

**TEACHERS' ROLES IN OVERCOMING DIFFICULTIES IN LEARNING  
ENGLISH OF JUNIOR HIGH STUDENTS IN SPECIAL NEEDS  
SCHOOLS (SLB) AT BENGKULU CITY**

**THESIS**



**Written by:**

**DESVA ANDUSTI**

**NPM: 2288203016**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH BENGKULU**

**2026**

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**THESIS**

**Submitted as a partial requirement for the “Sarjana” Degree in English  
Education Study Program.**



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**DESVANDUSTI**

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**APPROVAL SHEET**

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**THESIS**

**Written by:**

**DESVA ANDUSTI**

**NPM. 2288203016**

**APPROVED BY  
ADVISOR**

**Kiagus Baluqiah, M.Pd**

**NIDN. 0202037503**

**Acknowledged by Dean of FKIP**

**Muhammadiyah University of Bengkulu**



**Dr. Santoso, M.Si**

**NI. 196706151993031004**

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**THESIS**

**BY:**

**Desva Andusti**  
**NPM. 2288203016**

**Has Been Examined by the Examining Board of the English Education Study**

**Program of Teacher Training and Education Faculty**  
**Muhammadiyah University of Bengkulu**

**Examiners:**

**Names**

**Signatures**

**1. Washlurachim Safitri, M.Pd**

**Examiner I**

**2. Agung Suhadi, MA**

**Examiner II**

**3. Kiagus Baluqiah, M.Pd**

**Advisor**

**Acknowledged by Dean of FKIP**

**Muhammadiyah University of Bengkulu**

**Drs. Santosa, M.Si**

**NIP. 196706151993031004**

## SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan dibawah ini:

Nama : DESVA ANDUSTI  
NPM : 2288203016  
Program Studi : Pendidikan Bahasa Inggris  
Perguruan Tinggi : Universitas Muhammadiyah Bengkulu

Dengan ini menyatakan bahwa skripsi saya yang berjudul:

**“TEACHERS’ ROLES IN OVERCOMING DIFFICULTIES IN LEARNING ENGLISH OF JUNIOR HIGH STUDENTS IN SPECIAL NEEDS SCHOOLS (SLB) AT BENGKULU CITY”** Adalah karya sendiri. Apabila dikemudian hari ternyata karya tulis ini berindikasi sebagai karya plagiat, saya bersedia menerima sanksi yang berlaku di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Bengkulu.

Bengkulu, 27 February 2026

Yang Membuat Pernyataan

Mengetahui,  
Ketua Program Studi



Washlu Achim Safitri, M.Pd

NIDN. 0230058702



Desva Andusti

NPM. 2288203016

## MOTTO AND DEDICATION

### MOTTO

**“Jika bukan karena Allah yang mampukan, aku mungkin sudah lama menyerah”**

**(Q.S Al-Insyirah: 05-06)**

**“Orang tua dirumah menanti keputunganmu dengan hasil yang membanggakan,  
jangan kecewakan mereka. Simpan keluh kesahmu, sebab letihmu tak sebanding  
dengan perjuangan mereka menghidupimu”**

**(Desva Andusti)**

**“Perang telah usai, aku bisa pulang kubaringkan panah dan berteriak**

**MENANG!!”**

**(Nadin Amizah)**

### DEDICATION

**With all the struggle, sacrifice, love, hope, and gratitude, I dedicate this thesis to:**

❖ **Allah SWT, for His grace and will that have granted ease and guidance,  
enabling the writer to complete this thesis successfully.**

❖ **With the utmost respect and boundless love, I dedicate this work to my  
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my Father, thank you for always being the one standing at the forefront of  
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couldn't reach. You taught me that love is not always spoken, but proven**

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All praises be to Allah, the Most Gracious and the Most Merciful, for His blessings, health, and guidance that have enabled the author to complete this thesis proposal entitled **“Teachers’ Roles in Overcoming Difficulties in Learning English of Junior High Students in Special Needs Schools (SLB) at Bengkulu City.”** This proposal is submitted to fulfill one of the requirements to obtain a Bachelor's Degree in English Education at Muhammadiyah University of Bengkulu. In the completion of this thesis proposal, the author has received support, guidance, and motivation from various individuals and institutions. Therefore, the author would like to express sincere gratitude and appreciation to:

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The author realizes that this thesis is far from perfect. Therefore, constructive criticism and suggestions are highly welcomed for future improvement. Hopefully, this thesis will be useful for the writer and for the readers in general.

Bengkulu, 27 February 2026

Desva Andusti  
NPM. 2288203016

## CURRICULUM VITAE



The author named Desva Andusti, was born in Suka Rami on June 11, 2004. She started her formal education at SD Negeri 58 Bengkulu Selatan and graduated in 2016. Then, she continued her studies at SMP Negeri 17 Bengkulu Selatan and graduated in 2019. She completed her senior high school education at SMA Negeri 7 Bengkulu Selatan in 2022. In the same year, she was accepted into the English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu.

During her undergraduate studies, she actively participates in various academic activities and student organizations. In 2023, she served as treasurer of the study program organization, Esamub. She is also a member of the community service team, providing English courses for elementary school students at SD Negeri 22, Bengkulu City. In his academic research, she has produced several academic papers published in research journals and community service indexed by Sinta. She has also participated in PKM activities with lecturers in developing English teaching modules for elementary school teachers in Kepahiang Regency.

## ABSTRACT

**Desva Andusti, 2026.** "Teachers' Roles in Overcoming Difficulties in Learning English for Junior High Students in Special Needs Schools (SLB) at Bengkulu City" Thesis, English Language Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Bengkulu. Supervisor: Kiagus Baluqiah, MP.d.

This study aims to find out teachers roles in overcoming difficulties in learning English of junior high students in special needs schools (SLB) at Bengkulu city. The background of this problem arises because SLB students still face difficulties in learning English, while the role of teachers in overcoming these difficulties has not been clearly described. The research method used is descriptive qualitative with Observation Sheet and Question Lists instruments. The results of the study show that 10 teacher roles according to Harmer in (Naibaho, 2019) are applied in teaching English to overcome the difficulties of learning English for junior high students in Special Needs Schools (SLB) in Bengkulu City. However, the level of implementation varies depending on the classroom context and student needs. There are 10 teacher roles in teaching children with special needs, namely (1) controller (2) organizer (3) assessor (4) prompter (5) participant (6) resource (7) tutor (8)observer (9) performer and (10) teaching aids. Teachers carry out these roles in overcoming students' learning difficulties by guiding each student with special needs individually, repeating instructions and materials gradually, managing the class in a structured manner, providing direct examples through gestures and facial expressions, and using learning media that are appropriate to the conditions and needs of students. Researchers suggest that English teachers in special needs schools continue to optimize their roles in learning, because teaching students with special needs requires appropriate and consistent strategies. For future researchers who are interested in conducting similar research, it is recommended to conduct a more in depth analysis of the implementation of each teacher's role and also at other levels of education.

**Keywords:** *Teacher Roles, Students with Special Needs, Learning Difficulties, English Language Teaching.*

## ABSTRAK

**Desva Andusti, 2026.** “Peran Guru dalam Mengatasi Kesulitan Belajar Bahasa Inggris Siswa SMP di Sekolah Berkebutuhan Khusus (SLB) di kota Bengkulu” Skripsi, Program Studi Pendidikan Bahasa Inggris FKIP Universitas Muhammadiyah Bengkulu. Pembimbing: Kiagus Baluqiah, MP.d.

Penelitian ini bertujuan untuk mengetahui peran guru dalam mengatasi kesulitan belajar bahasa Inggris pada siswa sekolah menengah pertama di Sekolah Luar Biasa (SLB) di Kota Bengkulu. Latar belakang masalah ini muncul karena siswa SLB masih menghadapi kesulitan dalam mempelajari bahasa Inggris, sementara peran guru dalam mengatasi kesulitan tersebut belum dijelaskan secara jelas. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan instrumen lembar observasi dan daftar pertanyaan. Hasil penelitian menunjukkan bahwa 10 peran guru menurut Harmer dalam (Naibaho, 2019) diterapkan dalam pembelajaran bahasa Inggris untuk mengatasi kesulitan belajar bahasa Inggris pada siswa sekolah menengah pertama di Sekolah Luar Biasa (SLB) di Kota Bengkulu. Namun, tingkat penerapannya berbeda-beda tergantung pada konteks kelas dan kebutuhan siswa. Terdapat 10 peran guru dalam mengajar anak berkebutuhan khusus, yaitu (1) controller, (2) organizer, (3) assessor, (4) prompter, (5) participant, (6) resource, (7) tutor, (8) observer, (9) performer, dan (10) teaching aids. Guru melaksanakan peran-peran tersebut dalam mengatasi kesulitan belajar siswa dengan membimbing setiap siswa berkebutuhan khusus secara individual, mengulang instruksi dan materi secara bertahap, mengelola kelas secara terstruktur, memberikan contoh secara langsung melalui gerakan dan ekspresi wajah, serta menggunakan media pembelajaran yang sesuai dengan kondisi dan kebutuhan siswa. Peneliti menyarankan agar guru bahasa Inggris di sekolah luar biasa terus mengoptimalkan peran mereka dalam pembelajaran, karena mengajar siswa berkebutuhan khusus memerlukan strategi yang tepat dan konsisten. Bagi peneliti selanjutnya yang tertarik melakukan penelitian serupa, disarankan untuk melakukan analisis yang lebih mendalam mengenai implementasi setiap peran guru serta pada jenjang pendidikan lainnya.

**Kata Kunci:** Peran Guru, Siswa Berkebutuhan Khusus, Kesulitan Belajar, Pengajaran Bahasa Inggris.

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# **CHAPTER 1**

## **INTRODUCTION**

This chapter describe about research background, research question, research objectives, limitation of the research, significance of the research, and definition of the key terms.

### **1.1 Background of the Study**

Education is the process of learning and developing knowledge, skills, attitudes, and character that are passed down from one generation to the next through teaching, training, and daily experiences. This process aims to shape individuals who are independent, responsible, and able to contribute to society, the nation, and the country. According to Putri (2023), education is defined as the process of changing the attitudes and behavior of individuals or groups in an effort to mature people through teaching and training activities. Furthermore, education is not only about the transfer of knowledge but also about fostering relationship whitin the community to enchance learning experiences (Syekh et al., 2023).

Article 31 paragraph 1 of the 1945 Constitution states that “Every citizen has the right to education.” (UUD). This provision also applies to students with special needs, who process the same rights to receive appropriate and inclusive educational services. Students with special needs are individuals who have characteristics that differ from those of typical students, whether physically, intellectually, or emotionally, which can affect their growth and development.

In education, teachers play a central role as the main agents in the transfer of knowledge and character building. Their responsibilities go beyond academic aspects and include the development of students' social, communication, behavioral, and daily life skills. For students with special needs, these tasks become more complex because teachers must adapt learning strategies to each individual's circumstances. Therefore, teaching in special schools requires high dedication, creativity, and professionalism, with teachers playing dual roles as educators, facilitators, motivators, and emotional supporters.

Students with special needs often face learning difficulties caused by cognitive impairments, physical barriers, or emotional conditions such as anxiety

that interfere with the learning process. These difficulties can manifest in the form of challenges in language development, limited social interaction, or low academic achievement. According to Baiti et al. (2024), learning difficulties generally refer to various academic challenges arising from different factors, including general learning deficits and specific disorders such as problems with reading, spelling, and arithmetic. These conditions occur when the brain has difficulty receiving, processing, analyzing, or storing information, thereby hindering the student's academic progress. Furthermore, learning difficulties are situations in which students face obstacles in achieving optimal learning outcomes, influenced by sociological, psychological, or physiological factors, which may or may not be consciously recognized by the students themselves (Gull et al., 2025).

Based on preliminary observations conducted by the researcher at five Special Needs Schools (SLB) in Bengkulu City, namely SLB Negeri 1 Bengkulu City, SLB Negeri 2 Bengkulu City, SLB Negeri 3 Bengkulu City, SLB Negeri 4 Bengkulu City, and SLB Negeri 5 Bengkulu City, it was found that English language learning for students with special needs still faces various challenges. The learning barriers experienced by students are related to their limitations in understanding and processing learning materials. Students have difficulties in understanding simple English vocabulary, remembering previously learned materials, and following learning instructions. In addition, some students show low levels of concentration and experience difficulties in receiving the material, which are influenced by health conditions, cognitive abilities, and differences in students' characteristics. This condition indicates that students' learning barriers are not uniform. The problem that emerges is that students with special needs still experience difficulties in learning English, while the role of teachers in helping to overcome these difficulties has not been clearly described. Therefore, this study was conducted to examine the role of teachers in overcoming difficulties in learning English among junior high school students in Special Needs Schools (SLB) in Bengkulu City, considering that teachers play an important role in supporting students' learning processes according to their needs and characteristics.

Although previous studies have highlighted the importance of teachers' roles in helping students with special needs learn English, most of them are still limited to the context of inclusive elementary schools. There have not been many studies that specifically discuss how English teachers at the junior high school level in special schools (SLB) adjust their roles in dealing with the different characteristics, abilities, and learning challenges of students. This study fills this gap by examining all SLBs in Bengkulu City, namely SLB Negeri 1 Bengkulu City, SLB Negeri 2 Bengkulu City, SLB Negeri 3 Bengkulu City, SLB Negeri 4 Bengkulu City, and SLB Negeri 5 Bengkulu City, to describe in depth the role of teachers in overcoming difficulties in learning English among junior high school students with special needs.

Therefore, this study aims to identify the role of teachers in overcoming difficulties in learning English among junior high school students at Special Schools (SLB) in Bengkulu City. This study involved one English teacher from each public SLB in Bengkulu City, namely SLB Negeri 1, SLB Negeri 2, SLB Negeri 3, SLB Negeri 4, and SLB Negeri 5 Bengkulu City, as research subjects. Based on these considerations, the researcher raised this issue in a thesis entitled: "Teachers' Roles in Overcoming Difficulties in Learning English of Junior High Students in Special Needs Schools (SLB) at Bengkulu City."

### **1.2 Research Question**

Based on the background explanation above, the research question of this study is: How are Teachers' Roles in Overcoming Difficulties in Learning English of Junior High Students in Special Needs Schools (SLB) at Bengkulu City?

### **1.3 Research Objective**

Based on the research question above, the objective is to describe the implementation of Teachers' Roles in Overcoming Difficulties in Learning English of Junior High Students in Special Needs Schools (SLB) at Bengkulu City.

#### **1.4 Limitation of the Study**

This research is limited to the participation of five English teachers, each representing one of the five State Special Schools (SLB Negeri 1-5) in Bengkulu City. The study focuses specifically on the teachers' roles in overcoming difficulties in learning English of junior high students with special needs, without discussing medical diagnoses, school policies, or the national curriculum.

#### **1.5 Significance of the Study**

The significance of this research is not only for teachers, but also for schools and researchers.

1. For Teachers

As an effort to improve the quality of learning in the classroom so that teachers can overcome the learning difficulties of students with special needs.

2. For Students with Special Needs

This study is expected to help students with special needs receive better support in learning English by understanding the roles of teachers in assisting them to overcome learning difficulties according to their needs and characteristics.

3. For Schools

The School can better facilitate the teaching process for teachers in overcoming the learning difficulties of students with special needs.

4. For Researcher

To increase the researchers' knowledge about teachers roles in overcoming difficulties in learning English for students with special needs.

#### **1.6 Definition of Key Terms**

To make the discussion clearer and to avoid misunderstanding, several key terms that frequently appear in this study are defined as follows:

1. Teachers Roles

Teachers' roles refer to the functions, responsibilities, and actions performed by teachers in the teaching and learning process, especially in assisting students to overcome learning difficulties and achieve

educational objectives. In this study, teachers' roles focus on how English teachers support students with special needs in the learning process.

## 2. Learning Difficulties

Learning difficulties refer to conditions where students experience obstacles in understanding or mastering learning materials, particularly in learning English. These difficulties may arise from cognitive, emotional, environmental, or instructional factors, and require special approaches to help students improve their learning outcomes

## 3. Special Needs Students

Special needs students refer to learners who require special educational services due to physical, intellectual, emotional, or social limitations. These students study in Special Schools (SLB) and need specific strategies, learning adaptations, and individualized attention to succeed academically.