CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher trie to review the literature related to the area of the study. This chapter elaborates any related literature with this study on teaching English for Intellectual-disability students. This chapter is explained and elaborate into several parts; those are a review of related theories about teaching, students special needs, and previous study

A. Review of Related Theories

1. The Concept of Teaching

Brown, (1994:7) states that "teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". Teaching cannot be defined apart from learning. Arends (2001: 56) states teaching as a process of attempting to promote growth in students. Teaching means giving some knowledge or instructing or training. Language teaching is described broadly as creating a situation that promotes second or foreign language use and learning. it also includes an attractive process between the teacher and the student or group of the students to get knowledge skill or attitude what they are learning.

Teaching can be regarded in interpersonally activity since the teachers interact with other students. The interaction can be effective in which the teachers can influence the students and the students can influence the teachers. Daryanto

(2010: 159) states that teaching is an activity trying to help, to guide someone to get, to change or improve skill, attitude ideal, and knowledge. Ellis and Johnson (1994:115) state that teaching implies education: the passing of knowledge, but also of right and wrong way of doing things. From the statement, we can conclude that teaching is also known as reciprocal interaction and teaching is some activities that instruct helping students to learn something between knowledge or skill.

Teaching for intellectual-disability students is different from normal students. In teaching intellectual-disability students, the teachers should give special attention to them. Many techniques appear and can apply to intellectual-disability students.

2. **Media in Teaching**

   a. The Definition of Media

   Etymologically, the word "media" comes from Latin Language "medius". Literary, it means mediator or companion. Media are the message mediators or companion from the sender to receiver (Arsyad, 2005:3). Sadiman (2002;6) defines media as all form and lines which are used by people to convey information.

   From the definition above, it can be concluded that media are about all things that can be used to give a message from the sender to the recipient until the stuck mind, feeling, and attention of the students for the teaching and learning process.

b. Kinds of Media

Media can be classified into three categories: visual, audio, and audio visual (Arsyad, 2005:3)

1. Visual Media

There are two kinds of visual media, those are unproject media and projected media.

2. Audio Media

Two kinds of audio media are commonly used, that radio and audio cassette.

3. Audio-Visual Media

There are many kinds of audio visual tools: those are video, computer, etc.

c. The Characteristics of Education Media

Gerlach and Ely in Arsyad (2005:12:14) propose three characteristics of education media, those are fixative property, manipulative property, and distributive property.

1. Fixative Media

This characteristic explain the ability of media to record, save, continue, and reconstruct an event or object can be put in the right order and rearranged using media such as a photograph, videotape, audiotape, computer, disk, and film. By these characteristics, an event that is just once in a lifetime can be perpetuated and rearranged for education.

2. Manipulative Media

This characteristic enable an event to be transformed, so the event needs a long time can be shortened to show in the classroom, for example the process of metamorphosis, the record of motions in sport class, the plant treatment, etc.

3. Distributive Media

This kind of characteristic enable an object or event to be transported through space and served together in several of students in which each other to get times and be used together in many different places.

d. The Importance of Media in Teaching

Encyclopedia of Educational Research in Arsyad (2005:25) elaborates the function of media in teaching as follows: 1) Put on concrete basics to think, so it decreases the verbalism, 2) Improve the student attention. 3) Put on the important basics for the development of the study, so it makes the lesson steadier. 4) Give real experiences for the students so they can effort by themselves. 5) Emerge regular and continued thinking, especially about life pictures. 6) Help the emergence of understanding that can help the students' language development. 7) Gives experience that cannot be achieved by the other way and give efficiency and variety in the way of study.

e. The Ways in Choosing Media in Teaching

Arsyad (2005:72) proposes three principles of choosing media in teaching as follow: 1) The goal of choosing media. 2) The characteristics of media. Each media has it own characteristic so it should be adjusted with the material. 3) The media should be simple, flexible, and continue.

3. Definition of Teaching Strategies

According to Aswan et al (2010) teaching strategy is a teacher's plan in the teaching and learning process to achieve a purpose that has been planned. In other words, teaching strategies are approaches to teaching students. The teacher has to apply the strategy to balance between the method which the teacher's used.

Sanjaya (2008) suggested that teaching strategies are teaching activities that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently. Furthermore, by quoting J.R David's thoughts, Sanjaya (2008) stated that the teaching strategy contained the meaning of planning. That is, that the strategy is still conceptual about the decisions that will be taken in the implementation of teaching. While teaching method is a method used to implement plans that have been prepared in the form of real and practical activities to achieve learning goals.

According to Perry in Fajriah (2017) teaching strategies is the way of the teacher to play with students. Moreover, OECD in Fajriah (2017) also describes teacher strategy as a combination of the process where the teacher' manage the class and use all the facilities to enhance students' understanding. According to Gerlach and Ely in Aqib (2013) teaching strategies are ways selected to convey learning methods in a learning environment certain.

From the explanation above the conclusion is Teaching strategies are ways to be selected and used by a teacher to convey learning materials that will make it easier for learners received and understood learning materials.

4. Teaching Stategies in Teaching English

A various number of English teaching strategies are utilized and used in the classrooms for any circumstance. According to Yaumi (2013) two formal strategies have evolved from effective-teaching research and emphasize higher student achievement. They are as follows:

a. Direct Teaching Strategy

According to Majid (2013) direct teaching strategy is a kind of teaching strategy that is teacher-centered and the teacher here should make a belief that her/his students are involved inside of its teaching strategy. This direct teaching strategy is mostly directed by the teacher who creates a class environment that is oriented on the students tasks. Direct teaching refers to an academically focus, teacher-directed classrooms using sequenced and structured materials. It also refers to teach the classroom activities in which goals are clear to students, sufficient time is allowed for instruction, coverage of content is extensive, the performance of the students is monitored, and feedback is academically oriented. It is also described that the direct teacher as the more successful instructor in teaching content measured by achievement tests. This type of teacher structures and selects activities within a classroom.

In direct instruction, teachers are actively involved by introducing content, demonstrating skills, directing large-group experiences with the content, checking the students' understanding and monitoring individual or small-group work, as well as providing a review. The focus on the teacher interaction with students rather than students interacting mainly with materials after a brief explanation by

the teacher. Direct instruction is examined here as a key strategy because it emphasizes on meeting specific objectives keyed to learning outcomes and is particularly effective for the acquisition of basic skills. This approach continues to be widely used today because it helps to increase on-task learning time that contributes to students' achievement.

This teaching strategy also can be called systematic teaching or active teaching. The purpose of this teaching strategy is to increase the students' achievement by the teacher's attention to specific, analytical, academic objectives, by coverage of objectives to be tested, and by the active engagement of the student in academic tasks. The teacher takes a charge of the classroom to provide a climate for learning that is student involved and task oriented.

A teacher who plans to use direct teaching would want to divide the curriculum into small segments or steps through such curriculum techniques as skill analysis and conceptual mapping. First, skills, processes, and concepts are identified and arranged in a meaningful order. Then they can be presented in small steps, after which students are provided with classroom time for practice and feedback. Therefore the basic elements of direct or systematic instruction include : (a) preparing the students for a lesson, (b) presenting the lesson, (c) students' practicing the lesson, (d) evaluating and providing feedback on student learning.

Based on the explanation above, here are some strategies from direct teaching that can be applied in teaching English.

The strategies are as follows:

1. Lecture Method

The lecture method comes from the word lecture meaning lecturer or lecturer method. The lecture method is the oldest method of teaching, teachers are more active and students are passive but the teacher also asks questions to keep the students attentive. This strategy is economical and can be used among a large number of students. it saves time and also covers the syllabus. Lecture strategy shaped explanation concept, principles, and the fact. This strategy is used by teachers to provide the direction, the instructions in the beginning of lessons and explanations about learning materials provided to learners.

2. Demonstration

The demonstration strategy is the demonstration and implementation of a concept or theory using direct limbs. The use of demonstration methods can be applied to the condition that they have the expertise to demonstrate the use of tools or carry out certain activities such as actual activities. Demonstration skills must be possessed by the teacher and the appointed trainer. After being demonstrated, students are allowed to do skills training as demonstrated by the teacher.

3. Brainstorming

Brainstorming is a technique or way of teaching that is carried out by the teacher in the classroom. This method is done by throwing a problem to students by the teacher, then students answer or express opinions, or comments so that the problem may develop into new problems. The goal of brainstorming is to produce many responses, through: accept all responses, withhold praise or judgment of any

single response given, provide an accepting atmosphere, responses related to the ideas of others are encouraged and the aim is for quantity. Not all responses will be of high quality.

4. Question and answer

Question and answer is a way of presenting lessons in the form of questions that must be answered, especially from the teacher to students, but can also from students to teachers. This question and answer strategy can be used as a stimulus and opening way for students to carry out further searches (in the context of learning) to various learning sources such as books, magazines, newspapers, dictionaries, encyclopedias, laboratories, videos, communities, nature, and so on

5. Drilling

The last one is drilling, simply a fine-tuning for articulation, drilling is a strategy to improve pronunciation. Drilling yields several benefits, allowing students to pay attention to the new materials presented by teachers, emphasizing words, phrases, or utterances on students' minds, moving new items from working memory to long term memory, and providing a means of gaining articulatory control over language.

b. Cooperative-Learning Teaching Strategy

This cooperative learning strategy emphasizes students working together in cooperative-learning projects, engaging in peer-tutoring, and possibly receiving a grade based on the group's performance as well as individual performance. Cooperative learning is one of the most heavily researched instructional strategies, with close to studies conducted. In a review of students' achievement, they also

can incorporate group goals and individual accountability when they work cooperatively. The cooperative learning model is developed to achieve at least three important instructional goals: academic achievement, tolerance and acceptance of diversity, and social skill development. it the with the existence of rules.

There is the social truth inside of the learning process, they also asserted about the functions of creating the group discussion with the varieous of members' competence will be able to give the conceptual changing of learning. An essential dimension of cooperative-learning teaching strategy is a strategy which emphasizes training in social skills that encourages the students to interact with another and to learn how people can work together, it has been cited as an effective approach to accommodate the needs of students from many differents background. This teaching strategy also highlights that the students working together in cooperative learning projects, engaging them in peer tutoring, and possibly receiving a grade based on the group's performance as well as individual performance.

The purposes of this strategy are (a) to increase achievement through group collaboration that enables students to learn from each other; (b) to provide an alternative to the competitive structure of most classrooms today that discourages the poorer student; (c) and to improve human relations in the classroom by promoting interdependent activities that teach collaborative skills. Based on the explanation above, here are some strategies from cooperative-

learning teaching that can be applied in teaching English. The strategies are as follows:

1. Group Discussion

Group discussion is dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their learning, develop their learning, develop social and leadership skills and become involved in an alternative instructional approach. By doing group discussion, students can share issues, opinions and concluding to the audiences.

2. Think-Pair Share

Think-pair share is a cooperative discussion strategy where students talk about the content and discuss ideas before sharing with a whole group. It introduces the elements of "think time" and peer interaction, which are two important features of cooperative learning. Think-pair share's purpose is to help students process information, develop communication skills, and refine their thinking With this strategy the teacher:

a. Process an open-ended question or problem

b. Gives students a minute or two to think about their answer, pairs students to discuss the answer and share ideas

c. Gives opportunities for students to share their response with a small group or the whole class.

Because students have time to think about their answer, then share with a peer and get a different perspective, they may be more willing and less

apprehensive about sharing with a larger group. It also gives them time to change their response if needed and relieves the fear of giving the wrong answer.

3. RolePlay

Roleplay is used to refer to all sorts of activities where learners imagine themselves in a situation outside the classroom. Roleplay can be performed from prepared scripts, created from a set of expressions, or written using and consolidating knowledge gained from instruction or discussion of the speech act and its variations before the role of prompts and plays themselves. Because socio-cultural factors are so crucial in the production of speech acts, it is suggested that discourse rating tasks, in which students rate dialogues or scenarios on various continua of formality and the like, can raise awareness about language and can help transfer this knowledge to production activities such as role-plays. For example, when teaching a unit on complaints one assignment might be to have students go to places where complaints might be common. There, they can listen carefully to how complaints are stated and responded to. Roleplay does not just train students to act to be someone, but it trains students to use the target language in some contexts wherein other activities it might not be given.

4. Jig Saw

The jigsaw method is designed for cooperative learning in small groups student are provided the opportunity to become experts in a particular subject, and share that knowledge with their peers. This strategy promotes both selves and peer teaching which requires students to understands the material at a deeper level and engage in discussion, problem-solving and learning. For example, an in-class

assignment is divided into topics. Students are then split into groups with one member assigned to each topic. Working individually, each student learns about his or her topic and presents it to their group. Next, students gather into groups divided by topic. Each member presents again to the topic group. In same topic groups, students reconcile points of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to presentations from each member. The final presentations provide all group members with an understanding of their material, as well as the findings that have emerged from topic specific group discussion.

5. Number Heads Together (NHT)

Number heads together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in groups and each person is given a number (from one to the maximum number in each group). The teacher poses a question and students "put their heads together" to figure out the answer. The teacher calls a specific number to respond as a spokesperson for the group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, all team members must be prepared

This strategy is beneficial for reviewing and integrating subject matter. Students with special needs often benefit when this strategy is used. After direct instruction of the material, the group supports each member and provides opportunities for practice, rehearsal, and discussion of content material.

6. Student Teams-Achievement Divisions (STAD)

Student teams achievement divisions is a cooperative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. STAD is considered as one of the most researched, simplest and straightforward of all the cooperative learning. It is used in meeting well-defined instructional objectives. It is a learning strategy in which there are a small groups of learners with different levels of abilities, where they all come together to accomplish a shared learning goal.

The working of STAD is a way students are placed in small groups or teams. The class in its entirety is presented with a lesson and students are subsequently tested. Individuals are graded on the team's performance. Although the tests are taken individually, students are encouraged to work together to improve the overall performance of the group. It is teamwork, but students are graded individually according to their contribution that they make towards their team. Usually in STAD students member that are mixed in performance level, gender and ethnicity.

5. Apply Teaching Strategy in Classroom Activities

According to Yaumi (2013) teachers using three learning activities in teaching namely pre-activity, while-activity, and post-activity.

a. Pre-Activity

Pre-activity is an activity planned by students mentally before they have the material. The teacher must be able to make the students interested in the process of teaching learning. According to Yaumi (2013) pre-activity is a form of

initial activity to provide motivation, informing prerequisite knowledge and skills that must be mastered by the objectives and standards of competence to be acquired in learning.

b. While-Activity

The implementation of while activities is a process to achieve basic competencies carried out interactively, inspirational, fun, challenging, motivating students to actively participate, and providing sufficient space for initiatives, creativity, and independence following their talents, interests and physical and psychological development learners. The core activities use methods that are tailored to the characteristics of students and subjects, which can include the process of exploration, elaboration, and confirmation of BSNP in Yaumi (2013).

c. Post-Activity

Post activities are activities carried out to end learning activities that can be carried out in the form of summaries or conclusions, assessments, and reflections, feedback, and follow-up.

Teaching English is a learning process where the teacher teaches students a language in which they have not mastered before, precisely the language is English. According to Whitsett (2009) teaching English is how to instruct and communicate with non-English proficient students in the regular classroom.

6. **Definition of Children with Special Needs (ABK)**

Children with special needs are children who need specific services in education, different from general children, children with special needs obstacles in their learning and development therefore, they need educational service that suit

the needs of each other (Dadang, 2015:1). Besides, children with special needs are often referred to extraordinary children are who significant differences deviations from normal conditions that cause them to need special educational service. (Haedari, 2010:151). Their existence is depending on the development areas who impairments including (1) Visual impairment, (2) Hearing loss, (3) Mental retardation, (4) Physical and health disorders, (5) Learning difficulties, (6) Slow learning, (7) Hyperactive, (8) Gifted and talented, (9) Communication disorders, (10) Autistic, (11) Children with multiple disorders.

From the definitions above, it can be concluded that children with special needs are children who need special handling or special education to develop their potential due to their developmental disorders, may be physical, mental, intellectual, emotional, and social

Wasita (2012:33) explained that in SLB especially in Junior High School here are focused on improving sensomotoric skills, communication skills, and the skills to apply basic academic ability to solve the daily problem and improved social skills. Aqila Smart (2012:33) in her book entitled "Anak Cacat Bukan Kiamat" classifies children with special needs into 8 types, there are:

1) Deaf (children who have impaired senses of hearing)

2) Blind (children who have impaired senses of vision)

3) Quadriplegic (children who have limb disorders, such as feet, hands or body)

4) Intellectual-disability (children who have impaired intellectual abilities normally)

5) Tunalaras (children who have emotional and social control disorders)

6) Autistic

7) Down Syndrome

8) Mental retardation.

In this case, the researcher focused on the classification of children with intellectual-disability (Tuna grahita).

7. Definition of Intellectual-Disability Children

Mentally disabled or Intellectual-disability is those who significant obstacles or underdevelopment in their intellectual functions, so they need a special educational service to be able to develop their potential (Haedari, 2010:153).

Mentally disabled is a term used to refer to a child or person who has intellectual abilities underdevelopment or can be called mental retardation. Intellectual-disability is characterized by limited intelligence and inadequacy in social interaction. These limitations make it difficult to participate in educational programs like general children. Therefore, these children need a special schools with special education as well (Aqila Smart, 2012:49).

From the definitions above, it can be concluded that intellectual-disability is those who have mental deficiencies from underdevelopment for normal children characterized by limited intelligence and inadequacy in social interaction.

a. Intellectual-Disability Children Characteristic

Intellectual-disability children characteristic, there are :

1) Limited Intelligence

Limited intelligence means that the child learning ability is very limited, especially that abstracts such as reading, writing, learning, and counting are very limited. They don't understand what is being learned lot tend to follow without understanding.

Generally, they have to study harder and take longer to learn academic abilities. It needs modification efforts to allow mentally retarded students to learn optimally, modifications need to be made regard to material, methods, and evaluation (Haedari, 2010:158).

2) Social Limitations

Intellectual-disability children through obstacles in taking care of themselves in community life. Therefore, they need help. Intellectual-disability children tend to be friends with younger children, and very dependent on their parents are unable to assume social responsibility wisely so they must always be guided and supervised, they are also easily influenced and tend to do things without thinking about the consequences (Aqila Smart, 2012:49).

When intellectual-disability children join other students in conversation and social interactions, many of them still view intellectual-disability children with negative perceptions. Intellectual-disability students also have difficulty understanding social cues, so they often through errors in understanding or interpreting the behavior of others (Haedari, 2010:159).

3) Other Mental Function Disorder

Intellectual-disability children take longer to resolve reactions in new situations, they show the best reaction when they follow things regularly and consistently. Intellectual-disability children cannot face an activity or task for a long time,they have limitations in language mastery, they do not suffer articulation, but because their sensing processing center is not functioning (Aqila Smart, 2012:50).

For intellectual-disability children, the characteristics can be seen from the physical, there are: 1) Unbalanced physical appearance, for example the head is too small or large. 2) In the growing up period, they were unable to take care of themself. 3) Late to speech and language development. 4) Ignorant of the environment. 5) Lack of movement coordination, and 6) Salivating frequently.

b. Classification and Causes of Intellectual-Disability Children

Intellectual-disability refers to the general intellectual who are significantly underdeveloped and through obstacles in behavior and adjustment, all of which occur during their development. Someone is said to be intellectual-disability if he has three indicators, there are (Desiningrum, 2016:18) : 1) Obstruction of intelligence function generally. 2) Disabilities in social/adaptive behavior. 3) Obstruction of social/adaptive behavior occurs at the age of development up to 18 years old.

Based on the level of intelligence as measured by using the Stanford Binet Test and Weschler Scale (WISC), Intellectual-disability classified into four classifications, there are (Aqila Smart, 2012:50):

1) Slight (Moron or Debil)

In this category, they have IQ is 50-55 until 70. Based on the Binet test, the IQ ability shows 68-52, while with the WISC test the IQ ability is 69-55. Usually, children have difficulty in learning, they often lives in class rather than going to class.

They are generally fluent in speech but have limited vocabulary, they have difficulty thinking abstractly, but it is still possible to take academic lessons even at a low level (simple). Some of them can reach the level of intelligence of children aged 12 years when they reach the age of it years. Generally, their intelligence is at the highest to reach the level of a 12 years old (Haedari, 2010:154).

2) Mild (*Imbesil*)

Usually, have IQ 35-40 until 50-55. According to the Binet test result the IQ is 51-36 while the WISC test 54-40. In patients with brain damage and other diseases, it's possible that the sufferer also nerves dysfunction which interferes with their motoric ability. In this type, the patient can be detected from birth because during their growth period the patient faced delays in verbal and social skills.

Generally, they can learn academic material hardly (reading, writing, and counting). Generally, they learn by following without understanding, it is learning and mastery of something without meaning. Language development is more limited than the low category of intellectual-disability children. They can distinguish between harm and harmlessness, but they always rely on the guidance

and protection of others. They can still be trained in the ability to care for them selves, and in some economic jobs. Their intelligence is developed to the maximum equivalent of children aged 7 years old.

3) Marked

This category has an IQ of 20-25 to 35-45. According to the results of the Binet test, their IQ is 32-20, while according to the WISC test their IQ is 39-25. Suffers have congenital physical abnormalities and limited motoric sensory control.

Almost all of their time and activities depend on the help of others. They cannot take care of themselves such as eating, dressing, bathing, and so on. Generally, also not able to distinguish between harm and harmlessness, they are not expected to participate in the surrounding environment.

4) Severe

In this category, the sufferer ha sa very low IQ. According to the results of the Binet scale their IQ under 19, while the WISC test under 24, many suffers have physical disabilities and nerve damage and able to die.

Their conditions are generally almost as severe as mental retardation. In literature, they often illustrate together. The maximum development of their intelligence is equivalent to a child aged 3 or 4 years old.

8. Teaching English for Special Needs

The goal of these games and activities is to create an early foundation for students' English learning, and/or to facilitate an English learning environment for students who might have general learning difficulties. By introducing

fundamental components of language learning, such as phonics, vocabulary, pronunciation, and so on to students, they will be engaged through a full range of senses (sight, touch, sound, etc.). Using our senses in learning can be expressed through Howard Garadner's Multiple Intelligences Theory (Visual, Musical, Kinesthetic, etc.). The aim is to create a university designed and inclusive classroom where students can learn despite their learning styles or challenges (Juli Boucree & Sophia Chow, Teaching English for Special Needs, Kanagawa Prefectural Education Center).

a) What is Universal Design?

Universal design is not only used to increase comprehension for students with special needs but is ultimately the underlying approach to increasing comprehension for all students in the class, such that the teacher can develop classes with all students. According to the Universal Design Guidelines, there are three primary principles: to provide multiple means of representation (Principle I); to provide multiple means of action and expression (Principle II); to provide multiple means of engagement (Principle III). With these principles in mind, we have compiled teaching materials based on Howards Gardner's Theory of Multiple Intelligences. However, to support students with special difficulties, teachers should have various teaching styles and understand that students have individual learning styles while considering the cognitive perspective of the students. We must also think carefully about the concept of a class in which everyone can participate to develop the social skills of the students. Therefore, it

is necessary to have teaching materials to foster relationships between special needs students and others, and special guidance plans.

b) Adaptions for Disabilities (Mental, Physical, Learning, Combination)

Teaching English to special needs students can be a daunting task, especially if the students have verbal difficulties or are non-verbal. However, all students deserve a chance to learn more about the world, and this can be achieved through a foreign language. Students may be surprised to learn that there are different words and phrases for the same objects that they see in their everyday lives. By becoming interested in different cultures and languages, students can develop a broader view of the world. The games and activities here can be easily adapted to suit each student's needs. As a teacher, you know your own students the best.

c) Lesson Plan

The lesson plans can either be used or changed to suit the topic and the class in mind. Even if the teacher is not an English expert, the teacher is still a professional educator. The lesson is designed to integrate technology in the classroom as a "teacher's assistant" and all the lessons use an interactive classroom approach. In this way, the teacher and students will work towards a common goal by using English as much as possible from day one during class. Please do not feel discouraged if you feel like you lack English skills. It's a working process. (Juli Boucree & Sophia Chow)

9. Teaching English in SLB Nurul Ikhsan Ngadiluwih Kediri

Teaching disability students of SLB Nurul Ikhsan Kediri must be patient and full of variation. They are still in process of teenagers to adults. Disability, if they engaged have a great capacity to learn, a great potential for creativity, and a passionate commitment to things that interest them. Therefore, the teacher should give a relevant and interesting way during the teaching and learning process.

Teaching is an essential thing for influencing someone's attitude, value, knowledge, and skill. According to Brown, teaching English in showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand about English or helping someone to learn how to do something, giving instruction guiding in the study of something, providing with knowledge, causing to know or understand about English. English is a general course that must be taken by all student Disabilities SLB Nurul Ikhsan Ngadiluwih Kediri in junior high school level. English class taught in one day for a week. They use time for study English an hour per time.

B. Previous Study

The researcher presents the previous study dealing with the topic. The first thesis from Arifah Hilyati (2017), "Teaching English as Foreign Language to Students with Autism (a Descriptive was Conducted at SMA Lazuardi Global Islamic School Depok)". This research aims to know teaching English as a foreign language to students with autism at SMA Lazuardi Global Islamic School Depok.

She was found the appropriate teaching method, developing an appropriate annual program, syllabus, and lesson plan, providing appropriate treatment for them, designing simplified tests and evaluations for them, the goal to acquire English as Foreign Language for these students with autism is reached.

The second thesis from Septy Dwi Wardaniek (2017), "Strategies in Learning English for Students with Autism (A Case Study at the Eighth Grade of SMA Al- Firdaus Sukoharjo in the Academic Year 2017/2018)". the aims of this research is to know the strategies in Learning English for students with Autism at the Eight Grade of SMA Al-Firdaus Sukoharjo. She was found three strategies used by the teacher based on O'Malley and Charmot in mastering their English skill.

The differences between the researcher's thesis above are the variables, the problem statement and the findings. The researcher used a descriptive qualitative method to answer the question about teaching learning vocabulary towards intellectual;-disability students. This study is different from the researcher's research focused on investigating the teacher activity to facilitate students' learning for intellectual-disability especially in SLB Nurul Ikhsan Ngadiluwih Kediri.