

CHALLENGES EXPERIENCED BY THE ENGLISH TEACHER IN TEACHING 12nd GRADE STUDENTS WITH SPECIAL NEED AT SLB NEGERI 1 AMUNTAI

¹Muhammad Jaidie, ²Rima Ananda

^{1,2} STAI Rasidiyah Khalidiyah (RAKHA) Amuntai,
South Kalimantan, Indonesia

^{1,2}Email: muhammad.jaidie@gmail.com, rima.azizah.23@gmail.com

Abstract

Students with special needs require adapted teaching strategies to ensure equal access to education; however, teaching English to them remains challenging, particularly at the high school level. At SLB Negeri 1 Amuntai, 1 grade students present diverse learning characteristics, including autism and hearing impairments, which demand innovative and flexible approaches from the teacher. This study aims to identify the challenges faced by the English teacher in teaching these students. The research employed a descriptive qualitative method, collecting data through interviews, observations, and documentation, supported by triangulation to ensure validity. The subject of the research was the English teacher of 12th grade at SLB Negeri 1 Amuntai, while the object was the teaching challenges encountered in the classroom. The findings reveal three main challenges. First, adapting communication strategies by using visual and interactive media to ensure material accessibility and a supportive learning environment. Second, maintaining student engagement through varied techniques such as games, visual tasks, and positive reinforcement, while continuously adjusting to students' progress. Third, evaluating success through observation, assessments, and student feedback to measure participation, comprehension, and speaking skills. The study implies that adaptive, student-centered strategies are crucial in special needs education. It recommends continuous teacher training, the integration of technology-based media, and further research on effective models for inclusive English teaching.

Keywords: Challenges, English teacher, Special needs students

A. INTRODUCTION

In daily life, society holds the perception that students who were one called extraordinary, now referred to as students with special needs, are treated differently. There remains a common misconception that these students do not need formal education. However, this belief contradicts Indonesian law. Law No. 20 of 2003 guarantees that all students with special needs have the right to receive quality educational services. This commitment is reinforced by the Minister of National Education Regulation No. 70 of 2009, which governs inclusive education for students with disabilities as well as those who are gifted or have special talents (Subarna et al. 2022).

English is a key subject taught across various educational levels in Indonesia, including in Special Needs Schools (*Sekolah Luar Biasa or SLB*). Mastering English is seen as essential in today's global era, as it equips students to navigate challenges in both professional and social settings. Nevertheless, delivering English instruction to students

with special needs, particularly at the high school level, comes with unique difficulties. Each student has distinct characteristics and requires different approaches to teaching. Teaching English as a Foreign Language implies that English is taught in an area where it is not ruled by English people (Lin and Chien 2010). It refers that English is not as the mother tongue, but it can be as a second language or a foreign language where it is not ruled by English people.

Therefore, it is essential to establish schools that welcome students with special needs to ensure they have equal access to quality education, regardless of their circumstances or background. To support effective teaching and learning, schools also implement a variety of curricula tailored to meet diverse needs. Every child, including those categorized as *Anak Berkebutuhan Khusus* (ABK), is a gift and a trust from God, possessing intrinsic dignity and humanity. ABK refers to learners who experience physical, mental, or social challenges. These students are entitled to the same rights as their peers, including the fundamental right to receive an education.

1. English Education for Special Need Students

Providing education for students with special needs is essential for helping them become part of society. Education enables them to engage with others and receive equal treatment, just like other students. All children, including those with special needs, are entitled to education, regardless of their social status, religion, ethnicity, race, or community. No human is perfect, and before God, all people are equal the only difference lies in their level of piety (Nzuza 2023).

Students with special needs, formerly known as exceptional students, are those who require special education and services to fully develop their human potential. In the educational context, the term “special” refers to students who experience deficiencies or disorders that are not common among typical individuals. These deficiencies or disorders can occur in physical, psychological, social, or moral aspects (DID Nepal 2020). Physical disorders may include physical disabilities, such as a person lacking a leg or being blind in one eye. Psychological disorders relate to mental aspects, such as mental retardation due to below-normal intelligence levels. From a social perspective, for example, a person who is unable to communicate or interact socially may experience social isolation, lack of social interaction, and excessive feelings of inferiority. Meanwhile, moral disorders encompass an individual's inability to control their emotions or conscience, leading to amoral behavior in society. An example is a child with emotional disturbances who has difficulty controlling their emotions and moral judgment.

In education, the term special has a broader meaning than simply deviant or disabled as used in everyday conversation. This term encompasses two definitions: those who deviate upward due to having extraordinary abilities above the average, as well as those who deviate downward due to suffering from disorders or deficiencies not found in typical individuals. Students with special needs are defined as students who need special educational and social services to meet their life needs. These

services include education, guidance and counseling, as well as other social support provided specifically by professionals in their fields, such as educators with backgrounds in special education, social workers, counselors, and other specialists according to the child's needs.

2. Types of Special Need Students

a. Mental Retardation (*Tunagrahita*)

Mental retardation is categorized based on severity into three categories: educable mentally retarded (*debil*), trainable mentally retarded (*embecil*), and custodial mentally retarded (*idiot*). This disorder is caused by weaknesses in cognitive functions, which include the ability to acquire knowledge through stages such as perception, memory, idea development, judgment, and reasoning (Subarna et al. 2022).

b. Slow Learners

Slow learners are those who have intellectual potential slightly below that of typical students but are not classified as mentally retarded. They typically have an IQ in the range of 80-85. Slow learners experience difficulties or delays in thinking, responding to stimuli, and adapting, but they perform better than those with mental retardation. They require longer teaching times compared to their peers, thus necessitating special educational services.

Characteristics of slow learners include:

- 1) Low academic achievement, usually below a score of 6.
- 2) Slow grasp of lessons.
- 3) History of not being promoted to the next grade.

Slow learners require special teaching strategies, such as:

- 1) Longer teaching times compared to typical students.
- 2) Teacher patience in explaining material slowly.
- 3) More practice compared to rote memorization or understanding.
- 4) Varied teaching media used by teachers.
- 5) Remedial teaching is necessary to support their teaching process (Mitra 2018).

c. Hyperactivity

“Attention Deficit Hyperactivity Disorder (ADHD) with or without Hyperactivity”. Students with ADHD often also experience other disorders, such as dyslexia, dyspraxia, or oppositional defiant disorder (ODD). Hyperactive students are always in motion, even in situations that require them to be calm, such as in a classroom. They frequently shift from one activity to another without achieving satisfaction, indicating that they do not attain the desired fulfillment. Hyperactivity is not a disease but rather a symptom of behavioral abnormalities. Normal students may also experience hyperactivity at certain stages, known as overactivity. The distinction between hyperactive and overactive students lied in their purpose; hyperactive students appear busy

without a goal, while overactive students demonstrate a desire to learn something through their activities (Mitra 2018).

d. Hearing Impairment

Students with hearing impairments often rely on alternative modes of communication, such as sign language, lip-reading, or the use of hearing aids or cochlear implants, to facilitate understanding. In terms of characteristics, these students may struggle with speech development, especially if the impairment is identified early in life, which could affect their ability to learn languages, including English. Despite these challenges, many students with hearing impairments excel in visual teaching, have heightened visual-spatial skills, and can benefit from strategies that involve visual cues, gestures, and written text to reinforce teaching (Holman et al. 2019).

e. Autism

Students with autism often have unique teaching needs and strengths. They may excel in tasks that require attention to detail, pattern recognition, and memory, but may struggle with verbal communication and social interaction in traditional classroom settings. These students may also have sensory sensitivities, such as heightened or diminished responses to sounds, lights, or textures, which can affect their teaching experience. Teaching students with autism requires individualized strategies, often incorporating visual supports, structured routines, and clear, concise instructions to help them engage with and comprehend the material (Hodges, Fealko, and Soares 2020).

3. Teachers' Challenges in Teaching Students with Special Needs

A number of studies have examined the challenges encountered by teachers in addressing the needs of students with special needs. Kaur and Salian, for instance, carried out a pilot study in India that explored the obstacles teachers face in implementing inclusive education. Their findings revealed several barriers, including limited specialized training, inadequate support services, and a shortage of appropriate teaching materials (Kaur and Salian 2025).

Donaire et al. investigated teachers' experiences in teaching students with special needs through a qualitative study in the Philippines. Their research highlighted several challenges faced by teachers during the learning process, including dealing with reading difficulties, limited school activities and facilities, time limitations, and the pressure to submit reports promptly (Donaire et al. 2024). Tayco and Motus examined teachers' experiences in educating students with special needs and identified five key challenges: delivering instruction, sudden changes in pedagogy, limited resources, insufficient knowledge and time, lack of parental involvement, and heavy workloads. Collectively, the previous studies reveal that teachers in special needs classrooms encounter multiple obstacles, underscoring that teaching students with special needs is demanding and requires greater attention. Therefore, the researcher interested in researching the challenges

experienced by the English teacher in teaching 12nd grade students with special need at SLB Negeri 1 Amuntai. Before conducting this research, in Indonesia, the researcher found out various previous studies related to the topic under discussion. These studies provide valuable insights and a theoretical foundation that can serve as references for data analysis and drawing conclusions.

The first study is examined the strategies used by English teachers to address the challenges faced by special needs students in teaching English skills at SLB Banda Aceh and Aceh Besar. Data collection methods included interviews and observations involving three teachers. The results showed that personal approaches, the use of teaching media, communication with parents, and giving appreciation to students greatly influenced the creation of a positive teaching environment. This research aligns with my study, which also investigates the challenges faced by special needs students. However, the difference lies in the research location (Ananda 2021).

Another previous study is focused on teaching strategies at SMPLB C-C1 Yakut Purwokerto for students with intellectual disabilities. The research aimed to describe the strategies used by teachers in developing students' reading and writing skills. The methods used included observation, interviews, and documentation. The results showed that direct teaching strategies and the use of media, such as letter and picture cards, were very effective in helping students understand the material. Similar to my study, this research also used a qualitative approach. However, the main difference lies in my research focused on the challenges faced by special needs students an in the research location (Ramadani 2018).

SLB Negeri 1 Amuntai accommodates students with special needs who face varying conditions, such as hearing impairments, intellectual disabilities, and physical disabilities. These diverse challenges mean that teaching English cannot follow the same approach used in regular schools. Consequently, teachers need to adapt their teaching methods to ensure that students can grasp the material according to their unique limitations.

The 12 grade students of SLB Negeri 1 Amuntai face specific challenges, including autism and hearing impairments. Despite these difficulties, their achievement levels in English subjects are considered quite proficient. This situation has drawn the researcher's attention, as students with autism and hearing impairments have shown commendable results despite the challenging teaching conditions. Therefore, the researchers are interested in conducting a study titled Challenges Experienced by The English Teacher in Teaching 12nd Grade Students with Special Need at SLB Negeri at SLB Negeri 1 Amuntai.

B. METHOD

This research employed a descriptive qualitative design to describe and analyze the challenges encountered by the English teacher in teaching 12nd grade students with special needs at SLB Negeri 1 Amuntai. The qualitative approach was selected as it allows for a deeper understanding, enabling the researcher to thoroughly explore different aspects of the challenges faced during the teaching process. The research location is SLB Negeri 1 Amuntai, a school specifically serving students with special needs in Hulu Sungai Utara Regency, South Kalimantan. This school was selected because it has a population of students with various types of special needs, such as hearing impairment, intellectual disabilities, and physical disabilities, who required unique and varied strategies for teaching English.

The participant of this research is the English teacher who teaches students in 12th grade in high school at SLB Negeri 1 Amuntai, as well as the students with special need in that class. Then, explained the challenges experienced by the English teacher in teaching 12th grade students with special need at SLB Negeri 1 Amuntai.

Data collection techniques from the research subjects, namely the English teacher and students with special need in 12th grade in high school at SLB Negeri 1 Amuntai. SLB Negeri 1 Amuntai. The methods used to collect data include interviews and observations. Interviews be conducted with teacher to gather information about the challenges faced. Observations be carried out during the teaching process to directly see the interaction between teachers and students to know the challenges faced (Rasyid 2022). For the various sources that support and complement the data such as the teaching curriculum, reports on teaching and teaching activities, and previous research related to English teaching for Students with special needs.

The data processing technique in this study will involve qualitative analysis of the data collected through interviews and observations. The interview data will be transcribed and analyzed using thematic analysis techniques to identify the challenges experienced by the English teacher in teaching 12th grade students with special need at SLB Negeri 1 Amuntai. Meanwhile, observation data will be categorized and analyzed to the challenges experienced by the English teacher. The results of this analysis be compared with secondary data from literature related to education for students with special needs to ensure consistency and gain deeper insights into the challenges experienced by the English teacher. Triangulation techniques will be used to enhance the validity of the findings by comparing results from various data sources (Bakar 2021). According to Sugiyono (2013), the data analysis process can be divided into three parts are data reduction, data display, and verification.

C. RESULT AND DISCUSSION

1. Finding

a. The Challenges English Teacher Faced in 12nd Grade in High School at SLB Negeri 1 Amuntai

1) Beginning of Teaching

The researcher used interview first, and the result as follows:

A question for English teacher was: *“Tantangan khusus apa yang ibuantisipasi ketika merancang strategi pengajaran Bahasa Inggris untuk siswa autis dan tuna rungu kelas 12 tersebut di SLB Negeri 1 Amuntai?, dan bagaimana ibu menangani beragam kebutuhan siswa autis dan tuna rungu tersebut selama tahap awal pelajaran bahasa Inggris?, serta langkah persiapan apa yang ibu ambil untuk menciptakan lingkungan belajar yang mendukung untuk menerapkan strategi pengajaran bahasa Inggris yang menantang?.*

(What specific challenges do you anticipate when designing English teaching strategies for 12nd grade students at SLB Negeri 1 Amuntai?, how do you address the diverse needs of special needs students during the initial phase of English lessons?, and what preparatory steps do you take to create a supportive learning environment for implementing challenger English teaching strategies?.)

Mrs. SA as an English teacher in 12th Grade in High School at SLB Negeri 1 Amuntai says:

“Tantangan utama yang ulun hadapi yaitu menyesuaikan komunikasi supaya bisa dipahami murid yang punya kebutuhan khusus, sambil memastikan semua murid bisa mengikuti pelajaran dengan kecepatan yang cocok. Ulun mulai dengan pendekatan fleksibel, menggunakan banyak alat bantu visual lawan interaktif supaya tiap murid bisa memahami materi sesuai dengan kebutuhan mereka. Ulun juga memastikan ruangan kelas tetap hening, menyediakan alat bantu visual, lawan menciptakan suasana aman supaya murid merasa nyaman saat belajar. (The main challenge was to adapt the communication to be well received by students with special needs, while ensuring that all students could follow the learning at an appropriate pace. I started with a flexible approach, using lots of visual and interactive aids to ensure that each student could access the material in a way that suited their needs. I made sure the classroom was quiet, provided visual aids, and created a safe atmosphere to increase students comfort during learning.)” (Interview with English Teacher).

A question for Headmaster was: *“Tantangan khusus apa yang guru bahasa Inggris antisipasi ketika merancang strategi pengajaran bahasa Inggris untuk siswa autis dan tuna rungu kelas 12 tersebut di SLB Negeri 1 Amuntai?, dan bagaimana guru bahasa Inggris menangani beragam kebutuhan siswa autis dan tuna rungu tersebut selama tahap awal pelajaran bahasa Inggris?, serta langkah persiapan apa yang guru bahasa Inggris ambil untuk menciptakan lingkungan belajar yang mendukung untuk menerapkan strategi pengajaran bahasa Inggris yang menantang?.* (What specific challenges does English teacher anticipate when designing English teaching strategies for 12th grade students at SLB Negeri 1 Amuntai?, how does English teacher address the diverse needs of special needs students during the initial phase of English lessons?, and what preparatory steps does English teacher take to create a supportive learning environment for implementing challenger English teaching strategies?.)

The statement of the English teacher above is in line with the statement of Mr. F as the Head of SLB Negeri 1 Amuntai, namely:

“Tantangan utama yaitu memilih cara komunikasi yang paling efektif yang memastikan materi bisa dipahami tanpa membuat murid bingung. Guru bahasa Inggris mulai dengan menyesuaikan pengajaran secara individu, menggunakan macam-macam pendekatan, yang menciptakan suasana aman yang mendukung semua murid. Guru bahasa Inggris menciptakan kelas yang nyaman dengan menyediakan alat bantu, suasana tenang, yang memastikan komunikasi yang jelas yang sederhana. (The main challenge is to identify the most effective means of communication and ensure that the material is understood without confusing the students. English teacher starts with individual adjustments, use a variety of approaches, and create a safe and supportive environment for all students. English teacher creates a conducive classroom by providing aids, a calm atmosphere, and ensuring clear and simple communication.)”

(Interview with the Head of SLB Negeri 1 Amuntai).

The observation indicated that the English teacher encountered difficulties in determining the most suitable communication strategies to ensure students comprehended the material without feeling overwhelmed. To overcome this, the teacher implemented individualized adjustments, applied diverse instructional methods, and created a supportive and secure learning environment. A positive classroom climate was established by using appropriate teaching aids, maintaining a calm and focused atmosphere, and delivering communication in a clear, simple, and

accessible manner. These efforts enhanced students' confidence and facilitated better understanding of the lesson.

Based on the interviews and observations, it can be concluded that the English teacher successfully managed the challenge of adapting communication for students with special needs by applying a flexible and inclusive strategy. The use of visual and interactive media ensured that learning materials were accessible to all learners while keeping the pace suitable. By cultivating a calm and supportive classroom atmosphere, utilizing visual aids, and emphasizing clear and straightforward communication, the teacher was able to establish a safe and conducive environment that improved students' participation and comprehension.

2) Middle of Teaching

The researcher used interview first, and the result as follows:

A question for English teacher was: "*Bagaimana ibu mengatasi kesulitan dalam mempertahankan keterlibatan siswa selama penerapan strategi pengajaran bahasa Inggris yang menantang?, dan penyesuaian apa yang dilakukan pada strategi pengajaran saat tantangan muncul selama proses pembelajaran?, serta bagaimana ibu memastikan bahwa strategi tersebut tetap efektif dalam memenuhi tujuan pembelajaran unik siswa autisme dan tuna rungu kelas 12 tersebut di SLB Negeri 1 Amuntai?*". (How do you overcome difficulties in maintaining students engagement during the application of challenge English teaching strategies?, what adjustments are made to the teaching strategies as challenges arise during the learning process?, and how do you ensure that the strategies remain effective in meeting the unique learning goals of 12th grade students at SLB Negeri 1 Amuntai?."

Mrs. SA as an English teacher in 12nd Grade in High School at SLB Negeri 1 Amuntai says:

"Ulu mengatasi kesulitan dengan menggunakan bermacam cara, memberi dorongan positif, jua membuat kegiatan belajar jadi lebih menarik lawan sesuai dengan murid. Ulu menyesuaikan pelajaran dengan manambah atau mengurangi tingkat kesulitan materi, memperlambat tempo belajar, atawa mengganti cara mengajar lamun murid mengalami kesulitan. Ulu terus mamantau perkembangan murid jua menyesuaikan metode pangajaran bedasarkan kebutuhan lawan tanggapan murid supaya materi bisa dipahami dengan baik. (I address difficulties by using a variety of methods, providing positive reinforcement, and making activities more interesting and relevant to students. I adapt by increasing or decreasing the level of difficulty of the material, slowing down the pace of learning, or changing the teaching method if the students is

struggling. I continually monitor students' progress and adapt teaching methods based on students' needs and responses, ensuring that the material is well understood.)"

(Interview with English Teacher).

A question for Headmaster was: "*Bagaimana guru Bahasa Inggris mengatasi kesulitan dalam mempertahankan keterlibatan siswa selama penerapan strategi pengajaran bahasa Inggris yang menantang?, dan penyesuaian apa yang dilakukan pada strategi pengajaran saat tantangan muncul selama proses pembelajaran?, serta bagaimana guru bahasa Inggris memastikan bahwa strategi tersebut tetap efektif dalam memenuhi tujuan pembelajaran unik siswa autis dan tuna rungu kelas 12 tersebut di SLB Negeri 1 Amuntai?*" (How does English teacher overcome difficulties in maintaining students engagement during the application of challenger English teaching strategies?, what adjustments are made to the teaching strategies as challenges arise during the learning process?, and how does English teacher ensure that the strategies remain effective in meeting the unique learning goals of 12th grade students at SLB Negeri 1 Amuntai?.)

The statement of the English teacher above is in line with the statement of Mr. F the Head of SLB Negeri 1 Amuntai, namely:

"*Guru bahasa Inggris menggunakan macam-macam teknik, kaya permainan, tugas berdasarkan visual, lawan dorongan positif supaya murid tetap fokus jua semangat belajar. Penyesuaian dilakukan dengan memperlambat tempo, manambah gambar, jua menggunakan cara komunikasi nang lebih sederhana atawa konkret. Guru bahasa Inggris terus mamantau perkembangan tiap murid lewat evaluasi rutin jua menyesuaikan pangajaran berdasarkan tanggapan mereka terhadap materi.*" (English teacher uses a variety of techniques such as games, visual-based tasks, and positive reinforcement to maintain attention and engagement. Adjustments are made by slowing down the pace, adding visuals, and using simpler or more concrete communication techniques. English teacher monitors each students' progress through regular evaluations and make adjustments based on their response to the material.)"

(Interview with the Head of SLB Negeri 1 Amuntai).

The observation revealed that the English teacher applied various strategies, such as interactive games, visual activities, and positive reinforcement, to maintain students' focus and participation. Adjustments were made as needed, including slowing down the lesson pace, adding more visual support, and simplifying communication to enhance clarity and accessibility. The teacher consistently tracked students' progress through ongoing evaluations, using their responses as a foundation for

further instructional adjustments. This flexible approach enabled all students to stay engaged and effectively comprehend the material. Findings from the interviews and observations suggest that the English teacher successfully overcomes challenges by applying diverse instructional strategies, such as games, visual activities, and positive reinforcement, to sustain students' engagement. The teacher adapts by adjusting the complexity of the material, regulating the learning pace, and modifying communication techniques when students encounter difficulties. Through continuous monitoring and regular assessments, the teacher ensures that instructional methods remain aligned with students' needs and responses, thereby promoting a deeper understanding of the lessons.

3) End of Teaching

The researchers used interview first, and the result as follows:

A question for English teacher was: *“Bagaimana ibu mengevaluasi keberhasilan strategi pengajaran bahasa Inggris penantang dalam mengatasi hambatan yang dihadapi siswa autisme dan tuna runtu tersebut kelas 12 tersebut?, dan apa saja hasil yang diamati di kalangan siswa autisme dan tuna runtu tersebut setelah menerapkan strategi pengajaran bahasa Inggris yang menantang?, serta bagaimana ibu merenungkan efektivitas dan keberlanjutan strategi ini untuk perbaikan di masa mendatang?.* (How do you evaluate the success of challenger English teaching strategies in overcoming barriers faced by 12nd grade students?, what are the key outcomes observed among students after applying challenger English teaching strategies?, and how do you reflect on the effectiveness and sustainability of these strategies for future improvements?.)

Mrs. SA as an English teacher in 12nd Grade in High School at SLB Negeri 1 Amuntai says:

“Ulu menilai keberhasilan dengan melihat perubahan dalam keaktifan murid, kemampuan memahami materi, jua perkembangan nang tercatat dalam penilaian. Hasil nang bisa diamati mencakup meningkatnya keterlibatan murid, pemahaman materi nang lebih baik, jua kemampuan bicara bahasa Inggris dengan lebih percaya diri. Ulu merenungi hasil belajar lewat pengamatan, tanggapan murid, jua hasil evaluasi gasan menilai apakah strategi perlu disesuaikan atawa diperbaiki di pelajaran selanjutnya. (I evaluate success by looking at changes in student's participation and ability to understand the material and progress recorded in the assessment. Observable outcomes include increased engagement, better understanding of the material, and more confident English-speaking

skills. I reflect through observation of learning outcomes, students' feedback, and evaluation results to assess whether the strategy needs to be adjusted or improved in the next lesson.)" (Interview with English Teacher).

A question for Headmaster was: "Bagaimana guru Bahasa Inggris mengevaluasi keberhasilan strategi pengajaran Bahasa Inggris penantang dalam mengatasi hambatan yang dihadapi siswa autis dan tuna rungu tersebut kelas 12 tersebut?, dan apa saja hasil yang diamati di kalangan siswa autis dan tuna rungu tersebut setelah menerapkan strategi pengajaran bahasa Inggris yang menantang?, serta bagaimana guru bahasa Inggris merenungkan efektivitas dan keberlanjutan strategi ini untuk perbaikan di masa mendatang?. (How does English teacher evaluate the success of challenger English teaching strategies in overcoming barriers faced by 12nd grade students?, what are the key outcomes observed among students after applying challenger English teaching strategies?, and how does English teacher reflect on the effectiveness and sustainability of these strategies for future improvements?.)"

The statement of the English teacher above is in line with the statement of Mr. F as the Head of SLB Negeri 1 Amuntai, namely:

"Guru bahasa Inggris menilai lewat pengamatan, uji kepandaian bicara, jua interaksi murid dengan bahan pangajaran gasan ngukur pemahaman mereka. Hasil nang tampak mencakup meningkatnya keaktifan murid, kepandaian bicara nang makin lancar, jua pemahaman materi nang diajarkan jadi lebih baik. Guru bahasa Inggris merenungi hasil pangajaran dengan ngumpulkan tanggapan murid jua menilai hasil belajar gasan mamastikan apakah strategi perlu disesuaikan di kemudian hari. (English teacher evaluates through observation, speaking skills tests, and student's interaction with learning materials to measure understanding. The results observed include increased participation, better speaking skills, and better understanding of the material being taught. English teacher reflects by collecting feedback from students and evaluating learning outcomes to determine if the strategy needs to be adjusted in the future.)"

(Interview with the Head of SLB Negeri 1 Amuntai).

Based on the observations, the English teacher evaluated students' understanding through ongoing monitoring, including speaking tests and their interactions with learning materials. The findings indicated greater student participation, enhanced speaking skills, and deeper comprehension of the lessons. To improve the learning process, the teacher reflected on these outcomes by collecting student feedback and reviewing their performance. This reflective practice allowed the teacher to assess the

effectiveness of current strategies and decide whether adjustments were necessary for future instruction to better address students' needs.

The findings from interviews and observations indicate that the English teacher measures success by monitoring students' participation, comprehension, and progress as shown in assessments. The results demonstrate greater engagement, better understanding of the material, and improved speaking abilities. To refine the teaching process, the teacher reflects on these outcomes by gathering feedback, reviewing learning achievements, and assessing performance to decide whether modifications are necessary for future lessons. Such reflection ensures that instructional strategies remain effective and responsive to students' needs.

2. Discussion

The Challenges English Teacher Faced in 12nd Grade in High School at SLB Negeri 1 Amuntai

a. The Beginning Phase: Communicative Adaptation and Inclusive Environmental Design

At the onset of instruction, the teacher's primary challenge lay in overcoming communication barriers and managing the diverse sensory profiles of special-needs learners. The findings demonstrate that the teacher mitigated these hurdles by deploying a flexible, visually driven communicative framework. Rather than utilizing text-heavy instructional delivery, the teacher operationalized visual and interactive media as cognitive scaffolds to modulate information processing and accommodate varied learning paces. Analytically, this adaptive approach aligns with the strategic design models of Newman and Logan, which state that effective instruction requires calibrating methods and structured steps to fit the learners' immediate entry behaviors (Husyain et al. 2023; Dwiningtiyas, Sofyan, and Puspita 2020).

Furthermore, the deliberate orchestration of a calm, predictable classroom atmosphere serves an essential affective function. Within Rehman, Ullah, and Zakariya (2024) categorization of teaching strategies and interactive framework theories (Kamran et al. 2023), establishing a secure environment is a prerequisite to linguistic risk-taking. By combining direct guidance with visual inquiry, the teacher lowered the students' affective filters, enabling active participation despite initial communication gaps.

b. The Middle Phase: Dynamic Scaffolding and Responsive Pace Regulation

During the mid-instructional phase, the focus shifted from environmental design to sustaining cognitive engagement and managing behavioral volatility. The teacher addressed these challenges through a diverse pedagogical matrix featuring gamified learning, tactile activities, and positive reinforcement.

The analytical significance of this phase rests on the teacher's capacity for real-time differentiation. This responsive manipulation of content difficulty and pacing reflects the flexible execution principles highlighted by Husyain et al. (2023), where success criteria remain dynamic. By continually adjusting methods based on student responses, the teacher treated the syllabus as an adaptable framework rather than a rigid mandate.

This operational flexibility embodies the core tenets of experiential and interactive teaching (Dwiningtiyas et al. 2020). By balancing inductive discovery (vocabulary games) with deductive reinforcement (structured praise), the teacher successfully operationalized the integrated method matrix defined by Rehman et al. (2024). While self-directed strategies often overwhelm special-needs learners due to executive functioning limitations (Kamran et al. 2023) the teacher bypassed this by blending autonomous choice with continuous, micro-scaffolding.

c. The End Phase: Reflective Evaluation and Outcome-Based Synthesis

In the final phase, the teacher evaluated intervention efficacy and tracked student progress. Rather than relying on traditional psychometric tests which often fail to capture non-linear development in inclusive settings the teacher utilized a holistic evaluation triad: participation density, conceptual comprehension, and functional speaking milestones.

This multi-dimensional strategy corresponds with the evaluation models of Husyain et al. (2023) and Dwiningtiyas et al. (2020), which argue that minimum success criteria for special education must account for both cognitive and behavioral growth. The recorded gains in student engagement and expressive speaking validate the teacher's adaptive choices.

From an analytical standpoint, this phase functions as a critical reflective feedback loop. By merging inductive field observations with deductive progress data, the teacher mirrored the integrated evaluation frameworks of Rehman et al. (2024). This continuous reflective cycle ensures that assessment is not merely an administrative endpoint, but a responsive mechanism that continuously shapes future lesson designs to match the evolving capacities of the students.

D. CONCLUSION

Challenges English teacher faced in 12nd grade in high school at SLB Negeri 1 Amuntai.

1. The English teacher at SLB Negeri 1 Amuntai modified communication strategies for students with special needs by utilizing visual and interactive media, ensuring that learning materials were accessible and delivered at an appropriate pace. A supportive and calm classroom atmosphere, combined

with clear communication, helped increase students' participation and comprehension.

2. To maintain students' interest, the teacher applied a variety of teaching methods, including games and visual-based activities, while adapting materials and communication to students' needs. Regular monitoring and evaluation were carried out to align teaching approaches with students' progress, which supported better understanding of the lessons.
3. The teacher measured learning success by observing improvements in students' participation, comprehension, and progress through various assessments. These efforts enhanced students' engagement and speaking skills. Furthermore, the teacher reflected on the outcomes through student feedback and performance reviews to ensure that instructional strategies remained effective and responsive.

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