

way. The third technique is picture. Using picture is a favorite technique in teaching English. *Tuna Grahita* who has limitedness in thinking feels fun with some of pictures. So the teacher always uses this technique in every single classroom activity in English teaching. This technique can be as a categorized successful technique in this school especially in teaching English. The researcher made interviews with the English teacher and she said that picture helps her teaching. When the researcher gave the students a questionnaire; they said that they feel happy in learning English. The fourth technique is drilling. Drill is one of techniques implemented by being with the picture. The teacher uses this technique when she shows the picture. She pronouns the word under the picture and drill it. By this technique, the teacher can make sure that it makes students' pronunciation better. The last technique is reward. Using reward is one of techniques at SMPLB Siswa Budhi, Surabaya that makes students get more motivation in learning especially in English. When they get reward from the teacher, they are motivated in learning.

Some of techniques that at SMPLB Siswa Budhi for students with different ability that have been mentioned are so special. Students with different ability need a simple way in their learning. So, teacher should implement some of simple way in her teaching.

Getting success in teaching English as a second language for students with different ability is different with getting success in general school. If general schools see their success in teaching when they can make their students can speak

English well, it is not for students with different ability. Getting success in students with different ability is when the students can learn English, they can be fun with English and they show their interest in English. If they can show these three aspects, it can be categorized that the teaching of is successful. This kind of identification of success confirms what Mrs. Rahma said: *“Getting students interesting in English is very difficult, so if they can be interesting in English it is categorized success in extraordinarily school”*.⁵⁹

Because of those techniques above, teaching at SMPLB Siswa Budhi Surabaya has been helped to make students can learn English as a second language. The students can learn English although not in a maximum result.

B. Suggestion

The researcher has suggestion more on managing classroom activities. The suggestion is about the class activities. The class activities (English class) of *Tuna grahita* at SMPLB Siswa Budhi Surabaya are not monotonous. So, the students of *Tuna Grahita* are not feeling bored in their class. The activities combine both English and Indonesia. Although it is just for opening activities, it can make students familiar with English. From this, they feel know English and they will not feel that English is difficult. The teacher should not worry about the condition of the students.

⁵⁹ Sri, Dwi, Rahmawati, interview (Surabaya: SMPLB Siswa Budhi), 09.25 wib