

**FACTOR ANALYSIS OF DOWN SYNDROM STUDENTS LEARNING
ENGLISH AT SLB 1 MAKASSAR**

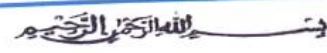


A THESIS

*Submitted to the Faculty of Teacher Training and Education Universitas
Muhammadiyah Makassar in Partial Fulfilment of the Requirement for the Degree
of Education in English Education Department*

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2023**



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Sabtu 16/09/2023	I-V ✓	Table of Content Writing Form Abstract	
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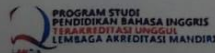
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MOTTO

Hidup adalah perjalanan tiada henti maka terus berjalan bukanlah pilihan melainkan kewajiban!

DEDICATION

I dedicate to my Parents and everyone who help me in any circumstances



ABSTRAK

ANDI ALQADRI AZIZI, 2023. Factor Analysis of Down Syndrome Students in Learning English at SLB Negeri 1 Makassar. Thesis, English Education Study Programme, Faculty of Teacher Training and Education. Supervised by Sitti Maryam Hamid and Ariana.

This study aims to determine what factors affect the learning ability of downsyndrom students. The research method used is descriptive quantitative. This research is descriptive quantitative. Data were collected through interviews and observations. This research was conducted at SLB Negeri 1 Makassar. This research took the subject of downsyndrome children who were in SLB Negeri 1 Makassar.

The findings of this study indicate the existence of external and internal factors from downsyndrome students that have a significant impact on students' English learning ability.

The findings of this study show that there are factors that influence children's ability to learn English, both those that enhance ability and those that hinder learning ability. Broadly speaking, the factors will then be classified into two types, namely factors that originate from within the student or internal factors and factors from outside the student. Internal factors of downsyndrom students usually include psychological factors and physical factors in this case both factors are strongly influenced by the down syndrome they have. Then external student factors usually come from the student's environment, both family, school or social environment that can affect the mood or psychology of donwsyndrom students.

Keyword : *Factor external than internal, Down's syndrome Students*

ABSTRAK

ANDI ALQADRI AZIZI, 2023. Analisis Faktor Siswa Down Syndrome dalam Belajar Bahasa Inggris di SLB Negeri 1 Makassar. Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Dibimbing oleh Sitti Maryam Hamid dan Ariana.

Penelitian ini bertujuan untuk mengetahui factor external apakah yang mempengaruhi kemampuan belajar anak downsyndrom dan factor interna apakah yang mempengaruhi kemampuan belajar anak downsyndrom khususnya dalam pembelajaran Bahasa Inggris . Metode penelitian yang digunakan adalah deskriptif kuantitatif. Penelitian ini bersifat deskriptif kuantitatif. Data dikumpulkan melalui wawancara dan observasi. Penelitian ini dilakukan di SLB Negeri 1 Makassar. Penelitian ini mengambil subjek anak downsyndrome yang berada di SLB Negeri 1 Makassar.

Temuan dari penelitian ini menunjukkan bahwa ada factor-faktor yang mempengaruhi kemampuan anak belajar Bahasa Inggris baik yang meningkatkan kemampuan ataupun yang menghambat kemampuan belajar. Secara garis besar factor-faktor kemudian akan digolongkan dalam dua jenis yaitu factor yang bersala dari dalam diri siswa atau factor internal dan factor dari luar diri siswa. Factor internal siswa downsyndrom biasanya meliputi factor psikis dan factor fisik dalam hal ini kedua factor tersebut sangat dipengaruhi oleh syndrome down yang mereka idap. Kemudian factor external siswa biasanya berasal dari lingkungan siswa baik lingkungan keluarga, sekolah ataupun social yang dapat mempegaruhi mood ataupun psikologis siswa donwsyndrom.

Kata Kunci : *Faktor external dan internal, siswa down syndrom*

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Alhamdulillah Robbil Alamin, First of all, I would like to express my deepest praise and gratitude to Allah SWT who has bestowed mercy and grace upon me so that I can complete this thesis. Shalawat and greetings are addressed to the last chosen religious messenger, the Prophet Muhammad SAW.

The researcher realizes that this thesis would have never been completed without the assistance of a number of people. Therefore, he would like to express his deepest appreciation and thanks to those people who have helped and involved in completing this thesis, for their useful motivation, guidance and sacrifices.

Furthermore, the researcher would like to express his sincere thanks to his beloved mother is Suharti for her prayers, finances, motivation and sacrifices for his success, as well as their sincere and pure love that is timeless. The researcher realizes that in carrying out research and writing this thesis, there are also many parties who have contributed valuable suggestions, guidance, assistance and advice for the completion of this thesis. Therefore he would like to thank them:

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Finally, by reciting Alhadulillah Robbil Alamin, the researcher has been succes to finish his work or research according to the target of time and also target of the research, nothing left or forgotten to do.

Makassar, 11 Oktober 2023

The Researcher

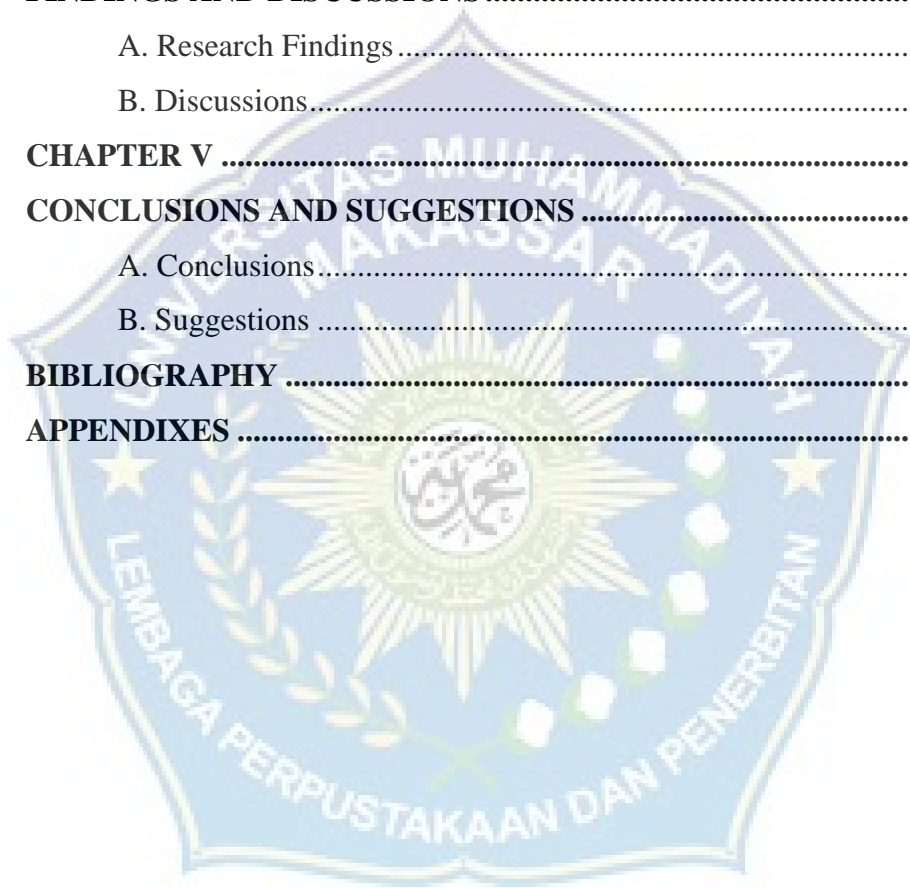


Andi Alqadri Azizi

TABLE OF CONTENTS

COVER	I
APPROVAL SHEET	II
COUNSELLING SHEET	III
SURAT KETERANGAN BEBAS PLAGIAT	IV
SURAT PERJANJIAN	V
ABSTRACT	VI
ACKNOWLEDGEMENT	VII
TABLE OF CONTENTS	VIII
CHAPTER 1	1
INTRODUCTION	1
A. Background	1
B. Problem Statement	4
C. Research Objective.....	4
D. Research Significance	4
E. Research Scope	5
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
A. Previous Related Findings.....	6
B. Some Partinents Ideas	8
1. Education of Children with Special Needs	8
2. Donsyndrome	9
3. Education of Children wit Downsyndrome.....	13
C. Conceptual Framework	16
CHAPTER III	18
RESEARCH METHODOLOGY	18
A. Research Focus.....	19
B. Research Instrument	19

C. Data Collection.....	20
D. Data Analysis	21
E. Research Design.....	18
F. Research Subject	18
CHAPTER IV	24
FINDINGS AND DISCUSSIONS.....	24
A. Research Findings.....	24
B. Discussions.....	31
CHAPTER V	36
CONCLUSIONS AND SUGGESTIONS	36
A. Conclusions.....	36
B. Suggestions	37
BIBLIOGRAPHY	38
APPENDIXES	VI



LIST OF FIGURE

FIGURE 2.1 CONCEPTUAL FRAMEWORK..... 17



LIST OF APPENDICES

1.1 Appendicex A: Interview and Result.....	47
1.2 Appendicex A: Interview and Result.....	52
1.3 Appendicex A: Interview and Result.....	54
1.4 Appendicex B: Observation Checklist.....	60
1.5 Appendicex B: Observation Checklist.....	64
1.6 Appendicex B: Observation Checklist.....	67
1.8 Appendicex B: Observation Checklist.....	68
1.9 Appendicex B: Observation Checklist.....	69
1.10 Appendicex B: Observation Checklist.....	70
1.11 Appendicex c: Observation and Interview.....	71



CHAPTER I

INTRODUCTION

A. Background of Study

All individuals, regardless of wealth, color, or physical or mental limitations, have the right to an education. Even if the setting and aim of education are for those who have impairments, or what are in this case called disabilities, education is still necessary for them. Due to this, if Indonesian education continues to ignore the requirements of children with special needs or disabilities, their lives will undoubtedly be neglected, ostracized, or worse, they would be viewed as a waste in society and a financial burden on their families.

Based on the 1945 Constitution, the right to education is regulated in article 31 of the 1945 Constitution of the Republic of Indonesia: 1). All citizens have the right to Education. 2). All countries need to attend primary education and the state needs to pay for it. Based on the 1945 Constitution above, it can be concluded that education is indeed the right of every citizen and it is the responsibility of the state to provide it. However, in terms of education for children with special needs, stigma formed in various communities, most Indonesians think that education for children with special needs is not important because it does not have clear goals in the future.

See the problems that befall children with special needs. The paradigm of inclusive education can be a solution to problems, especially in the field of education for them. Based on UU no. 20 of 2003 paragraph 1 explains, that education is held

democratically and equitably and is not discriminatory by upholding human rights, religious values, cultural values, and national diversity. From the explanation of the law above, children with disabilities have the right to education regardless of the situation and can gather with non-disabled children without feeling ashamed.

According to the International Labour Organization (2014), a person with a disability is someone who experiences physical, textual and psychosocial limitations or abnormalities that affect his ability in everyday life. According to The United State Department of Justice (2016), disability is an individual's substantive disability that limits ability in daily activities, both in physical and mental forms. So it can be concluded that a person with a disability is someone who has shortcomings, both mental and physical, that affect his ability in everyday life.

Broadly speaking, disability can be divided based on the type and type of disability itself such as, 1) physical disability, that is, a person who has physical limitations can be congenital or disabled due to accidents or so on, which is divided into, blind, deaf, deaf, deaf, 2) mental disabilities, there are conditions in which people who have this disability have limitations on mental or physical behavior. Mental disabilities include congenital disorders as well as due to disease, mental disabilities can be classified into how many types, namely, hearing impairment, visual impairment, intellectual disability, and double impairment.

Down syndrome is a mental impairment that is categorized as an intellectual disability, meaning it has an influence on a person's mental and cognitive abilities and intelligence. Down syndrome, according to Kosasih (2012:), is a

condition that causes children's physical and mental growth to be delayed due to aberrant chromosomal development. The inability of chromosomes to split from one another leads to abnormal chromosomal development.

One of the causes of chromosomal failure to separate, which results in down syndrome, is 1) genetic factors, where there are relatives or sides who have previously experienced down syndrome, and 2) nutritional factors, where the mother of the child does not provide enough nutrition for fetal development while the child is still in the womb, resulting in the baby being born with down syndrome. Infants with typical down syndrome differ physically from non-patient children in a number of ways, including having a face identical to that of children with down syndrome, shorter fingers and toes, short stature, oval-shaped heads, relatively short heights, and small mouths. These physical differences are accompanied by other traits, such as very slow child development. In connection with the consequences caused by down syndrome which have an impact on intelligence retardation which certainly plays a role in learning abilities, cognitive abilities are very closely related to intelligence where cognitive abilities themselves are the ability or strength of a person to understand something. From this it can be seen that things related to learning for children with down syndrome are different from children who do not suffer.

There are a number of factors that can lead to chromosomal failure and down syndrome, including 1) genetic factors (where there is a family history of down syndrome) and 2) nutritional factors (where the mother of the child does not provide

enough nutrition for fetal development while the child is still in the womb). In addition to having a face identical to that of children with down syndrome, shorter fingers and toes, short stature, an oval-shaped head, a relatively short height, and a small mouth, babies with ordinary down syndrome also differ from non-patient children in terms of their physical characteristics. Another characteristic is a child's developmentally very slow.

In connection with the consequences caused by down syndrome which have an impact on intelligence retardation which certainly plays a role in learning abilities, cognitive abilities are very closely related to intelligence where cognitive abilities themselves are the ability or strength of a person to understand something. From this it can be seen that things related to learning for children with Down syndrome are different from children who do not suffer.

Based on some of the explanations above, the researcher intends to conduct research entitled Analysis of Factors Affecting down syndrome Children's English Learning at SLB 1 Makassar, the reason researchers are interested in taking this title is because researchers consider that research on down syndrome children specifically in English Education is still lacking and it is necessary to do research on English Education for down syndrome children so that Education for down syndrome children is even better, and the reason researchers conduct research at SLB 1 Makassar is because based on interviews conducted with the principal of SLB 1 Makassar it is known that in SLB 1 Makassar there are several strata The education provided starts from elementary, junior high and high school, but this

research will focus on children with down syndrome who are in the junior high school strata in grade 2 who have received English lessons.

The researchers hope that this research can be useful in the future and become a reference in learning English, especially for children with down syndrome.

B. Problem Statement

From the background of the above problems, researchers want to formulate a research question based on:

1. What internal factors can affect the English learning ability of down syndrome students?
2. What external factors can affect the English learning ability of down syndrome students?

C. Research Objectives

Based on the research problems above, the purpose of this research is: to find out the factors that influence the English learning ability of students with Down syndrome.

D. Research Significance

The researchers hope this study will be useful information for many people in the process of understanding learning and education, such as:

1. For Researchers

This research is expected to be a reference for further research for the development of English language learning, especially for down syndrome students.

2. For Students of Down syndrome

This research is expected to be useful for down syndrome students in improving learning skills, especially in English language learning

3. For Teachers

The researchers hope the study can help learn more about down syndrome students' learning, especially for down syndrome learning

E. Research Scope

Based on the background, problem formulation, research objectives, the scope of this study is only focus on factors that affect the learning ability of down syndrome students in English language learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Findings

The researchers published a number of related publications to aid public understanding of these findings. A preliminary investigation was carried out. Marta (2017) conducted an initial experiment for her project. The aim of his research was to investigate how puzzle games affect children's cognitive control. This study defines cognition as the ability to process information, or in this case knowledge. Several stages of this intellectual capacity include knowledge, understanding, analysis, site, and assessment. It is clear from the previous examination of cognitive skills that information gathering and cognitive abilities are closely related.

Siahaan (2022) in his article discusses the need for inclusive education for the learning of children with special needs. It explains how education for children with special needs differs from education for children without special needs. What is meant by inclusive education in this article is to provide the same opportunities or opportunities to students with special needs or abilities as children who do not have these needs.

According to research conducted by Sardiyannah (2018) explained in his article there are several factors that affect student learning, namely;

1. External Factors

External factors are factors that come from outside the student, among others;

a. Environmental factors out

Family environment factors are the factors that most affect students' learning ability. Family environment factors are also the first and main factor in determining student learning development.

b. School environmental factors

School is a formal institution where knowledge is added, in this case there are several aspects that affect the learning ability of students in schools, namely, curriculum, facilities and infrastructure, teachers and discipline.

c. Environmental factors of society

Community environmental factors are factors that affect learning ability because in that society the personality of students is formed, in society there are several things that affect students including, friends, mass media, culture of life in the community, the surrounding environment.

2. Internal Factors

Internal factors are factors that exist in the students themselves, internal factors can be divided into;

a. Physiological Factors

Physiological factors are factors that include physical or physical students, there are several aspects in physiological factors that affect students namely,

- 1). Health Factors, which in the sense that these students are physically fit,
- 2). Disability, bodily disability is a quality of students or individuals who have physical deficiencies.

b. Psychological Factors

Learning is closely relate to psychological aspects, of course, the state of a person's psychological condition will be an important aspect of his learning ability, there are several aspects that affect students' learning ability from psychological aspects, namely, interest and effort, itelegency, talent, motivation, learning concentration, maturity and readiness.

Fitriya (2022), in her article titled "The Role of the Family in Increasing the Independence of Children with Down Syndrome," underlined the importance of parents and the home environment in a kid's development, especially if the child has Down syndrome. A child's performance on the task will be influenced by the guidance and care of their parents. The type of love, adoration, and support has an effect on how children with Down syndrome mature.

Sari (2019) in his research, shows that children with Down syndrome are specifically guided individually to the maximum extent possible by special supervisors, who play an important role in their learning development. Therefore, special supervising teachers are expected to be innovative and active in mentoring.

From the related findings above, there are similarities between previous researchers and this study, namely that the current research and previous research both examine the factors that influence learning ability. The difference between this research and previous research is the research subject and the scope of the research.

B. Some Partinents Ideas

The theories used in relation to this research are presented in this section. The basis of this research will be presented in a review of literature and textual sources in this field.

1. Education of children with special needs

Children with special needs are children who have slightly different abilities from children who do not have special needs, for this reason education is needed that is designed for children with special needs. Education for children with special needs is a learning process specifically designed for children with special needs, according to Demirok, Meral Karabakak and Aysever (2019) teaching methods in special education generally aim to obtain and/or increase appropriate behavior and prevent, reduce and/or remove inappropriate behavior from individuals with special needs to maintain independent life. it can be concluded that the purpose of education for children with special needs itself is as a place for children to develop their potential optimally, giving their rights as

Indonesian citizens who have special needs in their fields. education and also as a process for them to live independently in society later.

2. Down Syndrome

According to Renawati et al. (2017), Down syndrome is a hereditary disorder that results in sufferers having poor IQ and usual physical issues. Children with Down syndrome have delayed physical and mental maturation as a result of chromosomal abnormalities.

The child's Down syndrome can be recognized by the child. Who have limited physical and intelligence abnormalities. Hadiwidjojo (2008), explained the definition of Down syndrome children who fall into the group of mental retardation both at mild and moderate levels. Down syndrome is usually the result of abnormalities in the pada or chromosomes that fail to separate. This process is called nondisjunction as a result of the process, chromosome 21 which can form trisomy 21, translocation, and mosaicism. The addition of these chromosomes results in body deformities and interferes with brain development which has an impact on intellectual disability. People with down syndrome may look similar, but have different abilities. People with Down syndrome usually have low IQ abilities or are on a measure of low to moderate intelligence and much slower communication development than other children.

The cause of nondisjunction itself is not yet known apart from the nondisjunction process itself, there are other facts that can result in the birth of a downsyndrome child, namely the age of the mother. The age of the mother during pregnancy impacts the likelihood of having a kid with the down syndrome, according to Anggeriyane (2019). The danger increases when a mother's age increases while she is pregnant. down syndrome has an age of 49 years at birth, a 1:1490 age at 40, and a 1:106 age at 40. When pregnant, women over the age of 40 are more likely than younger women to deliver a child who has Down syndrome. According to data reported by the World Health Organization reports that there is about one down syndrome child birth out of every 1000 births. There are currently an estimated four million people with Down syndrome in the country. In Indonesia, there were around 3,000 children with Down syndrome in Indonesia in 2019. In the south of South Sulawesi alone there are about 400 people with downsyndrome.

Selikowitz in Romadheny (2016) states that there are several features that manifest in children with down syndrome, ranging from being completely absent to showing only a few telltale symptoms. In general, it can be said that children with down syndrome have distinguishing physical characteristics that are visible. As for the physical characteristics, children with ordinary down syndrome differ from non-patient children in that they have shorter fingers and toes, a shorter stature, an oval-shaped head, a shorter height, and a smaller mouth.

In addition to these physical traits, relatively sluggish child development is another hallmark.

According to Kompas.com down syndrome can be classified into 3 types, namely;

1. Trisomy 21 This type is the most common of the cases, even the percentage of cases reaches 95 percent of most people with down syndrome. Trisomy type 21 occurs because the child has three chromosomes 21 in each cell of his body. Of course, this gives rise to additional genetic material that has an impact on changing the course of development and causes characteristics associated with down syndrome.
2. Down syndrome Translocation, of all down syndrome children there are about 3 to 4 percent who are in the type of down syndrome translocation. According to the National Down Syndrome Society on this type of translocation, there is a part of chromosome 21 that attaches to another chromosome, usually chromosome 14. This is the result of a process called translocation, Down syndrome can cause a characteristic trait.
3. Down syndrome mosaic, In this type of down syndrome there are some cells that have three layers of chromosome 21 but others remain in pairs. Down syndrome mosaic is the rarest type and accounts for 1 to 2 percent of cases. On the other hand, it is likely that children with mosaic down syndrome have fewer features of other down syndrome conditions due to cells with a typical number of chromosomes.

According to Desmita (2015), motor development is the capacity that results from human motor processes in the form of abilities. The capacity to carry out motions can be used to determine motor development. Children with down syndrome learn skills like walking, cursing, using hands, walking, and other things more slowly. practically all fundamental learning skills are impaired in practically all down syndrome children, who also have minor brain damage.

3. Education of Children with Down syndrome

According to article 51 UU no. 23/2002 " Children with physical and/or mental disabilities are given equal opportunity and accessibility to obtain ordinary or extraordinary education. Education is the right of every person. To get a proper education regardless of anything. Every individual is created differently with uniqueness and each has its own uniqueness. Some are created with better conditions and some are created to have deficiencies, both physical and mental deficiencies. Every citizen has the same right to get proper education provided by the state. Despite physical and mental deficiencies those who experience their deficiencies, they still have the right to receive guidance to bathe themselves and prosper their lives in society.

The education of children with exceptional needs, which includes intellectual disability (physical and mental diseases) is one of the categories of children with special needs. This includes children with disabilities or other

physical and mental elements. Afrilyanti (2022) claims that down syndrome is a type of mental weakness in children with unique problems who are depressed on the basis of low IQ. Where does genetic growth retardation affect physical and mental development? A kid with down syndrome has unique needs, a lower than average IQ, and physical, mental, or behavioral impairment.

Down syndrome children's education has different goals when compared to the educational goals of non-disabled children, down syndrome's children's educational goals are more focused on developing their potential so that they can live independently and can adjust in society.

According to Mayasari (2019) there are several educational models for downsyndrome children, including;

1) Excellent school education (SLB C and C1)

Education of children in schools outside bias is intended for children who have below-average integrity accompanied by inability in behavioral adaptation.

2) Integrated education

Children with disabilities learn side by side with non-disabled children in the same class as regular teachers in regular schools, with children with disabilities who have difficulties receiving guidance from special guidance teachers.

3) Home-schooling programs

This program is intended for children with disabilities who are unable to attend special schools due to health limitations.

4) Rehabilitation house (griya)

This home is for children who have severe mental disorders, who have abilities at a very low level or children who have multiple disabilities such as vision, hearing, or motor.

5) Inclusive education

Inclusive education is co-organized with non-disabled children in the classroom and gets the same teachers and mentors as non-disabled children.

6) Special Education Services

According to Smith (2009) Education for children with special needs if they want to succeed academically, socially and vocationally includes;

- a. Baby stimulation program
- b. Early childhood special education services
- c. Physical therapy
- d. Occupational therapy
- e. Speech therapy
- f. Teaching self-care skills (Self-Development)
- g. Functional academic teaching, for example, learning to read the word "rice" or learning to know "denomination money", as well as special preparation for work and community life.

C. Conceptual Framework

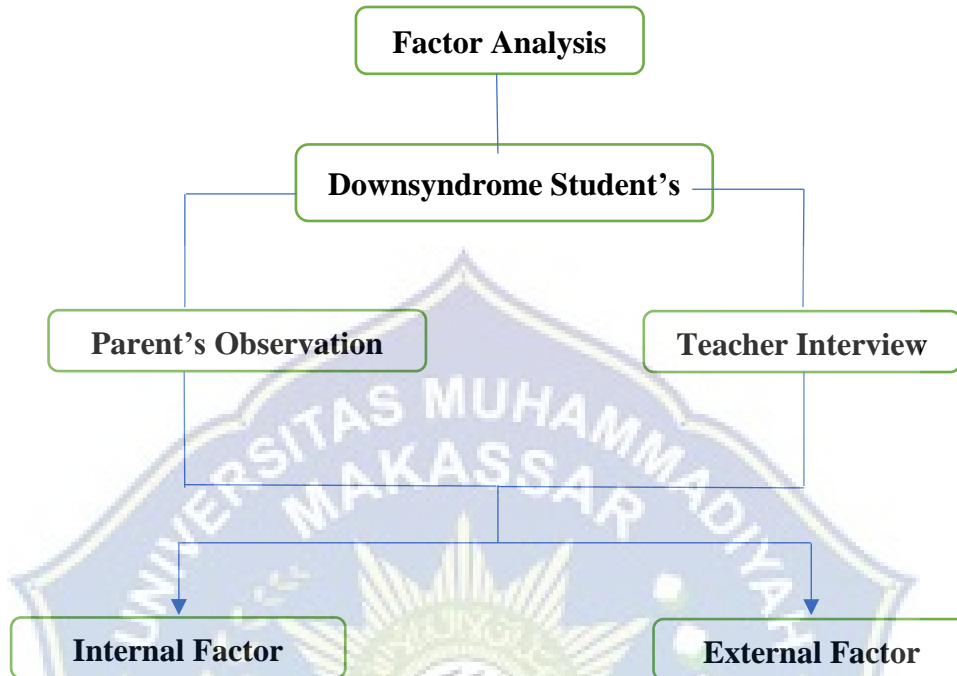


FIGURE 2.2 Conceptual Framework

This research will focus on analysing the factors that affect the English learning ability of down syndrome students, the factors that affect the learning ability of down syndrome students can be broadly divided into two, namely, internal factors and external factors.

In this research, researchers used two research instruments, namely interviews and observations, both instruments were used to find data related to internal factors and external factors that affect the learning ability of downs syndrome students. after the data is found then the data will be separated and reduced, data that is not relevant to the research topic will then be separated to make it easier for the researcher.

CHAPTER III

RESEARCH METHOD

A. Research Design

Basic qualitative design, sometimes referred to as descriptive qualitative, describes this kind of study. According to Moleong (2007) qualitative research is study that seeks to comprehend the phenomena that study participants encounter. According to Sugiyono (2014), the qualitative method is a research methodology founded on the philosophy of post positivism, used to study the natural state of objects, where researchers serve as key instruments, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and the findings emphasize the significance of generalization.

B. Research Subject

According to Arikunto (2010), the subject of research is a research limitation where researchers can determine it with objects, things or people to attach research variables. The subject of qualitative research is an informant who provides information about the data that the researcher wants related to his research. In this case, the researcher had chose the subject of the study, namely an English teacher at SLB 1 Makassar who taught children with downsyndrome.

From the results of observations at school it was known that the percentage of disabilities in grade 2 junior high school in SLB 1 Makassar, namely;

Table. 3.1, total students with disabilities in SLB 1 Makassar at second grade

No.	Total	Categories
1.	3	Down Syndrome
2.	2	ADHD
3.	4	Autism

In the class to be studied there are several students who have different mental disabilities but the researcher will focus on children with down syndrome.

C. Research Focus

The purpose of the research is to selected which data was not good enough while limiting qualitative enquiry Moleong (2004). The level of importance or urgency of the problem facing our research is described in the problem formulation as one of its limitations. Aspects related to the analyses affecting English language learning are the main topics of fish research.

D. Research Instruments

Research instruments were tools used to measure observed natural and social phenomena (Sugiyono, 2016). The instrument in this study is a tool that used in measuring and collecting data. The instruments research were;

1. Interview

Interviews are research techniques carried out by means of dialogue either directly (face to face) or remotely through certain media channels such as telephone and other communication media (Sanjaya, 2015) Researchers conduct interviews or interviews with informants with the aim of collecting data.

Interviews that have been conducted only with teachers, in this case the English teacher as an informant as one of the closest students. The interviews that have been conducted are structured where the interview questions have been prepared in advance.

2. Observation

Sanjaya (2015) states that observation is a data collection strategy that involves direct or indirect observation of the object of observation and documenting the object in the observation instrument (in the form). In this study, researchers made several observations with different objects. in the first observation carried out in class to see environmental factors in this case the teacher, the second observation was carried out by looking at the family background of children with down syndrome, in the third observation the

researcher made observations to see the income of parents of students and its relationship related to the learning abilities of children with down syndrome, on observation the four researchers made observations to find out whether there were children with Down syndrome who had diseases that could affect their learning abilities.

E. Data Collection

At this stage researchers collect data using interviews and observations

1. Interview

At this stage, researchers conduct in-depth interviews to obtain the necessary data related to research. Interviews conducted by researchers are unstructured interviews where unstructured interviews are interviews conducted by freedom of opinion and only used interview guidelines that only contained a central theme.

2. Observation

Observations made by researchers were class observations related to research carried out referring to observation tables which will then be concluded.

F. Data Analysis

Miles and Huberman (1984), suggest that activities in qualitative data analysis are carried out interactively and continue continuously until complete, so that the data is saturated. A measure of data saturation is characterized by the

absence of new data or information obtained. In this study later, the data obtained from the research instrument will be analyzed in 3 stages, namely;

1. Reduction

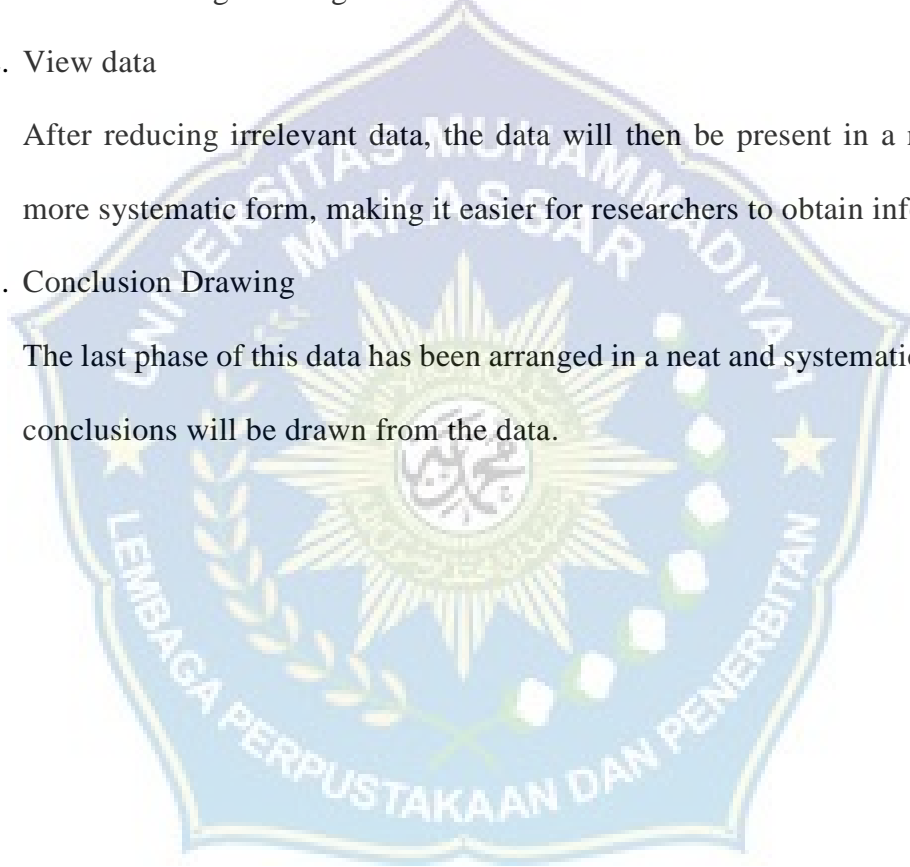
In this phase, the data obtained will be simplified to make it easier for researchers to get the right information.

2. View data

After reducing irrelevant data, the data will then be present in a neater and more systematic form, making it easier for researchers to obtain information.

3. Conclusion Drawing

The last phase of this data has been arranged in a neat and systematic form and conclusions will be drawn from the data.



CHAPTER IV

FINDING AND DISCUSSION

In this chapter is divided into two parts, the first is the findings, the second is the discussion. This chapter presents the findings of the research based on the instruments used and the discussion of the information obtained. The results of the study provide answers related to factors that affect the learning ability of Down syndrome students.

A. Findings

The purpose of the research is to find out what factors affect the English learning ability of down syndrome students. These influencing factors can be grouped into two types, namely internal factors and external factors of down syndrome students.

Each finding of this study is based on the results of the research instruments used, namely, interviews and observation checklists. Interviews were used to find out the factors that influence the English learning ability of down syndrom students and sharpened with observation checklists.

1. Internal Factors

Internal factors are factors that originate from within or come from down syndrome students themselves. From the results of interviews conducted with English teachers, researchers found that there are several factors that affect the learning ability of down syndrom students in English subjects, namely.

a. Physiological Factors

Physiological factors are physical factors that affect the learning ability of down syndrome students, from the data found by researchers, there are several that are found.

Interview Data : (ID1_ET_Int.F). Psysio. F)

T : So far what I got is nothing, well it is indeed those who are downsyndrom, well because indeed he is specifically tunagrahita so indeed he has an intellectual delay in language so his thinking power is not the same as his age, and also Down syndrome also affects their physique, such as their shorter but large tongue and large mouth, which can be said to affect their ability to speak.

T : *Selama ini yang saya dapat tidak ada, yah itu ji memang mereka yang downsyndrom, yah karna memang dia khususnya tunagrahita jadi memang dia ada keterlambatan intelektual bahasanya jadi daya pikirannya tidak sama dengan seusinya, dan juga down syndrome juga itu mempengaruhi fisiknya yah seperti lidahnya yang lebih pendek tapi besar dan mulut yang besar bisa dibilang mempengaruhi kemampuan mereka berbicara.*

Based on Interview data, there were no cases of downsyndrome students experiencing illnesses that affected their learning ability, but there were some physical conditions that were affected by their downsyndrome disability such as, a shorter and larger tongue, in addition to a larger mouth and a higher palate affecting the ability of downsyndrome students to pronounce and control their speech.

Physical limitations in down syndrom students are greatly influenced by the donwsyndrom they have in terms of limitations in the aspect of communication or

speaking, these physical limitations are usually due to poor motor control in the mouth or slow cognitive development of students. This greatly affects learning abilities, especially in the aspect of language where speech is crucial.

b. Psychological Factors

physiological factors are physical factors that affect the learning ability of downsyndrom students, from the data found by researchers, there are several that are found.

Psychological factors that have the most impact on down syndrome students themselves are down syndrome itself which affects their emotional, cognitive and intelligence, but in this case the researcher excludes this and on factors that are not innate or the impact of down syndrome, from that the researcher found some data from interviews with teachers.

Interview Data : (ID2_ET_Int.F). Psycho)

T : Bisa jadi, karena siswa yang datang kesini membawa entah kah pengalaman atau perasaan dari keluarga dan lingkungan dia bawa kesekolah, sebagai contoh saya mengangkat tangan dia langsung reflek mundur atau takut atau bisa dibilang ada trauma dari lingkungan masyarakat atau keluarganya

T : It could be, because students who come here bring either experiences or feelings from their family and environment to school, for example, I raise my hand, they immediately reflexively retreat or are afraid or you could say there is trauma from the community or family environment.

Based On the Interview Data above, there are several cases of down syndrom students having psychological trauma that occurs in the family or social environment so that children are afraid to interact or have low learning motivation, for example cases when the teacher raises his hand or when the teacher approaches students look afraid and avoid or retreat.

From the results of interviews, in some cases there are several impacts of trauma obtained by downsyndromed students that teachers usually encounter.

Interview Data : (ID 3_ET_Int.F), Psyc)

T :...*Dia fokusnya terganggu pastinya, apalagi motivasi belajarnya sudah tidak ada.....karna untuk ketemu orang lain saja itu sangat sulit apalagi kalua ketemu dengan orang banyak.*

T : His focus is disrupted for sure, let alone his learning motivation is gone....because just meeting other people is very difficult, let alone meeting a lot of people.

Based on the results of interviews, there are several impacts of psychological factors on down syndrome children that affect their learning abilities, namely disturbed focus and low or worse learning motivation.

From the results of interviews with teachers there are several causes of trauma in downsyndromed students.

Interview Data : (ID4_ET_Int.F), Psyc)

T: dari factor keluarga dan lingkungan sosialnya, sebagai contoh dari lingkungan sosialnya anak-anak dibawah keluar oleh orang tuanya kelingkungan luar berbaur sama orang-orang non berkebutuhan kemudian dia secara social dia dipinggirkan pasti ada gap, gap social antara anak-anak berkebutuhan khusus dengan orang non berkebutuhan, sedangkan dari lingkungan kelasnya yang pernah saya temui ada anak yang membully jadi dia takut dan berkurang motivasi belajarnya

T: from family factors and the social environment, for example from the social environment, children are taken out by their parents to the outside environment to mingle with non-needsy people then socially they are marginalised, there must be a gap, a social gap between children with special needs and non-needsy people, while from the classroom environment that I have encountered there are children who bully so they are afraid and reduce their motivation to learn.

Based on (ID 4_ET_Int.F), Psyc) the main cause of psychological factors in down syndrom students is from environmental factors both from the social environment and the class that does not understand down syndrom children so that the child is socially marginalised and usually in the classroom is bullied by non-syndrom students.

2. External Factors

External factors are factors that come from outside themselves or from outside students with down syndrome. From the results of interviews conducted with subject teachers and parents and observation checklists, several findings can be described.

a. Teacher

Teachers are one of the important factors that influence the learning ability of down syndrome students. In this case, the English teacher whose educational background is not from special education has previously received training related to teaching students with special needs.

Interview Data: (ID 9_ET_Ext.F), Teacher)

T : *iya, seperti tadi saya assessment dulu anak-anak baru kita tau difase mana dia mampu belajar baru kita berikan materi yang sesuai dengan apa yang kita ajarkan dan bimbing secara khusus.... Misalnya tadi juga ada kasus saya Cuma menulis di papan tulis ada yang bisa mengikuti kalau tidak bisa mengikuti saya berikan metode itu tadi dot atau titik supaya dia bisa merangkaikan titik menjadi satu huruf, jadi perlakuan khusus setiap anaknya*

T : Yes, like earlier I first assess the children and then we know which phase they are able to learn and then we provide material that is in accordance with what we teach and guide specifically.... For example, there was also a case where I just wrote on the blackboard, some could follow if they couldn't follow, I gave them the dot or dot method so that they could connect the dots into one letter, so special treatment for each child.

Based on Interview Data, the teaching methods used by teachers for down syndrome students are based on the child's learning ability phase. This can be seen from the actions of teachers who first provide assessments to students to determine the child's learning ability or in this case the learning phase, providing the right learning method

for down syndrom students will be very crucial to their learning, because learning methods that are not suitable for the learning phase of down syndrom students will make down syndrom students unable to continue learning. There are three stages of teaching carried out by the teacher, namely, introduction, main activity, and closing.

1). Introduction activity

At this stage the teacher takes the first step in starting learning. Based on the checklist observation that the researcher used, the teacher ensured that students were ready to learn, by first reading the prayer led by the teacher himself, and after that giving instructions to students to remove their stationery while checking attendance,

2). Main activity

At this stage before the teacher explains the material to be taught, the teacher first repeats yesterday's material and this is also a way for the teacher to find out the ability of his students and classify them according to their learning phase, then the teacher then explains the material, after that the teacher gives the task to write the word that was explained earlier as an example of the word "MORNING" and "NIGHT". From the results of the researcher's observations, there were some students who were able and fluently able to write the word and there were also those who could not write. For students who cannot write yet, the teacher then uses the dot method, which is a method of giving dots which will then be connected from one dot to another, for children who still do not really understand this phase, the teacher uses a method where the teacher first writes on paper or student books and then the student repeats it.

3). Closing activity

At this stage the teacher repeats the previous learning but individually while checking the results of the previous writing. At this stage the teacher repeats the word "NIGHT" and trains students to say the word individually.

Based on the observations and extracts presented, it can be seen that before the teacher teaches the material, the teacher first scans and categorises down syndrome children based on their learning phase which is closely related to their ability to process and develop their learning abilities. After that the teacher teaches students based on the phase that was known earlier, this is based on the class there are different phases where the phase grouping is based on their ability to learn, for example TK who can already imitate the teacher's writing is different from the teaching method of AMN who cannot write yet, which makes the teacher when teaching will guide individually and use different methods, such as the use of the dot method in this case the teacher draws dots to form letters and words which then the dots will be connected from one dot to another by students. In conclusion, the teacher has a crucial function towards down syndrome students, especially in learning abilities, this is based on the selection of appropriate teaching methods for down syndrome children related to the phases of down syndrome children's abilities because the selection of the wrong method when teaching students struggle in learning, as described above.

Interview Data: (ID 7_ET_Ext. F), EV)

T: For example, children's motivation to go to school or study is very much influenced by their family environment.

Interview Data : (ID 2_P1_Ext. F), EV)

P 1 :..... because it can be said that down syndrome children have a high social nature or always want to get along with their environment ... but besides that the environment can also be a place for children to learn, for example learning to speak.

Interview Data: (ID 4_P2_Ext.F), EV)

P2: You could say that it has a big impact, for example down syndrome children are easy to imitate so what they see from their environment they will imitate.

Based on interview data, the learning ability of donw syndrom students is strongly influenced by their environment, for example their learning motivation, and also the influence of the environment is also very influential positively and negatively this is based on the attitude of children who have a very high desire to socialise and also children who tend to imitate what they see in their social environment.

B. Environment

The environment is certainly one of the factors that affect students' learning abilities and in some cases the environment is also the cause of several factors such as trauma factors. In addition, researchers found several findings related to the environment as one of the factors that affect students' learning abilities obtained from interviews with teachers and parents.

Interview Data: (ID 7_ET_Ext. F), EV)

T: For example, children's motivation to go to school or study is very much influenced by their family environment.

Interview Data : (ID 2_P1_Ext. F), EV)

P 1 :..... because it can be said that down syndrome children have a high social nature or always want to get along with their environment ... but besides that the environment can also be a place for children to learn, for example learning to speak.

Interview Data: (ID 4_P2_Ext.F), EV)

P2: You could say that it has a big impact, for example down syndrome children are easy to imitate so what they see from their environment they will imitate.

Based on interview data, the learning ability of donw syndrom students is strongly influenced by their environment, for example their learning motivation, and also the influence of the environment is also very influential positively and negatively this is based on the attitude of children who have a very high desire to socialise and also children who tend to imitate what they see in their social environment.

C. Therapy

Therapy is a stimulus process carried out to stimulate motoric, cognitive and social abilities. From the results of interviews with parents of students, the findings were obtained

Interview Data : (ID 11_ET_Ext.F),The)

T: *Kalo stimulus khusus mungkin setiap guru berbeda, tapi khusus saya sebagai guru mata pelajaran lebih ke penyampaian visual dan reward.*

T : The specific stimulus may be different for each teacher, but for me as a subject teacher, it is more about visual delivery and rewards.

Interview Data : (ID 5_P2_Ext. F), Therapy)

P 2 : *Iya, dulu pernah saya lakukan terapi aba untuk stimulus untuk lebih pintar bicara dan terapi motoric*

T : Yes, I used to do aba therapy to stimulate smarter speech and motoric therapy.

Based on the stimulus extracts carried out by the teacher in the form of visuals for children's focus and so that children understand more and rewards to increase learning motivation, while from therapy there are several therapies that have been undertaken by down syndrom children such as ABA and motoric therapy with the aim of stimulating children's speech and focus.

B. Discussion

In the discussion section, the researcher answers all problem formulations by connecting the theory that the researcher uses and the data obtained during the research. The main purpose of this research is to find out what factors affect the ability to learn English in children with down syndrome.

1. Internal factors

From the data collected from interviews and observation checklists, there are several conclusions that researchers can draw related to some internal factors that affect the learning ability of down syndrom students, including the following.

a. Physiological Factors

Basically, physiological factors are factors related to the physical condition of the individual, but in this case the condition of students who have Downsyndrome, there are several physiological factors that affect the English language learning ability of down syndrome students. According to Carbone et al (2022), the fact that down syndrome children's language skills are based on two problems, namely, difficult to understand and problems with articulation, which are stated by the teacher and there are often anomalies in auditory and oral structures. Down syndrome children have a lot of difficulty in pronouncing some sounds and words, due to some of the physical features typical of down syndrome, including a large tongue and small mouth.

b. Psychological factor

Broadly speaking, psychological factors are factors that refer to the mental and emotional aspects of students that affect the learning process. The impact of psychology is very diverse, especially on students, for example, it can affect learning motivation, concentration and trauma and feelings of fear.

In this case, based on the data collected from interviews with teachers, it can be concluded that usually psychological factors are usually in the form of trauma in

children and excessive fear. the causative factor of trauma is usually caused by environmental factors, according to Novalia (2019) trauma is a state or state of the individual as a result of perception, as a result of repeated stimuli. for example, the social environment where downs children live. For example, the social environment where down syndrom children live in a rough society can cause traumatic experiences in children as well as in families, apart from factors outside of school in some cases there are also psychological factors caused by the school environment or friendship environment, in this case bullying of down syndrom children from non down syndrom children, This traumatic experience will later affect the child's learning ability as an example that has been obtained by a down syndrom student teacher in the classroom His focus will be disturbed and his learning motivation has decreased or is absent, it should be noted that the impact of psychological factors is different from each individual.

From the results of the subject teacher interview, from the case of students who have traumatic experiences, the teacher usually takes an individual approach to find out more about the impact of the trauma experience for the child as an example of a case of a child who is afraid when the teacher raises his hand, this is in line with what was said by Honsinger & Brown (2019) Children affected by trauma can experience decreased concentration, difficulty remembering and organising, increased aggression and negative peer interactions, dysregulation, avoidant behaviour, and distrust of which can exacerbate challenges in the school environment. In such cases, teachers

conducting individual counselling specifically to teach these students and so that students are not afraid as a result of their trauma.

2. Internal factors

External factors are factors that come from outside that affect students' learning abilities, from the results of interviews there are some data found related to internal factors that affect the learning abilities of children with Downsyndrome, including.

a. Environmental Factors

From the data obtained from interviews with teachers and parents, and observations made, conclusions can be drawn related to environmental factors that affect learning abilities. Related to the ability of children who are sensitive to what is felt by their five senses, according to Handayani (2019) Student learning motivation will grow if there is a conducive living environment and parenting patterns that can spur and foster learning motivation in themselves, parenting patterns and student environmental conditions greatly affect children's learning motivation, especially downsyndrom.

On the other hand, the school environment is also very influential on children's learning abilities, Cintia Dewi (2019) describes that if the atmosphere and learning environment of children support the learning process, as well as the guidance of a teacher who is more capable of educating children's learning, it will produce effective learning outcomes, in this case a positive classroom environment will bring enthusiasm when learning, especially learning English and will be inversely proportional if the classroom environment is negative.

b. Teacher Factors

The teaching methods used by teachers have a significant impact on the learning abilities of students with down syndrome. According to Surakhmad in Yuwinda (2019) the method chosen by the teacher must be in accordance with the level of ability that each student wants to fill. That is, it is the method that must be subject to the will of the goal and not vice versa. not the other way around. Therefore, what abilities are desired by the goal, the method must fully support. The right choice of method can help optimise their learning process and stimulate cognitive and social development. Some factors of teacher methods that affect the learning ability of students with down syndrome include.

Firstly, the use of visual methods. Students with Down syndrome generally have a tendency to learn through visualisation. Teachers who use pictures, word cards or other visual media can help them understand concepts better. This method facilitates better communication and understanding as students can relate information to clear images.

Second, the concrete and practical approach. Learning methods that relate abstract concepts to real situations will help students with down syndrome understand the material more deeply. Teachers can use real-life examples or everyday experiences to explain complex concepts, so that students can feel the relevance and applicability in their lives.

The use of repetition and repetition also plays an important role. Given the varying retention abilities of students with Down syndrome, teachers need to use

methods that involve repetition to reinforce understanding. Regular repetition of material helps build long-term memory and strengthen their skills.

According to Rusman in Yuwinda (2019) states that before determining the learning method to be used in learning activities, there are several things that must be considered by the teacher in choosing it. Among them "the maturity of different students affects the selection and determination of learning methods. The suitability of the method to individual needs is also an important factor. Each student with Down syndrome has a different learning tendency. Teachers who are able to identify the learning preferences and ability levels of each student will be more effective in designing appropriate learning strategies.

In conclusion, the teaching methods applied by teachers have a significant impact on the learning ability of students with down syndrome. The use of visual methods, practical approaches, activity-based methods, repetition, and customisation to individual needs are some of the aspects that play a key role in helping them achieve their optimal learning potential. Teachers' efforts in aligning methods with students' characteristics become an important foundation in creating an inclusive and meaningful learning environment for them.

C. Therapy

This is based on the results of interviews conducted with parents of students who do ABA therapy (Applied Behaviour Analysis) routinely aims to stimulate the muscles and nerves in the mouth to stimulate more fluent speech, from the results of observations there are some significant differences in children who from childhood

routinely aba therapy with children who do not therapy, for example children who often therapy will be smoother and more fluent in speaking or following the teacher's words this is inversely proportional to children who are not treated, this is in line with the results of research that Aswandi et. al (2023) who conducted research on the effectiveness of ABA therapy (Applied Behaviour Analysis) from the results of the research conducted it can be concluded that there is a significant increase in the aspect of communication skills of children with special needs.



CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

In conclusion, the learning ability of children with Down syndrome is influenced by interacting internal and external factors. Internal factors, such as genetic predisposition and cognitive ability, play a role in shaping their learning potential. Despite their diverse cognitive characteristics, appropriate and individualised learning approaches can optimise their learning potential.

On the other hand, external factors, such as family environment, school support and teachers' teaching methods, also play an important role. A supportive family environment, positive social interactions and stimulating stimuli can help children develop their skills and knowledge. Inclusive education and responsive learning approaches in schools create an environment that supports the cognitive and social development of children with down syndrome.

Both internal and external factors interact to shape the learning abilities of children with Down syndrome. Improving their learning ability requires collaboration between various parties, such as families, schools and special education experts. Through a holistic and inclusive approach, children with Down syndrome can overcome barriers and achieve optimal learning potential. In the face of these challenges, an in-depth understanding of internal and external factors is key to providing meaningful education and building a bright future for them.

B. Suggestion

Based on the findings reported earlier some suggestions that can be taken into consideration are as follows.

1. Suggestions for teachers

The researcher hopes that this study can contribute to the teaching and learning process for downsyndrom students, especially for English language learning and in addition to considering appropriate teaching methods based on the background of internal and external factors of students.

2. For students

For students, I hope this research can have a positive impact, especially in learning English

3. for researchers

This research is not final, and so what if in the future there is data that is considered less valid or needs to be deepened further, it will be gladly accepted.

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PART 1

To make it easier to categorise the data obtained from the results of interviews and observations made, the researchers used abbreviation to shorten the terms used and also so that researchers are easier in efficiency in processing data. The abbreviation information used is;

ID: Interview Data

ET: English Teacher

P1 : Parent of student 1

P2 : Parent of student 2

Int. F : Internal Factor

Ext.F : External Factor

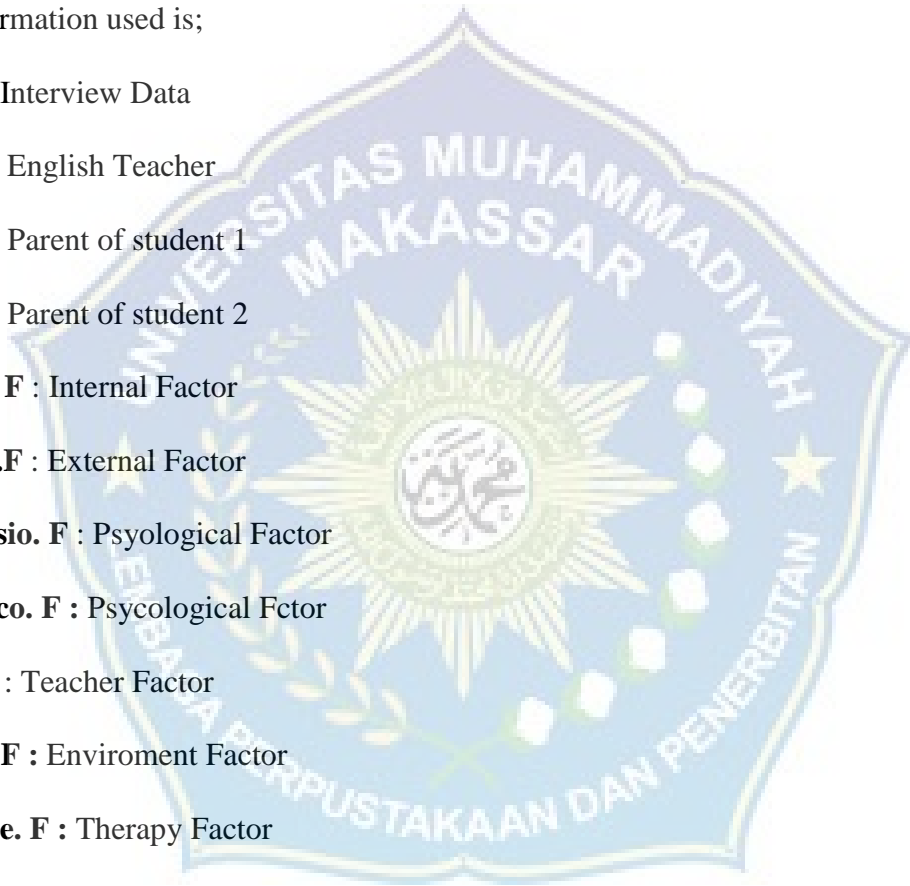
Psysio. F : Psychological Factor

Psyco. F : Psychological Fctor

T.F : Teacher Factor

Ev. F : Enviroment Factor

The. F : Therapy Factor



1.1 Appendicex A: Interview and Result

INTERVIEW DATA

FACTOR ANALYSIS OF DOWN SYNDROME STUDENTS LEARNING

ENGLISH AT SLB 1 MAKASSAR

I. Interview Schedule

1. Date, day : 09/08/23, wednesday

2. Start: 10:18

II. Identity of Informant Gender: EM (English education teacher)

Age of Position : 34

Last education : bachelor of english literature

III. Research questions:

Internal

1. Are there any congenital diseases of children with downsyndrome that also affect learning ability (English)?

Answer;

So far what I got is nothing, well it is indeed those who are downsyndrom, well because indeed he is specifically tunagrahita so indeed he has an intellectual delay in language so his thinking power is not the same as his age, and also Down syndrome also affects

their physique, such as their shorter but large tongue and large mouth, which can be said to affect their ability to speak.

Selama ini yang saya dapat tidak ada, yah itu ji memang mereka yang downsindrom, yah karna memang dia khususnya tunagrahita jadi memang dia ada keterlambatan intelektual bahasanya jadi daya pikirannya tidak sama dengan seusinya, dan juga down syndrome juga itu mempengaruhi fisiknya yah seperti lidahnya yang lebih pendek tapi besar dan mulut yang besar bisa dibilang mempengaruhi kemampuan mereka berbicara.

2. Do any of the psychological factors of downsindrome children also affect their learning ability?

Jawaban;

It could be, the student comes here bringing either the experience of his family environment he brings, so what I have faced is usually like that, for example I raise my hand maybe there is a tendency for children to be like this (demonstrates a gesture of defence or fear) it could be at home that is done like that but I don't know but it could be the family environment that influences, it can be said trauma

Bisa jadi, kan siswa datang kesini membawa entahka itu pengalaman dari keluarganya lingkungan nya dia bawa, jadi yang pernah saya hadapi biasanya seperti itu, misalnya saya mengangkat tangan mungkin ada kecenderungan anak seperti ini (memperagakan gestur bertahan atau ketakutan) bisa jadi ada dirumahnya yang dilakukan seperti itu tapi saya tidak tau tapi bisa jadi lingkungan keluarga mempengaruhi, bisa dikatakan trauma

3. How do these psychological factors affect children's learning ability (especially in English or language learning)?

Answer:

So, his focus is disturbed, of course, especially his motivation to learn is almost not his language because just meeting other people is very difficult, let alone meeting with many people, so usually at school we train to meet with many people interacting with his friends, it could also be that later it can treat it if for example this case is indeed the case.

Begitu, dia fokusnya terganggu pastinya terus apalagi motivasi belajarnya sudah hampir tidak adalah bahasanya karna untuk ketemu saja orang lain itu sangat sulit apalagi ketemu dengan orang banyak, makanya biasanya disekolah itu kita latih ketemu dengan orang banyak berinteraksi dengan teman-temannya bisa jadi juga itu nantinya bisa mengobati kalau misalnya kasusnya ini memang

4. What causes psychological factors in children with Downsyndrome?

Answer:

That's what was earlier, from family factors and the social environment, for example from the social environment, children are taken out by their parents to the outside environment to mingle with non-needsy people then socially they are marginalised, there must be a gap, a social gap between children with special needs and non-needsy people, while from the classroom environment, not all children are the same, that's the point so there are children who prefer to learn alone.

Itu yang tadi, dari factor keluarga dan lingkungan sosialnya, sebagai contoh dari lingkungan sosialnya anak-anak dibawah keluar oleh orang tuanya kelingkungan luar berbaur sama orang-orang non berkebutuhan kemudian dia secara social dia dipinggirkan pasti ada gap, gap social antara anak-anak berkebutuhan khusus dengan orang non berkebutuhan, sedangkan dari lingkungan kelasnya, kan tidak semua anak sama, itu pointnya jadi ada anak memang yang lebih suka belajar sendiri

6. For children who are psychologically affected, is there any teacher or school action for these children?

Answer:

If from the teacher, the teaching is still the same, for example, I have assessed, I tell them to group, for example, this child is in phase A so it is still given, it's just that I guide more individually.

Kalau dari guru, pengajarannya tetap sama, misalnya sudah saya assessment saya suruh mengelompokkan misalnya anak ini berada pada fase A jadi tetap pada fase itu diberikan, cuma saya bimbing lebih secara individu

Factor External

7. What is the impact of the environment on children's learning ability?

Answer:

Certainly very influential, especially that the most basic is that the child's motivation to go to school is already positive, for example he has gone to school means that he already has their tendency to be positive, meaning that he is silent or learning means that he has a will, whether he is from home parents do accustom their children to being

. forced to go to school or indeed children who have the will means that there is motivation from him to go to school and compare out there many downsyndrom children who do not go to school because their parents do not want their children to go to school so the most influential is the family, and the first school for children is their family.

Pastinya sangat mempengaruhi, terutama itu yang paling dasar itu motivasi nya anak kesekolah sudah positif, misalnya dia sudah kesekolah berarti dia sudah ada kecenderungan mereka untuk positif artinya diam au belajar berarti dia ada kemauan, entahkah dia dari rumah orang tua



1.2 Appendicex A: Interview and Result

INTERVIEW DATA

FACTOR ANALYSIS OF DOWN SYNDROME STUDENTS LEARNING

ENGLISH AT SLB 1 MAKASSAR

I. Interview Schedule

1. Date, day : 09/08/23 Wednesday

2. Start and end time:

II. Identity of Informant Gender: HB (parent)

Age of Position : 56

Last education : parents of downsyndrome students

III. Research questions:

Factor Internal

1. Are there any congenital diseases of children with downsyndrome that also affect learning ability (English)?

Answer;

From my child, no.

Kalau dari anak saya tidak ada

2. Is there any psychological factor from the child with downsyndrom that also affects the child's learning ability (downsyndrom)? v

Answer;

Maybe there is, but from my child, I didn't find it.

Mungkin ada, tapi dari anak saya, saya tidak temukan

Factor External

3. Apa dampak lingkungan terhadap kemampuan belajar anak(DS)?v

Jawaban:

Yes, we, as parents, can be said to have to be firm with children but still provide education, for example, he does not want to go to school, we have to be firm for children to go to school but still give reasons, like this, if you don't go to school, you will be like this, but you still have to be patient, but if the effect is in class I don't know, but maybe it has an impact on his obedience to the teacher and his independence later.

Iya, kita yaitu sebagai orang tua bisa dibidang harus tegas ya terhadap anak tapi tetap memberikan edukasi, misalnya dia tidak mau ke sekolah kita itu harus tegas untuk anak ke sekolah tapi tetap diberikan alasannya, begini-begini kalau kamu tidak sekolah nanti begini, tapi tetap harus sabar, tapi kalo pengaruh nya dikelas saya kurang tau yah, tapi mungkin berdampak ke patuhannya ke guru dan kemandiriannya nanti

4. Does the family's economic factor also influence and what effect does it have on the child(ren), especially regarding their learning or learning ability?

Answer;

No, because here the school is funded by the government and also the therapy that I have done to my child is also fairly affordable for the lower middle class.

Tidak, karna kan disini sekolah kan dibiayai oleh pemerintah dan juga terapi yang pernah saya lakukan ke anak saya juga terbilang terjangkau untuk kalangan menengah ke bawah

1.3 Appendicex A: Interview and Result

INTERVIEW DATA

FACTOR ANALYSIS OF DOWN SYNDROME STUDENTS LEARNING

ENGLISH AT SLB 1 MAKASSAR

I. Interview Schedule

1. Date, day : 09/08/23 Wednesday

2. Start and end time:

II. Identity of Informant Gender: SM(parent)

Age of Position : 39

Last education : parents of downsyndrome students

III. Research questions:

Factor Internal

1. Are there any congenital diseases of children with downsyndrome that also affect learning ability (English)?

Answer;

None

Tidak

2. Are there any psychological factors of downsyndromed children that also affect their learning ability?

Answer:

Maybe from other children, but from my child, I did not find it.

Mungkin dari anak lain ada, tapi dari anak saya, saya tidak temukan

Factor External

4. What is the impact of the environment on children's learning ability (DS)? v

Answer;

Downsyndromkan children can be said to be good at imitating, firstly he imitates secondly I see him like sensitive so, he imitates it like the habits of the habits of the people around him when it comes to his sensitivity, if someone is in pain, usually he is immediately taken and rubbed his head, he is sensitive to pain, like if he sees us sad like that he quickly rubs his head, if I am his mother, ehhe like tired, he immediately massages like that.

Anak downsyndromkan itu bisa dibilang pintar meniru, pertama itu dia meniru kedua saya liat dia kayak peka begitu, dia meniru itu seperti kebiasaan kebiasaan orang sekelilingnya kalo soal pekanya itu kalo ada yang kesakitan itu biasanya itu langsung diambil dan diusap usap kepala nya itu dia peka terhadap sakit, seperti kalo dia liat kita kaya sedih begitu dia cepat itu usap-usap kepalanya, kalo saya mamanya begitu kayak capek langsung dia pijit-pijit begitu.

7. Do you think the parenting style of the parents affects the child (DS), and how does it affect the child in class? v

Answer;

Maybe yes because for me, I usually have special hours for them such as this hour of playtime and in the next hour they have to study or rest.

Mungkin iyya karna kalo saya, biasanya saya ada jam-jam khususnya mereka seperti jam ini waktu main dan di jam selanjutnya harus belajar atau istirahat

8. Does the family's economic factor also influence, and how does it affect the child (DS), especially regarding their learning or learning ability?

Answer;

probably nothing

Mungkin tidak ada



1.4 Appendicex B: Observation Checklist

	School activities	Happen		Quality		
		Yes	Not	Appropriate	Less suitable	Not Compliant
A	Child Downsindrome					
	1. Children are enthusiastic about learning in class	√			√	
	2. Children pay attention to learning	√			√	
	3. The child does what the teacher tells	√			√	
	4. The child understands what the teacher explains		√			√
B	Teacher					
	1. Teachers use special teaching methods	√		√		

	2. Teacher delivery to Downsyndrome children	√		√		
	3. Take a special approach to individual Downsyndrome children	√		√		

Observation Notes:

On Thursday 10 August the researcher had the opportunity to observe class VIII c1, on Thursday morning around 07:30 the teacher who came first waited for students to come, the first student to come was ADT who after salim to the teacher immediately entered his class and sat quietly on a bench in the classroom waiting for the lesson after a few minutes after ADT came his friends came TK and AMN came. At 07:45 the teacher started the lesson which first began with reading a prayer led by the teacher himself after that the teacher gave instructions to students to prepare their learning tools, the students then took out their notebooks.

After the teacher continued the lesson which at that time the teacher taught about verbs (in this case because of the limitations of students the teacher only taught easy material) namely MORNING AND NIGHT, the teacher then drew symbols that could represent the two words in this case the teacher drew the sun and the moon. After that the teacher then wrote the words morning and night under the picture and

briefly explained what morning and night were to the students. After that, the teacher then gave the students the task of writing the word in his book, this task was also a way to classify students who could write fluently and students who could not. Students then try to write the word, it can be seen that TK students can write the word fluently while AMN and ADT students cannot write the word, then the teacher provides dots which are then connected later by students. Then the teacher explained individually to the students about what MORNING and NIGHT were, even though the students who in this case had downsindrome did not understand what was explained, the students still paid attention to the teacher's explanation. After the teacher uses the repetition method where the teacher previously wrote the words MORNING and NIGHT in the book which will then be repeated by the student in the word that has been written and after the student is felt to be starting to be proficient in writing the word the teacher then instructs to try to write the word on a new line while continuing to be monitored and given direction and explanation by the teacher.

After the teacher checks the writing results of each student, then the teacher gives. Instruction to students to practice saying the word, the teacher previously pronounced the word as an example to students. After modelling how to pronounce the word, the teacher then guided the students individually to say the word even though among the 3 students, only TK could vaguely pronounce the word.

1.5 Appendicex B: Observation Checklist

	School activities	Happen		Quality		
		Yes	Not	Appropriate	Less suitable	Not Compliant
A	Child Downsyndrome					
	1. 1. Children are enthusiastic about learning in class	√			√	
	2. Children pay attention to learning	√			√	
	3. The child does what the teacher tells	√			√	
	4. The child understands what the teacher explains		√			√
B	Teacher					

	1. Teachers use special teaching methods	√		√		
	2. Teacher delivery to Downsyndrome children	√		√		
	7. Take a special approach to individual Downsyndrome children	√		√		

Observation Notes:

On Thursday 10 August the researcher had the opportunity to carry out the 2nd observation in class C1 as the class to be observed, on this day the learning should have started at 07:30 but due to new students arriving the learning started at around 07:50, the learning on that day began with reading a prayer led by the teacher and giving instructions to students to take out stationery and the students took out their books and pens, on that day the class was attended by 4 students namely TK, AMN, ADT and DD.

After the teacher opens the subject and the students take out their stationery, the teacher then provides number material in this case one to five, the teacher then writes on the blackboard the number 1 which is then underneath written one and 2

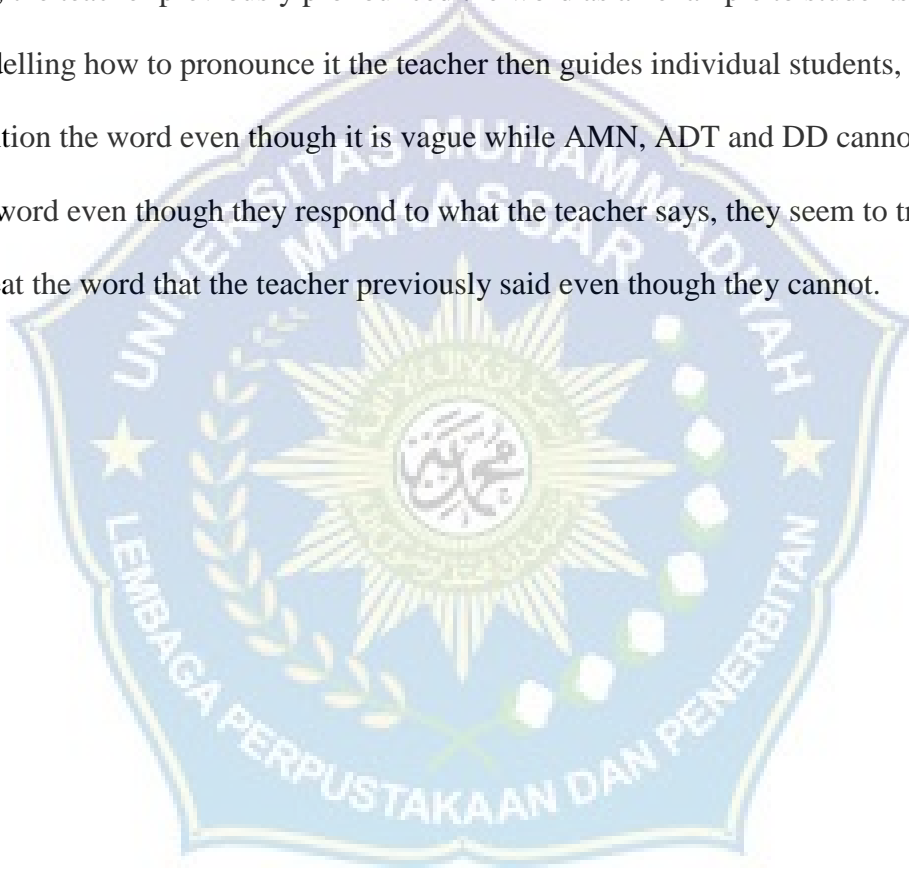
and then up to 5, after the teacher writes on the blackboard, the teacher then explains a little about the number and demonstrates the number symbol with his hand and mentions the name of the number being symbolised, such as when the teacher demonstrates the symbol 1 with his index finger, the teacher will also mention the word one as the name of the symbol 1 that was demonstrated earlier.

After the teacher explained briefly earlier, the teacher then gave the task to students to write the numbers 1 to 5 without explaining the name first, this task is also a way for the teacher to classify students related to the phase and also. At the time of giving when writing TK looks fluent in writing numbers 1 to 5, and what is written also looks good, the same thing also happens to ADT and AMN although it looks quite slow when compared to TK, from the results of ADT and AMN's writing looks still readable even though the numbers 2 and 5 are reversed. in DD looks difficult in writing numbers 1 to 5, therefore the teacher then writes the numbers 1 to 5 first on AMN paper which then AMN writes the word on.

After giving the task earlier and checking it then the teacher gave another task to write the words one to five under the step symbol, TK was seen to be smooth in writing the word. ADT and AMN seemed unable to write the word then the teacher gave the dot method where the teacher gave connecting lines which would then be connected by students to form letters and words. The method was also applied to DD but from what was seen DD had difficulty in writing the word even though it had been given the dot method so the teacher then provided a method where the

teacher previously wrote the word in DD's book then DD would write on the writing that the teacher had written earlier.

After the teacher checks the writing results of each student, then the teacher gives. Instruction to students to practice saying the words one, two, three, four and five, the teacher previously pronounced the word as an example to students. After modelling how to pronounce it the teacher then guides individual students, TK can mention the word even though it is vague while AMN, ADT and DD cannot mention the word even though they respond to what the teacher says, they seem to try to repeat the word that the teacher previously said even though they cannot.



1.6 Appendix B: Observation Checklist

	School activities	happen		Quality		
		Yes	Not	Appropriate	Less suitable	Not Compliant
A	Child Downsyndrome					
	5. Children are enthusiastic about learning in class	√			√	
	6. Children pay attention to learning	√			√	
	7. The child does what the teacher tells	√			√	
	8. The child understands what the teacher explains		√			√
B	Teacher					
	4. Teachers use special teaching methods	√		√		

	5. Teacher delivery to Downsyndrome children	√		√		
	6. Take a special approach to individual Downsyndrome children	√		√		

Observation Notes:

In the last observation, on this day the English subject was not like the usual day the teacher in the English subject was late, so before the subject teacher came the class was guarded by the homeroom teacher while waiting for the teacher to arrive, as usual students who came would first greet the teacher and then take off their shoes before entering the classroom and after that students were instructed to sit quietly while waiting for the subject teacher to come, after a while the teacher came and started the lesson.

Like the previous days, the teacher first opened the lesson by reading the prayer and instructing the students to join in the prayer, after which the teacher then checked the students who came or attendance. The teacher then gives instructions to take out their stationery, in this lesson the teacher will provide learning again in the form of nouns in this case the example of nouns used is Tables and Chairs.

The The teacher then shows what tables and chairs are and draws them on the blackboard and writes tables and chairs under the picture, the teacher then gives instructions to students to write the words table and chair but in Indonesian first this is a form of classification of students' ability phases. Students then try to write the word, it can be seen that TK students can write the word fluently while AMN and ADT students cannot write the word yet, then the teacher provides dots which are then connected later by students, in this case the teacher remembers that why AMN and ADT always use this dotted method and not to try to write like TK, because first the hands of AMN and ADT must be accustomed to writing first and so that AMN and ADT are familiar with the shape of the letters. After writing the words Table and Chair in Indonesian the teacher then gave another instruction to rewrite the same word but now in English, as in the previous time TK was able to write fluently and AMN and ADT had to use the dotted method earlier while DD still had to write on the writing that was first written by the teacher.

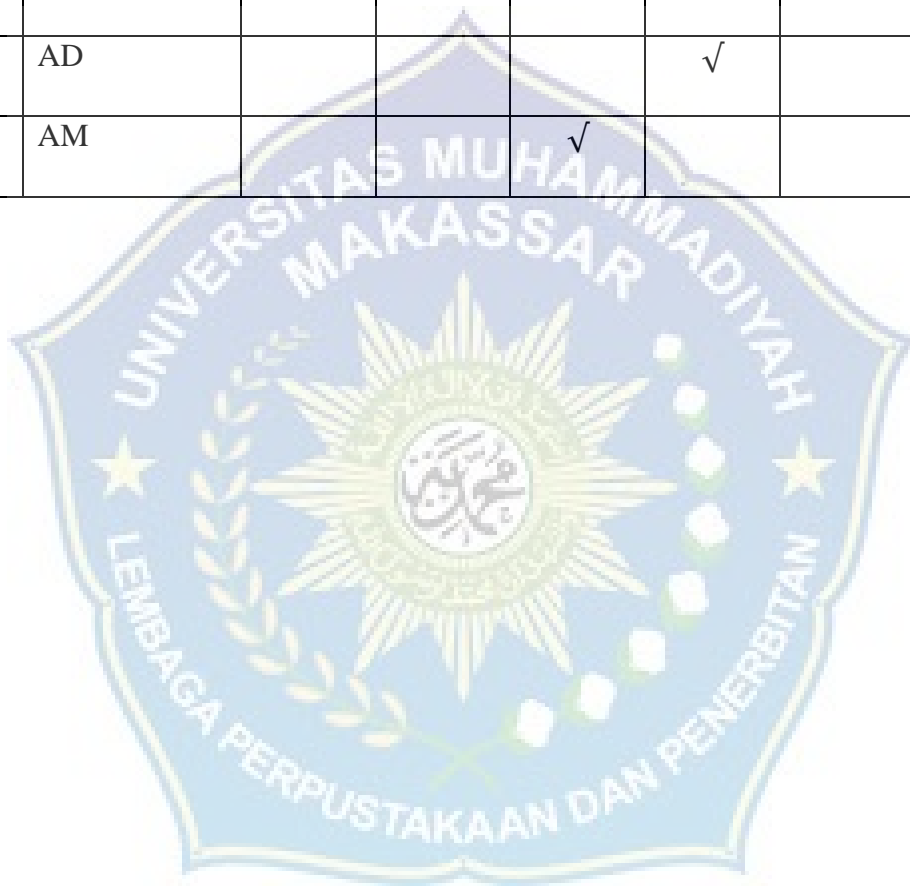
After the teacher checked the writing of each student, then the teacher gave. Instruction to students to practice saying the words table and chair both in Indonesian and in Indonesian, the teacher then pronounces the word as an example to students. After exemplifying how to pronounce the teacher then guides students individually to mention the word individually which is guided inclusively by the teacher, it can be seen here that only TK can mention the word, while AMN, ADT and DD cannot, even so they also try to repeat the word mentioned by the teacher.

1.7 Appendicex B: Observation Checklist

	Learning activities	Occurs	
		Yes	No
A. Preliminary activities			
	1. The teacher opens with greetings and continues with the prayer.	√	
	2. The teacher checks the students' attendance	√	
B. Main activity			
	1. Conveying the learning topic	√	
	2. explained the learning topic	√	
	3. Assignments (written & oral)	√	
C. Closing activity			
	1. Repeating the learning material	√	
	2. Pray	√	

1.8 Appendicex B: Observation Checklist

No	Name	Parents Educational Background					
		SD	SMP	SMA	S1	S2	S3
1.	TK				√		
2.	AD				√		
3.	AM			√			



1.9 Appendicex B: Observation Checklist

NO.	Name	Parents Income/month			
		1-3	3-5	5-10	10-20
1.	TK		√		
2.	AD		√		
3.	AM			√	



1.10 Appendix B: Observation Checklist

NO.	Name	Disease		Inhibit		Desc.
		Yes	No	Yes	No	
1.	TK		-		-	
2.	AD		-		-	
3.	AM		-		-	

Observation Noted

In the results of observations related to the presence of disease in this case outside of downsyndrome, the researcher did not find any disease suffered but what the researcher noted in this case was that there was a disease or congenital condition of the downsyndrome itself that affected his speaking ability. In this case what is meant is where students have difficulty in controlling their tongue, mouth and lips besides that the condition of the anatomy of downsyndrom students also affects their ability to speak which in this case their oral anatomy such as a higher palate and a shorter tongue affects them in producing sounds.

1.11 Appendicex c: Observation and Interview



Picture 1
teachers conduct individualised teaching in an inclusive manner



Picture 2
the teacher checks the writing assignment of a downsindrome student



Picture 3
Researchers conducted classroom observations



Picture 4
Researchers conducted observations in mixed classes where there were students who were non downsyndrom and non syndromes



Picture 5

Researchers conducted interviews with parents of students who are also school staff



Picture 6

Researchers conducted interviews with parents of students who also work as staff at the school.



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Program Studi : Pendidikan Bahasa Inggris

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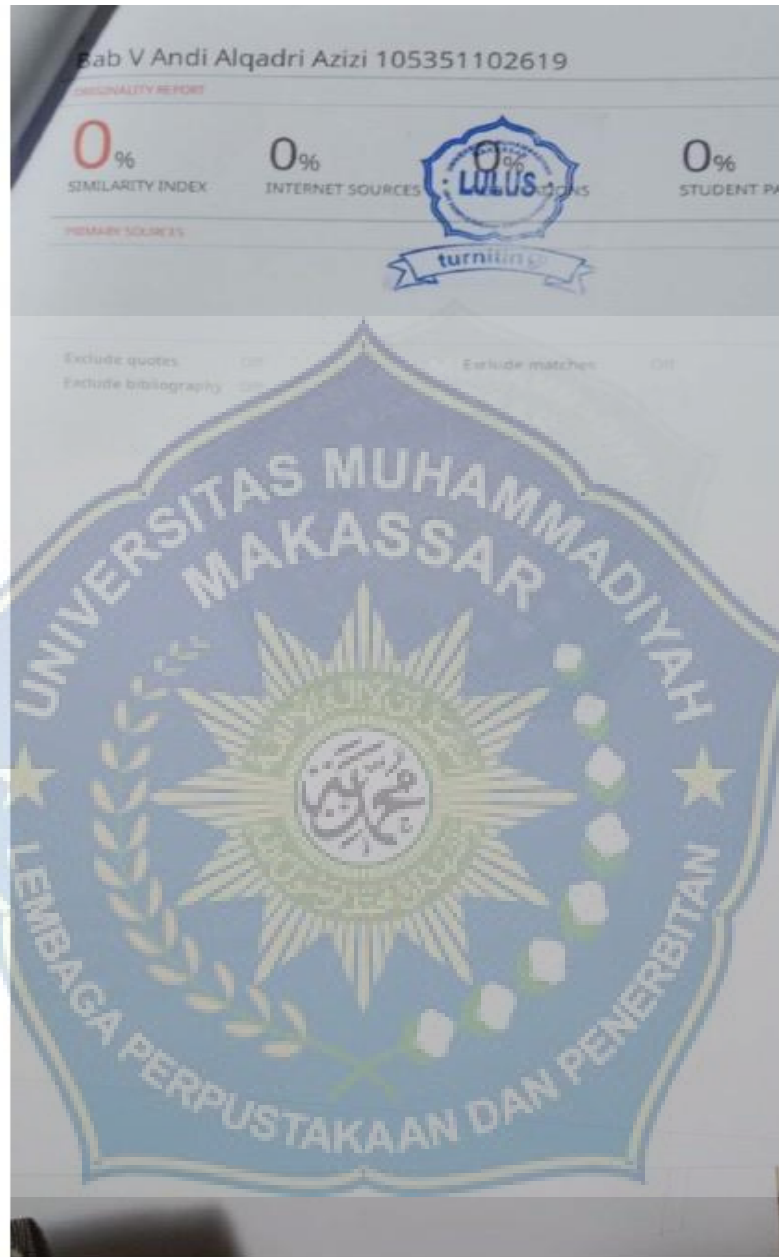
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Kepada Yang Terhormat

1. Dr. Sitti Maryam Hamid S. Pd., M. Pd.
2. Ariana S. Pd., M. Pd.

Di -

Tempat

Assalamu Alaikum Warahmatullahi Wabarakatuh

Sebelumnya kami sampaikan hasil persetujuan Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada tanggal, 08-03-2023 perihal pembimbingan penyusunan tugas akhir mahasiswa. Berdasarkan hal tersebut di atas, kami mohon kepada Bapak/Ibu Dosen kiranya berkenan memberikan bimbingan penyusunan tugas akhir mahasiswa tersebut di bawah ini:

Nama : ANDIAL-QADRI AZIZI
Stambuk : 105351102619
Judul Penelitian : FACTOR ANALYSIS OF DOWN SYNDROM STUDENTS
LEARNING ENGLISH

Demikian surat ini disampaikan, atas kesediaan dan kerjasamanya kami ucapkan terima kasih *Jazaakumulahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

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08 Maret 2023 M

Dekan



Erwin Akib, M.Pd., Ph.D.
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Tempat/ Tanggal Lahir	Bulukumba / 25-12-2000
Alamat	Kelurahan Tanah Beru, Kecamatan Bonto Bahari, kabupaten Bulukumba

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: *Factor Analysis of Down Syndrom Students Learning English at SLB 1 Makassar*

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

*Wassalamu Alaikum
 Warahmatullahi
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No. Stambuk : **10535 1102619**
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Jurusan : **Pendidikan Bahasa Inggris**
Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

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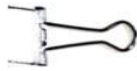
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 NIM : **105351102619**
 Judul Penelitian : **FACTOR ANALYSIS OF DOWNSYNDROM STUDENTS LEARNING ENGLISH AT SLB NEGERI 1 MAKASSAR**
 Tanggal Ujian Proposal : **8 JULI 2023**
 Tempat/Lokasi Penelitian : **SLB NEGERI 1 MAKASSAR**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin 8 agustus	Observasi umum	Sehera	Se
2	Rabu 9 agustus	Interview	Sehera	Se
3	Kamis 10 agustus	Observasi I	Sehera	Se
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Pimpinan/Kepala sekolah/Instansi

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SURAT KETERANGAN PENELITIAN

Nomor : 800/UPT.SP.SLB.N 1/MKS/ 060 /2023

Yang bertanda tangan di bawah ini:

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NIP : 19730927 200701 1 014
Jabatan : Kepala Sekolah SLB Negeri 1 Makassar
Alamat Sekolah : Jl. Daeng Tata Raya Bontoduri Tamalate

Menerangkan bahwa :

Nama : Andi Alqadri Azizi
Nomor Pokok : 105351102619
Program Studi : Pendidikan Bahasa Inggris
Pekerjaan/lembaga : Mahasiswa (S1)
Alamat : Jl. Sultan Afauddin No. 259 Makassar

Benar telah melaksanakan penelitian pada UPT SLB Negeri 1 Makassar, pada tanggal, 31 Juli 2023 s/d 24 Agustus 2023, dengan judul:

"FACTOR ANALYSIS OF DOWN SYNDROM STUDENTS LEARNING ENGLISH AT SLB 1 MAKASSAR (PRE EXPERIMENT RESEARCH)"

Demikian surat keterangan penelitian ini diberikan untuk digunakan sebagai mestinya.

Makassar, 24 Agustus 2023

Kepala



Andi Hamjan, S. Pd., MM., M.Pd.

Pangkat : Pembina Tk I

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LETTER OF ACCEPTANCE

0846/BG-FKIP/LOA/B/XI/1445/2023

Dear ANDI ALQADRI AZIZI

It is our pleasure to inform you that, after reviewing your paper:

ANALYSIS OF EXTERNAL FACTOR AFFECTING THE LEARNING ABILITY OF STUDENTS WITH DOWNSYNDROM IN SLB NEGERI 1 MAKASSAR

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Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
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Makassar, 11 November 2023 M
27 Rabiul Akhir 1445 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807

CURRICULUM VITAE



The researcher, Andi Alqadri Azizi was born in Bulukumba on 25th Desember 2000. He is the Last child of two siblings. In 2012, he graduated from SD Negeri 155 Bonto Bahari and continued his study at SMP Negeri 32 Bulukumba and graduated in 2015. In the same year, he continued his study at SMA Negeri 3 Bulukumba and finished in 2018. After 1 year, he enrolled his study at Universitas Muhammadiyah Makassar, he accepted in English Education Department of Teacher Training and Education Faculty. At the completion of his studies, he was able to complete his thesis entitled “Factor Analysis of Down Syndrom Students’ Learning English At SLB 1 Makassar”.



