is done so that students are more directed and focused on what the teacher is conveying. These requirements are useful as guidelines for students in participating in learning. If students do not follow the rules, the teacher can act and impose sanctions.

3. The teacher practices and the students follow it

After the teacher covers the material, he hones the extent to which students understand the material provided by inviting students to think and follow the instructions given, such as repeating the numbers, colors and materials given.

4. The teacher accompanies students in the learning process individually according to their need

Teachers provide lessons tailored to students' needs, teachers accompany students to reach the level they want to achieve

5. The teacher provides motivation

Teachers provide motivation so that students do not feel embarrassed, and always have a positive spirit.

6. The teacher invites students to pray

Teachers teach students to pray, whether starting something or ending it, this is done to secure religious values.

The role of teacher in differentiated instruction in teaching English to Disable is as a driving force in the ongoing teaching and learning process. The teacher as an information center that provides knowledge.

4. The advantages and disadvantages in differentiated instruction in teaching English to student's with Disable in SLB Negeri Bugih Pamekasan in 2023.

A. Based on the observation and interview the advantages In differentiated instruction used in Teaching English to students with Disable as follows :

1. Students centered

By understanding student needs, and carrying out a diagnosis of student needs, teachers can easily convey the material that will be given so that students so that students are better prepared to learn and teachers are also ready to face their students. it is centered on the needs of students, not the needs of teachers. And this is in accordance with Chris Drew's theory which states that students centered are approach ensures classes are focused on the needs of the students, not the needs of the teacher they simply observed the teacher's instruction.³³

So, by focusing on students' centered , teachers can teach easily and manage different classes according to needs. This makes teachers think about how they can write lessons that will help students overcome obstacles and learn in an appropriate way.

2. Striving for equality

³³ Chris Drew (PhD), Differentiated Instruction Strategies, Pros & Cons January 20, 2023 Accessed from <https://helpfulprofessor.com/differentiated-instruction/> , in Match 31,2023

By knowing students' needs through diagnosis, teachers can easily prepare the material to be given according to their needs. This is in line with Chris Drew's opinion that Equity means that everyone gets a fair go. It doesn't mean that everyone is treated exactly the same in a differentiated classroom, the class is more equitable because the teacher gives every student due consideration for what their needs really are.³⁴

So, based on students' needs, teachers fairly provide learning tailored to their needs.

3. Technology literate

By having students with different special needs, teachers become more creative and can utilize various types of technology to support the learning process. In line with that, Chris Drew believes that With technology, teachers can vary the ways lessons are taught much more effectively.³⁵

So using technology can help and make it easier for teachers to teach and provide variety in their teaching.

4. Increases engagement

By understanding student needs and diagnosing student needs, teachers can easily convey the material that will be given. Having students with different special needs, teachers become more creative and can utilize various kinds of technology to support the learning process. It can also invite student involvement in the teaching and learning process where teachers focus on the needs of their

³⁴ Chris Drew (PhD), Differentiated Instruction Strategies, Pros & Cons January 20, 2023 Accessed from <https://helpfulprofessor.com/differentiated-instruction/> , in March 31,2023

³⁵ Chris Drew (PhD), Differentiated Instruction Strategies, Pros & Cons January 20, 2023 Accessed from <https://helpfulprofessor.com/differentiated-instruction/> , in March 31,2023

students and make students feel cared , This is in line with Chris Drew's opinion that When students are being taught lessons that are targeted at their needs they are more likely to engage in the learning materials. They will feel less isolated They will also feel like their voices are listened to. Therefore, they will hopefully be more willing to approach schooling with goodwill and excitement. They may even develop a love of learning.³⁶

So, by knowing students' needs, students feel they are getting attention and this will attract students' attention. So students will be interested in learning.

B. Based on the observation and interview the disadvantages In differentiated instruction used in Teaching English to students with Disable as follows:

1. Time consuming and resource intensive

Preparing the materials and methods that will be used in teaching students with special needs requires a lot of time, teachers are required to be creative and innovative in each lesson so that students do not feel bored while learning. This is why teachers often use the same method in each lesson because the preparation time takes too long and requires more energy, while teachers have other activities outside of working hours.

2. Cannot be done for everyone

In teaching students with special needs the teacher accompanies the students one by one and accompanies them to the next level, this is not possible for the teacher to do in a short time, and it is impossible to handle all students, in fact the teacher's

³⁶ Chris Drew (PhD), Differentiated Instruction Strategies, Pros & Cons January 20, 2023 Accessed from <https://helpfulprofessor.com/differentiated-instruction/> , in Match 31,2023

readiness in dealing with students with special needs is really needed because things are not the unexpected may happen.

3. Unrealistic In the content of standardized test

Teachers are required to be creative and always provide different variations in each lesson given, whether in the form of content, process or product. It is hoped that students will be able to compete with other students, so that they are not differentiated. However, this means that teachers sometimes cannot cover it in a short time because what they are dealing with are students with different needs.

4. Learning style are unporven

The different learning styles of students mean that teachers have to think hard about how to deliver the material that will be given, both in terms of methods and readiness to handle classes where situations are unpredictable. Therefore, different learning styles require teachers to diagnose and think about their students, which puts a burden on the teacher.

Based on advantages and disadvantages above its suitable the theory and the fact. Using differentiated instructions to teach disabled students has its advantages like students centered, tekhnology literate, striving equality and increase engagement. And its also has disavantages like Time consuming, Cannot be done for everyone ,Unrealistic In the content of standardized test and Learning style are unporven.

