

**ENGLISH TEACHER'S CHALLENGES AND SOLUTIONS IN TEACHING
INTELLECTUAL DISABILITY STUDENTS: CASE STUDY**

OUTCOME BASED EDUCATION (OBE)

**SAB'NA
REG. NUMBER 1810117120015**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
LAMBUNG MANGKURAT UNIVERSITY
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Lembar Pengesahan Pendaftaran Ujian

LETTER OF APPROVAL

This is to certify that the journal article equivalent to the *Sarjana's* Thesis of Sab'na, Reg. Number 1810117120015 entitled "**English Teacher's Challenges and Solutions in Teaching Intellectual Disability Students: Case Study**" has been approved by the advisor for oral examination with the Outcome-based Education (OBE) Scheme.

Banjarmasin, 22 Mei 2024

Advisor I,



Nasrullah, S.Pd., M.Pd.B.I
NIP. 19870306 201504 1 003

Advisor II,



Elsa Rosalina, S.Pd., M.Pd
NIP. 19910407 201903 2025

Approved by,
Coordinator of English Language Education Study Program,




Dr. Moh. Yamin, S.Pd., M.Pd
NIP. 19800716 201012 1 003

LETTER OF APPROVAL


This is to certify the *Sarjana's* Thesis of Sab'na Reg. Number 1810117120015 entitled **“English Teachers’ Challenges and Solutions in Teaching Intellectual Disability Students: Case Study”** has been approved by the Board of Examiners as the requirement for completing *Sarjana Pendidikan* Program in English Language Teaching.

Banjarmasin, June 14 2024


Chair Person,


Nasrudillah, S. Pd., M. Pd. B.I
NIP. 19870306 201504 1 003

Member,


Elsa Rosalina, S.Pd., M.Pd
NIP. 19910407 201903 2025

Member,


Dr. Moh. Yamin, S.Pd., M.Pd
NIP. 19800716 201012 1 003

Approved by,
Coordinator of
English Language Education Study Program,



Dr. Moh. Yamin, S.Pd., M.Pd
NIP. 19800716 201012 1 003



INTERACTION: JURNAL PENDIDIKAN BAHASA
ENGLISH EDUCATION JOURNAL
UNIVERSITAS PENDIDIKAN MUHAMMADIYAH SORONG
Email: interactionjournal@gmail.com, Website: unimuda.e-journal.id/jurnalinteraction,
Phone: 085342007263



LETTER OF ACCEPTANCE

May 4th, 2024

Dear Authors,

On the behalf of INTERACTION: Jurnal Pendidikan Bahasa board editors, we are pleased to inform you that your article with the title:

**“English Teachers’s Challenges and Solutions in Teaching Intellectual
Disability Students Case Study”**

Written by:

“Sab’na, Nasrullah, Elsa Rosalina”

Has been **ACCEPTED** and will proceed to be publish in the next issue Volume 11,
No.1, May 2024.

We congratulate you on your achievement. The technical issue about the publication
will be informed later. Thank you very much for publishing in our journal.

Kindest Regards,

Editor-in-Chief of INTERACTION: Jurnal Pendidikan Bahasa



Nurteteng, M.Pd.

teteng.syaid72@gmail.com

085342007263

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ABSTRACT

Sab'na. 2024. *English Teacher's Challenges and Solutions in Teaching Intellectual Disability Student: Case Study*. Sarjana's Thesis. English Language Education Study Program, Faculty of Teacher's Training and Education. Lambung Mangkurat University, Banjarmasin. The first advisor: Nasrullah, S.Pd., M.Pd.B.I, the second advisor: Elsa Rosalina, S.Pd., M.Pd

Key words: challenge, English teaching, intellectual disability, special school

English teaching is now inclusive in nature, which means it involves everyone without leaving any one behind. This is also the basis for English language education being everyone's right, including special needs. There is several research on teaching English specifically for disabilities that are very useful for helping teachers' teaching methods, improving strategies, and updating teaching materials. Yet, only a few studies talk about students with intellectual disability. Therefore, the aim of this research is to investigate the English language teaching in the form of challenges and the solutions, this research focused to analyse English teacher's challenges and solutions in teaching students with mild intellectual disability in SLBN 1 Martapura. Qualitative method is used in this research. To collect the data needed, the observation and interview were done to an English teacher. The finding revealed that the challenges faced by English teacher were challenges in; a) classroom management, b) dealing with students' lack of general cognition, c) overcoming students' lack of focus, d) overcoming students' short memories, e) improving students' English vocabulary pronunciation. Furthermore, the solutions to solve those challenges including harnessing a group learning model, choosing fun media and method, utilizing concrete objects, using ice breaking, modifying references, and using repetition. Thus, English teacher faced many challenges in teaching students with mild intellectual disability.

Banjarmasin, 4 Agustus 2024

Dosen Pembimbing,



Elsa Rosalina, S.Pd., M.Pd

NIP. 199110407 201903 2025