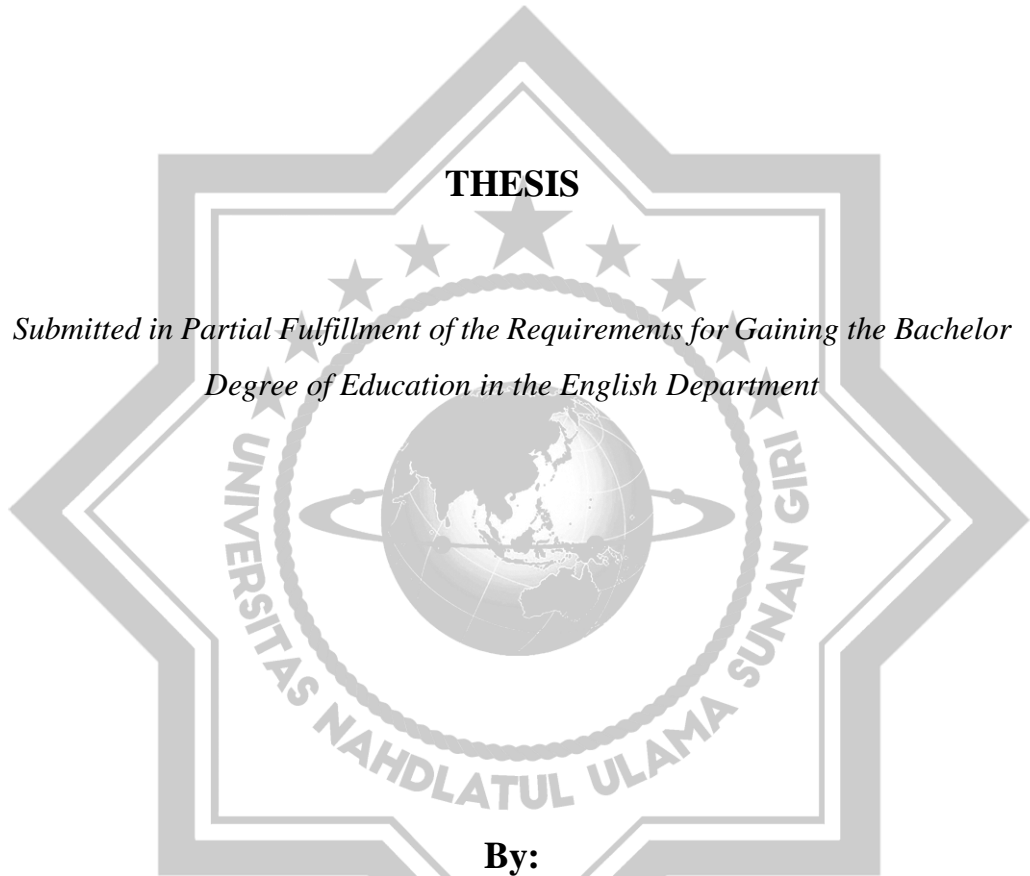


**TEACHING ENGLISH TO CHILDREN WITH  
INTELLECTUAL AND DEVELOPMENTAL DISABILITIES:  
CHALLENGES AND SOLUTIONS FOR EFL TEACHERS**

**THESIS**

*Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor  
Degree of Education in the English Department*



**By:**

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**2023**

# PRONOUNCEMENT

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This thesis went through a plagiarism check, declared worthy, and passed by the plagiarism team.

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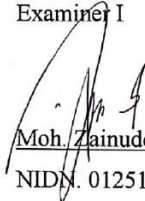
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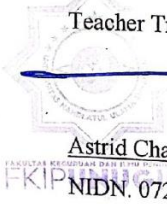
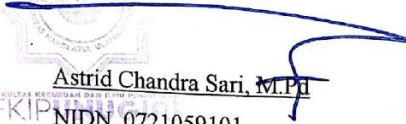
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## MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

*“Allah does not burden a person but according to his ability.”*

(Q.S Al-Baqarah, 2: 286)

*"It always seems impossible until it's done."*

*(Suatu hal akan terlihat tidak mungkin sampai kamu bisa melakukannya.)*

(Nelson Mandela)

*“No matter how much misery or hardship we face, if we accept it with sincerity and grace, it is all just a trial for us.”*

*(Sepiro gedhening sengsoro yen tinompo amung dadi cobo)*

(R.M Imam Koesoepangat)

*“All your finest achievements, come following significant disappointments you've endured with patience.”*

*(Semua keberhasilan terbaik Anda, datang setelah kekecewaan besar yang Anda hadapi dengan sabar.)*

(Mario Teguh)

## DEDICATION

With the pleasure of Allah SWT and all sincerity and sincerity. The author would like to thank Allah SWT, for all the blessings and guidance so that the writer can finish this thesis.

1. My parents, Mr. Mujiono and Mrs. Idfiana never tire of giving prayers and blessings as well as their guidance so that the writer can finish this thesis smoothly.
2. For my brother Dhea Alfi Dwi Al-Ghoni who always motivates me during college, to keep my spirit in seeking knowledge and getting useful knowledge, and comforts me when I'm tired.
3. To all my family, which I cannot mention one by one, who have supported me during my studies and encouraged me to write this thesis.
4. All of the lecturers of the University Nahdlatul Ulama Sunan Giri Bojonegoro English Education study program and to Mrs. AINU ZUMRUDIANA, M.Pd. and Mohammad Fatoni, M.Pd. who have patiently guided the writing of this thesis, so that the author was able to complete this thesis well and smoothly.
5. To the teachers of Extraordinary School (*Sekolah Luar Biasa*) who have helped and supported in writing this thesis.
6. To best friends of the PBI squad class, thanks for teaching me about patience, hardship, and happiness. All of my friends and relatives that I cannot mention one by one.
7. To my beloved friend contributed to lending me a laptop.
8. Finally, I dedicate this thesis to all of you people who I love and love me.

## ACKNOWLEDGEMENT

Praise the author's gratitude to Allah SWT who has provided guidance, knowledge, strength, and guidance so that the author can complete this thesis. This thesis is an expression of thoughts and studies on "Teaching English to Children with Intellectual and Developmental Disabilities: Challenges and Solutions for EFL Teachers". This thesis was prepared to fulfill one of the requirements to obtain a bachelor's degree in the English Education Study Program.

The author realizes that in the preparation of this thesis, there are many obstacles. However, thanks to the guidance, encouragement, and assistance from various parties, it was very helpful in completing this thesis. With the completion of writing this thesis, the author would like to express his gratitude to:

1. Allah SWT for His mercy, guidance, and grace which has given an abundance of strength, ease, smoothness, intelligence, and health to the author so that the completion of this thesis is well.
2. M. Jauharul Ma'arif, M.Pd.I as Rector of Nahdlatul Ulama Sunan Giri University
3. Astrid Chandra Sari, M.Pd.I as a Dean of the Faculty of Teacher Training and Science Education.
4. AINU ZUMRUDIANA, M.Pd., as the Head of the English Language Education Study Program of Nahdlatul Ulama Sunan Giri University.
5. AINU ZUMRUDIANA, M.Pd., and Mohammad Fatoni, M.Pd., as the advisors, who have given guidance, help, advice, and correction to revise the mistakes during the entire process of writing this thesis.
6. Khoirul Wafa, M.Pd. as academic supervisor, who was kind and patient in guiding during the lectures.
7. All of the lectures at the English Language Education Study Program and also official employees of Nahdlatul Ulama Sunan Giri University.
8. My parents, my brother, and my entire extended family are very dear to me, the author would like to thank you very much for your support, encouragement, love, patience, struggle, and very sincere prayers that are always prayed to

Him.

9. For best friends of the PBI squad class, thanks for teaching me about patience, hardship, and happiness. All of my friends and relatives that I cannot mention one by one.
10. My beloved friend contributed to lending me a laptop.
11. Friends who have been considered like their own siblings, namely Afidah Karim, Yeni Nur Faiza, Gutama Dewi Putri, Utges Elviana, Ainun Mamlu'atul Khoiriyah, Ainur Friska Rahayu, Nurul Afifah Lutfiani, Elvina Oktaviani, Dinda Amelia Pramesti, and Ifa Aina Nursanti who always encourages and is the best listener.

The author is very aware that there are still many shortcomings and is far from perfect in writing this thesis. Therefore, the author opens suggestions and criticism and the author apologizes for this imperfection because perfection is only owned by Allah SWT. May Allah always give and reward the services of all those who help and pray for the author in the preparation of this thesis which has been completed. Finally, the author would like to apologize profusely and hopefully, this research will be useful for further researchers and all parties. Aamiin yaa Robbal' Allamin.

Bojonegoro, August 24<sup>th</sup>, 2023

That stated,

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## ABSTRACT

**Rizkiana, Alfi Nika. (2023). *Teaching English to Children with Intellectual with Developmental Disabilities: Challenges and Solutions for EFL Teachers*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, University of Nahdlatul Ulama Sunan Giri. Advisor I: Ainu Zumrudiana, M.Pd. Advisor II: Mohammad Fatoni, M.Pd.**

**Keywords:** *English as a foreign language (EFL), children with intellectual and developmental disabilities, difficulties, solutions.*

This study aimed to investigate the challenges faced by English as a foreign language (EFL) teachers in teaching children with intellectual and developmental disabilities. The study used a qualitative approach to understand the difficulties teachers encountered in interacting with and teaching children with special needs, as well as the efforts they made to overcome these difficulties. The results show four main categories of difficulties in teaching students with special needs: providing suitable learning materials for students' needs and abilities, communicating lessons effectively, repeating materials, and developing appropriate learning materials. Furthermore, the study identified seven practical efforts made by teachers to overcome teaching difficulties. These included using effective strategies for managing an active classroom, employing techniques to reduce classroom tension, utilizing the best approaches to build relationships with students, establishing clear classroom rules and effectively communicating them, addressing learning problems, resolving conflicts between students, and making efforts to engage students who were bored or less interested in the class material. In conclusion, this study provided an in-depth look at the challenges EFL teachers faced in teaching children with intellectual and developmental disabilities, along with practical solutions to help teachers surmount these challenges and establish an inclusive and productive learning environment for all students.

## ABSTRACT

**Rizkiana, Alfi Nika. (2023). *Pengajaran Bahasa Inggris untuk Anak dengan Gangguan Perkembangan Intelektual: Tantangan dan Solusi untuk Guru EFL*. Sebuah Skripsi. Program Studi Pendidikan Guru Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Nahdlatul Ulama Sunan Giri. Pembimbing I: Ainu Zumrudiana, M.Pd. Pembimbing II: Dr: Mohammad Fatoni, M.Pd.**

**Kata kunci:** *Bahasa Inggris sebagai bahasa asing (EFL), anak dengan disabilitas intelektual dan perkembangan, kesulitan, solusi.*

Penelitian ini bertujuan untuk menginvestigasi tantangan yang dihadapi oleh guru bahasa Inggris sebagai bahasa asing (EFL) dalam mengajar anak-anak dengan gangguan intelektual dan perkembangan. Penelitian ini menggunakan pendekatan kualitatif untuk memahami secara mendalam kesulitan yang dihadapi oleh guru dalam berinteraksi dan mengajar anak-anak dengan kebutuhan khusus, serta upaya-upaya yang dilakukan oleh guru untuk mengatasi kesulitan tersebut. Hasil penelitian menunjukkan empat kategori utama kesulitan dalam mengajar siswa dengan kebutuhan khusus, yaitu kesulitan dalam memberikan materi pembelajaran yang sesuai dengan kebutuhan dan kemampuan siswa, kesulitan berkomunikasi dalam menyampaikan pelajaran, kesulitan dalam mengulang materi, dan kesulitan dalam mengembangkan materi pembelajaran yang cocok untuk kebutuhan siswa. Selanjutnya, penelitian ini mengidentifikasi tujuh upaya efektif yang dilakukan oleh guru untuk mengatasi kesulitan dalam mengajar siswa dengan kebutuhan khusus. Pertama, strategi efektif dalam mengelola kelas yang aktif. Kedua, teknik-teknik untuk mengurangi ketegangan dalam kelas. Ketiga, pendekatan terbaik dalam membangun hubungan yang baik dengan siswa di dalam kelas. Keempat, bagaimana menetapkan aturan kelas yang jelas dan cara mengomunikasikannya kepada siswa. Kelima, upaya dalam mengatasi masalah belajar di dalam kelas. Keenam, cara menyelesaikan konflik antara siswa di dalam kelas. Dan ketujuh, usaha-usaha yang dilakukan jika siswa merasa bosan atau kurang tertarik dengan materi yang diajarkan di kelas. Dengan demikian, penelitian ini memberikan pandangan mendalam tentang tantangan yang dihadapi oleh guru EFL dalam mengajar anak-anak dengan gangguan intelektual dan perkembangan, serta solusi-solusi efektif yang dapat membantu guru mengatasi kesulitan tersebut dan menciptakan lingkungan pembelajaran yang inklusif dan produktif bagi semua siswa.

## TABLE OF CONTENTS

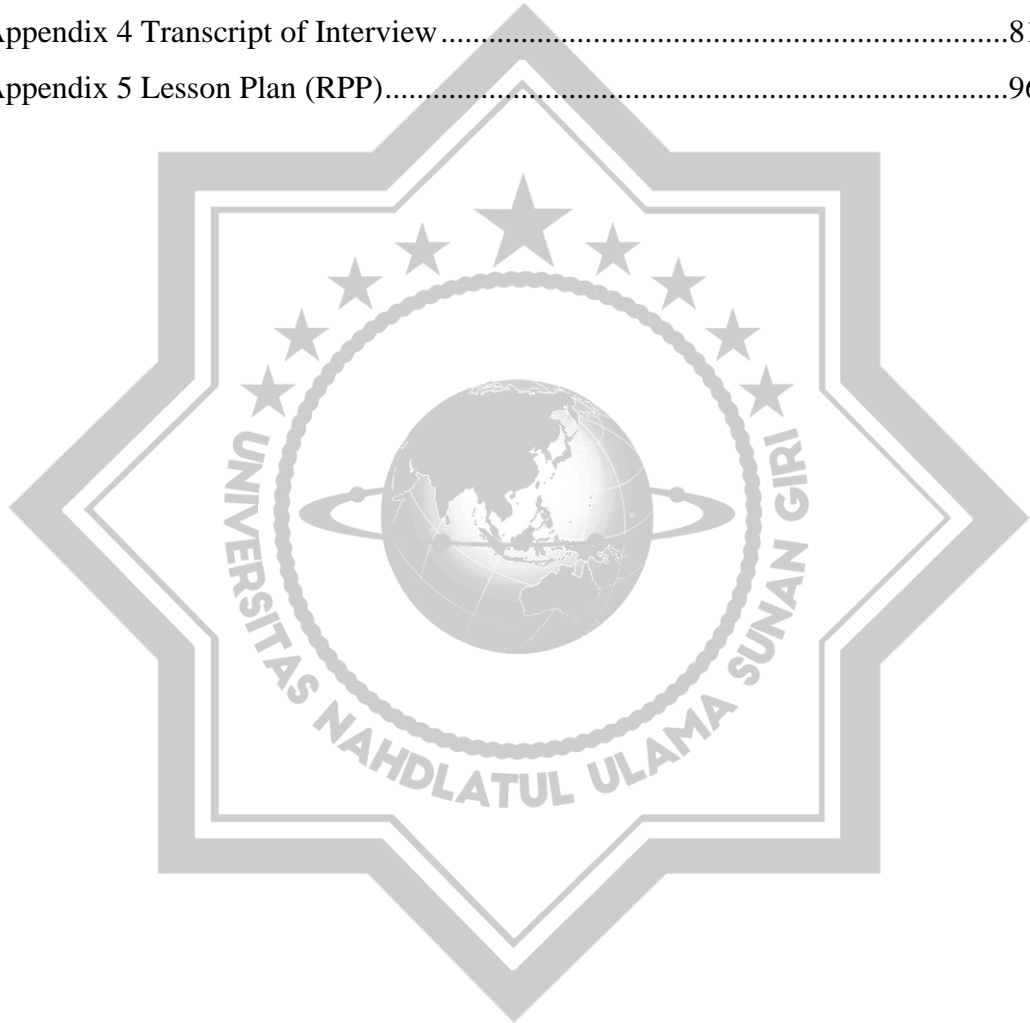
<b>TITLE</b> .....	<b>i</b>
<b>PRONOUNCEMENT</b> .....	<b>ii</b>
<b>APPROVAL SHEET</b> .....	<b>iii</b>
<b>RATIFICATION</b> .....	<b>iv</b>
<b>MOTTO</b> .....	<b>iv</b>
<b>DEDICATION</b> .....	<b>ivi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>iv</b>
<b>ABSTRACT</b> .....	<b>x</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 The Background of the Study .....	1
1.2 Research Questions .....	5
1.3 Research Objectives .....	5
1.4 Limitations of the Study .....	5
1.5 Significance of the Study .....	6
1.6 Definition of Key Terms .....	7
<b>CHAPTER II REVIEW OF LITERATURE</b> .....	<b>8</b>
2.1 Review of Related Theory .....	8
2.1.1 Definition Needs Analysis .....	8
2.1.2 The Child with Special Needs.....	8
2.1.3 Definition of Intellectual Developmental Disorder (IDD).....	12
2.1.4 Definition of Teacher .....	13
2.1.5 The Problems and Solutions of Teaching EFL in Indonesia .....	14
2.1.6 Teaching English as a Foreign Language to Students with IDD .....	15
2.1.7 Concept of Learning Media .....	17
2.1.8 Benefits of Learning Media .....	17
2.1.9 Learning Media for Children with Special Needs According to Criteria .....	22
2.2 Previous Studies .....	24
2.3 Theoretical Framework .....	27

<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>30</b>
3.1 Approach and Design .....	30
3.2 Place and Time of the Research .....	30
3.3 Research Data and Sources .....	31
3.4 Research Instruments .....	31
3.5 Data Collection Techniques .....	32
3.6 Instrument and Data Validity Test .....	33
3.7 Data Analysis Technique .....	33
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION.....</b>	<b>34</b>
4.1 Research Finding.....	34
4.1.1 Observation Results .....	34
4.1.2 Interview Results with an English Teacher.....	36
4.2 Discussion .....	46
4.2.1 The Difficulties Faced by Teachers Regarding Learning English Materials for Disabled Students.....	47
4.2.2 Teachers' efforts in overcoming the difficulties of teaching English to Students with Special Needs and Controlling Classroom Conditions.....	49
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>54</b>
5.1 Conclusion .....	54
5.2 Suggestion .....	54
5.2.1 For Teacher .....	55
5.2.2 For Students' Special Needs.....	56
5.2.3 For Further Research.....	57
<b>REFERENCES.....</b>	<b>59</b>

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## LIST OF APPENDIX

Appendix 1 Documentation .....	64
Appendix 2 Observation .....	67
Appendix 3 Interview Guidelines .....	75
Appendix 4 Transcript of Interview .....	81
Appendix 5 Lesson Plan (RPP).....	96



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