

**EXPLORING TEACHERS' STRATEGIES IN
TEACHING ENGLISH VOCABULARY FOR
STUDENTS WITH INTELLECTUAL DISABILITY**

THESIS

Submitted in Partial Fulfillment of the Requirements
for the Degree of Bachelor of Education
in English Language Education



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MOTTO

مَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ لَهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

(رواه مسلم)

**“Whoever pursues a path in the pursuit of knowledge,
Allah will make easy for him a path to Paradise”**

ABSTRACT

Title : Exploring Teachers' Strategies in Teaching English Vocabulary for Students with Intellectual Disability
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This study discussed teaching English Vocabulary to students with intellectual disabilities. This study is aimed to explain how the teacher face the difficulties in teaching vocabulary. Secondly, to describe the teacher strategies in overcoming the difficulties. This research used qualitative method and descriptive research design. Data were collected through classroom observation, interview, and documentation. To analyze the data obtained, the researcher used techniques of data analysis, namely; data reduction, data display, and drawing conclusions or data verification. The research participant was the English Teacher at SLB Negeri Pati. The results of the study showed that in mentally impairment and hearing impairment classroom teacher can teach English Vocabulary. To teach English Vocabulary in Intellectual Disability Learners the teacher write down a few vocabs about the item around them and repeat the vocab over and over again. The difficulties faced by teacher is student with disabilities lack of understanding and remembering Vocabulary that teacher taught. So to overcome these difficulties, the teacher makes a video with pictures, vocab, and how to pronounce them. The video was sent to parents of students for additional learning at home.

Keywords: Disability Learners, English Teacher, Teaching Vocabulary

DEDICATION

Allah Azza Wa Jalla is the Lord of this world, the kind and merciful. This research is done because of many supports and motivations. With sincerity and humanity, I dedicate this thesis to:

- Beloved campus, UIN Walisongo Semarang, especially Education and Teacher Training Faculty and English Education Department.
- All of the lecturers who have educated and taught the writer.
- A beloved family who always spend their time supporting the writer.
- All my friends always give the writer solutions and support to finish this thesis.
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I realize that I couldn’t complete this final project without help from others. Many people helped me while writing this final project, and it would be impossible to mention them. I wish, however, to give my sincerest gratitude and appreciation to the following:

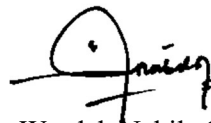
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Finally, the writer realized that this thesis is far from the word "perfect". Therefore, the writer will happily accept constructive criticism to improve it. The writer hopes that this thesis will be beneficial for everyone.

Semarang, 24 June 2025
The Researcher,



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CHAPTER I

INTRODUCTION

This chapter describes the background of research, research questions, research objectives, pedagogical significance, and research limitations.

A. Background of The Study

Education is one of the fundamental rights to which everyone is entitled. Every human being has the right to receive an education because it is the most crucial aspect of life. Education is vital since it serves as the bridge for us to understand everything in this world, and education also nurtures students as the nation's successors.

Educational institutions and infrastructure continue to expand. Everyone, including those with disabilities, should have equal access to education. The Indonesian government pays close attention to each and every one of its inhabitants to ensure that they all enjoy their rights without exception, including those with special needs or other abilities.

The government has guaranteed equal distribution of education for all Indonesian people through the same

education system. Children with special needs also receive education starting from kindergarten, elementary, junior high, and high school. In practice, some children with special needs are placed in inclusive schools. Inclusive schools are formal educational settings where students with special disabilities are in the same school as other children. In the context of equitable distribution of education to obtain learning opportunities in formal education, the government provides special schools for students with special needs called SLB (Utami and Astuti 2021).

Special Needs School or in *Bahasa Indonesia* is *Sekolah Luar Biasa* (SLB), intended for children with special needs. Education SLB is an educational institution that aims to help learners who suffering from physical and mental, behavioral and social disorders to be able to develop attitudes, knowledge and social participation of the communities in making mutual relationships with the social environment, and could develop skills and potential in the world of work or following advanced education (Puspitasari 2019).

English is the most spoken language and the main language standard for global communication. Learning English is very important because it is an international language that reaches various aspects in modern fields,

including trade, culture, and education (Dewi, Yawisah, and Siregar 2019). (Crystal 2003) Also explains that the utilization of English is evolving in comparison to other languages. He explained that English is spoken by more than a quarter of the world's population, beyond the use of Chinese. English is the official language in 67 nations, and English is taught as a second language in 27 nations. Because English is an international language, it is required for students to study it, including those with special needs.

In learning English, there are four essential components of language skills that students must master, one of which is vocabulary. In particular, vocabulary is important for learning English because it helps students master language skills and roles. On the other hand, teaching English poses significant challenges for educators, particularly in Indonesia, where English is considered a foreign language. Teaching English is quite difficult for the teacher, especially for students with intellectual disability (ID) who have low IQs and have difficulty memorizing. Learning English vocabulary in students with intellectual disability (ID) aims to introduce essential basic vocabulary and expressions for navigating everyday social interactions.

For students with intellectual disability (ID), managing the learning process in the classroom may be

challenging. This is because students with intellectual disability (ID) face obstacles in developing their intelligence, making it challenging for them to learn language, both spoken and written. These barriers vary significantly depending on their level of mental ability. Common language skill obstacles include limited vocabulary, poor speech or vocalization, language use that does not match their age, and difficulty understanding abstract words.

Teaching English vocabulary to children with ID is more complex than with typical EFL students because they often struggle to grasp vocabulary meanings. A common difficulty is that they tend to forget learned words easily. Additionally, they encounter pronunciation issues since English spelling often does not match pronunciation. Consequently, students with ID may become bored quickly and forget previously learned vocabulary. Effective teaching requires the teacher to adopt suitable strategies and media, especially for vocabulary instruction. For example, (Bryant et al. 2003) found that using dolls and flashcards can be effective media for teaching vocabulary to children with special needs.

Teachers have an important role in this regard, namely as facilitators and in overcoming obstacles in student learning. Teaching English to people with intellectual

disabilities (ID) is not easy. There are several challenges that English teachers will face during the learning process. The teacher must be aware of the strategies they face when dealing with students with special needs to find ways to overcome them.

Teachers for children with intellectual disabilities (ID) are required to be able to manage students with vulnerable disabilities ranging from mild to severe (Alias and Salleh 2017). The teacher needs to be able to adapt and adjust the curriculum to students with special needs. The teacher must also understand the learning process, apply strategies that are appropriate to children's needs, and be able to create a comfortable learning environment for children.

Not only does the teacher role as a teacher but parents also have an important role in this. Mentoring and supervising children with special needs from the smallest environment, such as family is the most influential internal factor. The support and motivation that is given can be a race for them to develop better.

From the explanation above, the English teacher found many difficulties when teaching a second language to children with intellectual disabilities (ID). On this occasion, the researcher attempted to discover the difficulties and explore the strategies of the teacher when teaching English

vocabulary in the class. So, the researcher is interested in conducting research entitled *“Exploring Teachers’ Strategies in Teaching English Vocabulary for Students with Intellectual Disability”*.

B. Identification of Problem

Every human being is born with certain rights that follow them. Education is one of the fundamental rights that everyone is entitled to. Every human being has the right to get an education because it is the most crucial thing in life, including those with disabilities.

Learning English is one of the subjects that must be taught to students, including those with special needs. There are four components of language skills that students must master, one of which is vocabulary. Learning English vocabulary in students with intellectual disability (ID) aims to introduce essential basic vocabulary and expressions for navigating everyday social interactions.

Teaching students with intellectual disability (ID) becomes more complicated than teaching normal students because students with intellectual disability have problems grasping the meaning of vocabulary. They also have problems pronouncing words because English words are written differently from the way they are pronounced.

Therefore, the teacher who teaches students with disabilities faces several challenges in the learning process. The teacher must be aware of the strategies they face when dealing with students with special needs to find ways to overcome them. Referring to the problem identification, the researcher focused on and explored the difficulties and teacher strategies used in teaching English vocabulary faced by the teacher in teaching English vocabulary to students with intellectual disability at the SLB Negeri Pati for the academic year 2024/2025.

C. Research Questions

This study explores the teacher difficulties in teaching English vocabulary and the strategies used in teaching English vocabulary to students with intellectual disability (ID). Therefore, the research questions are as follows:

- a. What the difficulties does the teacher face when teaching vocabulary in class to students with intellectual disability (ID) in SLB Negeri Pati in the academic year 2024/2025?
- b. What strategies does the teacher use when teaching vocabulary in class to students with intellectual disability (ID) in SLB Negeri Pati

in the academic year 2024/2025?

D. Research Objectives

Based on the research questions above, the research objective can be stated as follows:

- a. To explain the difficulties experienced by the teacher when teaching English vocabulary to students with intellectual disability (ID) in SLB Negeri Pati in the academic year 2024/2025.
- b. To explain what strategies the teacher uses when teaching vocabulary to students with intellectual disability (ID) as a solution to their difficulties in SLB Negeri Pati in the academic year 2024/2025.

E. Limitation of the Research

In this study, the researcher explores information about the teacher strategies in teaching English vocabulary to students with intellectual disability (ID). The respondents of this study were students with special needs, namely intellectual disability (ID), in grade eleven at a special school in Pati in the academic year 2024/2025.

The first limitation of this study is to determine the difficulties experienced by the teacher when teaching English vocabulary to students with intellectual disabilities (ID). The study derives from observation and an interview. Before an observation is conducted to explore the teacher strategy in teaching vocabulary, to explain the difficulties that the teacher experienced in teaching vocabulary are identified and explored in depth using qualitative methods through semi-structured interviews.

The second study aims to explain what strategies the teacher uses when teaching vocabulary to students with intellectual disability and solving their difficulties. After determining the obstacles encountered by the teacher through interviews, the second goal attempts to describe how vocabulary teaching is presented in classroom activities. Therefore, the researcher uses observation and documentation during learning activities for data collection.

F. Significances of Research

The outcomes of this investigation are anticipated to hold significance both theoretically and practically. The expected results of this research can provide benefits for readers, especially for subsequent researchers, including some as follows:

1. Theoretically

The theoretical significance of this research is that the researcher hopes that this research can contribute to the expansion of insights or knowledge regarding the exploration of the teacher strategies in teaching English vocabulary to students with intellectual disabilities.

2. Practically

The researcher hopes that this research will be able to provide new knowledge or ideas regarding the teacher strategies for teaching vocabulary to students with intellectual disabilities (ID). The researcher also hopes that this study will be able to provide new and relevant colors and techniques for the teacher in teaching English vocabulary in the current era, especially for students with intellectual disabilities (ID).

- a. For the teachers

This study can help teachers take the steps in dealing with difficulties during the learning process when teaching English vocabulary to children with intellectual disabilities (ID). Can provide consideration

and input for English teachers to apply appropriate and appropriate learning strategies so that students can properly receive and master the subject matter can be received and mastered properly by students, motivate teachers to enhance student teaching methods and strategies, and understand the steps in dealing with difficulties during the learning process.

b. For the students

For the students, the results of this study can be used to facilitate students with intellectual disabilities in learning English and gain valuable insights to equip them with foundational language skills for communication and daily life, introducing essential vocabulary, understanding simple expressions, and improving listening and speaking abilities. The focus is on practical application, ensuring learned vocabulary is relevant to their daily routines and social interactions.

c. For the next researchers

Anyone interested in exploring teaching English vocabulary or strategies for teaching English vocabulary for students with intellectual disabilities (ID) can find information in this thesis, as an additional insight and knowledge in the world of Education. The research offers a specific strategy for teaching English vocabulary to students with intellectual disabilities (ID) in Special Schools (SLB).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research related to the research, literature review, conceptual framework the research.

A. Previous Research

Considering the topic discussed in this thesis, there are some studies have been done related to this topic. They are:

Firstly, the research is entitled “*The Practices And Obstacles of English Language Teaching In Intellectual Disability Classroom: A Case Study At Special School (SLB) In Palembang*” by Dalilan, Eka Sartika, and Indah Deyana Lestari (2021). This study examines the barriers to learning English in intellectual disability classrooms and their effect on learning practices. The case study method was used in this study. Two teachers at SLB-C Tuna Grahita Palembang became research participants. The results of this study indicate that teaching English in intellectual disabilities (ID) classes is similar to regular learning but more oriented toward students’ needs. Meanwhile, barriers to teaching English were influenced by the limitations of intellectual

disabilities (ID) in writing, reading, speaking, listening, and heterogeneous abilities (Sartika and Lestari 2021).

This research relates to current research identifying the learning of English for students with intellectual disabilities (ID). The similarity in this study lies in the research subject, namely children with intellectual disabilities (ID). The difference in this study lies in the focus of the research; this study focused on the practice of obstacles, while the current research focused on the teachers' strategies in teaching English vocabulary.

Secondly, the research is entitled "*English Teaching Strategies for Students with Intellectual Disabilities at SMPLB C-C1 Yakut Purwokerto*" by Aznyatul (2022) explains strategies for teaching English to students with intellectual disabilities (ID). This study used a qualitative research methodology with one teacher as a participant. Because ID students have an IQ below the average, the teacher must use the right strategy to convey learning material.

The results of this study show that teachers' strategies in English teaching and learning at SMPLB C and C1 Yakut Purwokerto have three stages: planning, implementation, and evaluation (Maulida 2022). Making learning objectives, learning strategies, teaching materials,

and the media used are all part of the learning planning process, and revealed that a direct learning strategy is suitable for teaching English to ID students. Apart from that, the lecture, practice, and task methods are all used for learning. The teacher used letter cards and pictures as learning media as an additional strategy. Previous research relates to this research because both discussed English learning strategies for ID students. This study examines teacher strategies for ID students at the SMPLB level in Purwokerto, while the current research is conducted at the SMALB level in Pati with two teachers as participants and is specific to vocabulary learning.

Thirdly, it was written by Lindstrom and Lemos (2021). This research is entitled *“Teaching Reading to Students with Intellectual and Developmental Disabilities: An Observation Study.”* This study focused on instruction provided to students with intellectual and developmental disabilities (IDD) in special education settings. This study aimed to describe reading instruction provided to elementary students with intellectual and developmental disabilities (IDD) in special education settings, compare findings with intended instruction, and teacher perceptions of potential instructional barriers and supports. This research method used a qualitative analysis, observed reading instruction,

reviewed IEPs, and conducted teacher surveys and interviews. Study participants were teachers and students from elementary schools in a large urban district in the southeastern US.

The purpose of this study was to document features of reading instruction provided to elementary students with intellectual and developmental disabilities (IDD) and to explore teachers' rationale for their instruction. This study examined data from classroom observations, measures of student achievement, and teachers' descriptions of research-based reading instruction in their classrooms. Extending observation studies to include data on teacher perspectives and student achievement allows a more comprehensive picture of instructional effectiveness and decision-making to emerge. By examining classroom practices and learning more about reading instruction for students with intellectual and developmental disabilities (IDD), be able to improve outcomes for students, support and training for their teachers. The result of this study revealed a wide range of allotted reading instructional time, with instructional time primarily spent on phonics/word study, vocabulary, and comprehension (Lindström and Lemons 2021).

This research relates to current research identifying the teaching of students with intellectual disabilities. The

similarity in this study lies in the research subject, namely children with intellectual disabilities. The difference in this study lies in the focus of the research; this study focuses on teaching reading, while the current research focused on the teachers' strategies in teaching English vocabulary.

Fourthly, it was written by Hofmann and Muller (2022). This research is entitled "*Challenging behaviour in students with intellectual disabilities: the role of individual and classmates' communication skills*". This study found that children and adolescents with intellectual disabilities (ID) are at higher risk of developing challenging behaviors. Challenging behaviors can be partly explained by low individual communicative competence. This research method used quantitative analysis with a longitudinal design and two measurement points in one academic year. Meanwhile, to test the hypothesis of this study, the researchers used 16 special schools to serve children and adolescents with intellectual disabilities (ID) in Switzerland.

This research shows that higher individual communication skills in the first measure were significantly associated with a decrease in general challenging behaviors during the school year. The result of this study is an improved understanding of the interplay between individual and social-contextual influences in the development of communicative

competences and challenging behaviour in students with intellectual disabilities (ID). The processes identified may serve as a starting point for further investigating the socialising role of peers in intellectual disabilities (ID) (Hofmann and Müller 2022).

The distinction between this study and prior research is that previous studies in Switzerland focused more on analyzing behavioral issues in intellectually disabled pupils' capacity to communicate with classmates. In contrast, this research investigates the difficulties and strategies instructors use when teaching language, specifically vocabulary. Furthermore, the prior study employed a quantitative methodology using a post-test research design. Data were gathered by visiting 16 special schools in Switzerland dedicated to intellectual disabilities (ID). In contrast, this research employs a qualitative technique using a case study research design in one of the special schools in Pati, Central Java, Indonesia, with two teachers serving as participants.

In conclusion, the four previous studies above were conducted in the context of learning English, similar to the present research. However, the focus is somewhat different since this study is concerned with teaching vocabulary, not teaching English in general. In particular, the teachers'

difficulties and strategies toward English vocabulary teaching specify the present project for students with intellectual disabilities (ID) in a special school at Pati, Central Java, Indonesia.

B. Theoretical Review

1. Teaching Strategy

a. Definition of Teaching Strategy

According to Muchtar, the term strategy is derived from Latin, specifically “strategia,” which denotes the skill of using a plan to attain goals. A strategy is a tool, plan, or method utilized to execute a task (Nasution 2017). The term strategy is frequently used in a variety of contexts, each having a distinct meaning. Learning strategies are the tactics that are used in learning activities in education. In this case, the learning strategy can be defined as a plan that includes instruments, methods, or a sequence of activities aimed at achieving specific educational objectives. According to (Sanjaya 2007), the term strategy, like many other terms, is employed in a variety of settings with differing meanings. In terms of teaching and learning, strategy is described as a

broad pattern of teacher-student conduct in the embodiment of teaching and learning activities (Nasution 2017).

Understanding the term “learning strategy” has a direct connection to other terminology, such as approaches, methods, and techniques. The four terms in the learning system are related to one another. Each term’s meaning must also be clearly defined so that no meanings overlap. Sudrajat defines the learning strategy as a point of view or direction of view on learning.

Method is a complete planning process for the selection, sequencing, and delivery of learning content, as well as delivering corrections if learners make mistakes while learning, based on the approach chosen. Learning approaches can be defined as how a teacher implements a particular method.

According to Nana Sudjana, teaching strategies are “tactics” that teachers use during the teaching and learning process to influence pupils to attain learning objectives (Asrori 2013). Learning strategies are approaches, methods, and

procedures that ensure students attain their learning objectives. This is consistent with the belief that learning strategies should include an explanation of the methods, procedures, and techniques used during the learning process (Pribadi 2009). The learning approach includes methods, procedures, and techniques. According to (Santinah 2016), learning strategies include all components of learning materials and procedures, as well as stages of learning activities, that teachers utilize to assist students in meeting certain learning objectives. According to them, learning strategies include not only the methods and phases of learning activities, but also the overall organization of material or learning program packages that students would receive.

According to the above definition, a learning strategy is a plan of action (a sequence of activities) that incorporates the use of methodologies as well as the usage of diverse resources or strengths in learning. This means that from the development of a new strategy to the creation of a work plan, it has not yet been put into

action. Strategies are designed to achieve certain goals, which means that the direction of all strategic formulation decisions is to achieve goals, so that the preparation of learning stages, as well as the usage of various facilities and learning resources, are all geared toward achieving goals. But first, it is vital to define a clear aim that can be measured for success.

b. The Components of Teaching Strategy

According to Hamruni (2002), defines instructional techniques as having the following components:

1) Teacher

The teacher plays a crucial role in teaching. Teachers can modify other components of the teaching technique, but they cannot manipulate the teacher. The goal of teaching manipulation is to establish an environment in which students can satisfy the goals of the teaching and learning process, allowing them to eventually acquire a desired level of competence. When teaching

manipulation, the teacher must adhere to the curriculum that has been implemented.

2) Students

Students are a component of the study programme to improve the ability to achieve study goals.

3) Purpose

The purpose is the foundation for developing strategy, material, media, and teacher assessment. So, when developing a teaching technique, the teacher must first determine the purpose.

4) Teaching Material

Teaching material refers to media used to teach a specific topic. According to Suharsini (1990), teaching material is an essential component of the teaching process.

5) Method

Method is a generic set of classroom guidelines for achieving language goals.

6) Media

The plural form of the word “Medium” is media. Many things around us are media,

including television, computers, photographs, radio, and newspapers. Certain media are utilized in the teaching and learning process to impart knowledge to students in schools. This is known as media education.

7) Evaluation

Evaluation is a component of the teaching and learning process that enables teachers to determine the outcome of their expectations. Summative and formative evaluations are both options.

8) Situation or environment

The teachers' teaching strategy is influenced by the setting. In this case, scenario refers to situations and physical conditions such as the weather, school, location, facilitation, and others.

c. Strategies in Teaching Vocabulary

According to (Thornbury 2006), there are many kinds of strategies for teaching vocabulary. These tactics are as follows: employing translation, games, guessing from context, using a

dictionary, and creating tasks.

1) Using translation

In the monolingual class, translation is the most common means of conveying a word's meaning. Although translation is a quick and easy way of expressing words. It opens without any difficulties. First, translating terminology isn't always simple. Second, translation encourages kids to engage with language, even if it may appear too basic at times.

2) Games

Games and other activities can help children improve their vocabulary. In word games, the teacher taught by showing images of artists, animals, or objects. Teachers can employ a variety of activities, such as scrabble, flashcards, word cards, bingo, and more. Students could learn vocabulary in a more interesting manner by playing word games. It also increased their desire to learn new terms.

3) Guessing from context

Guessing from context is one of the most useful abilities that students may learn and apply in the classroom and at work. Furthermore, it appears to be teachable and easily deployed. This is also a method that we have already reinforced, even if we don't realize it while reading L1. Most students struggle with determining the meaning of words in a second language because they are less confident in their comprehension of the context than they are in their native language. Most students struggle to determine the meaning of words in a second language because they are less confident in their comprehension of the context than they are in their native language.

4) Using Dictionary

Dictionary use is a manual strategy. teacher Ask students to find the difficult term in the dictionary. Dictionary can be utilized as a final resort when out-of-context guessing strategies fail. They can,

however, be utilized usefully for both text production and word-taking. The benefits are contingent on the student's ability to obtain the knowledge contained promptly and accurately. Training students to use dictionaries properly is critical since many students may be unfamiliar with dictionary rules, even in their native language. This training also gives them the resources they need to continue.

5) Making task

Making assignments are task that teachers might offer to pupils to assist them commit words to long-term memory. Some of these tasks will take more mental effort than others. Specifically, they will be more cognitively demanding.

2. Vocabularies

a. Definition of Vocabulary

According to Norbert Schmitt in (Gustian 2022) vocabulary is an essential component of any language and must be learnt first. We can't speak fluently or understand written content unless we

master them. No matter how well a foreign language's sounds are acquired, communicating in a foreign language is difficult without words to express a broader meaning. According to the opinions expressed above, vocabulary is one of the most crucial parts of learning a foreign language. A limited vocabulary leads to a limited knowledge of speaking, reading, listening, and writing. That's because learning a language is impossible without first memorizing its vocabulary.

A language cannot be separated from the presence of vocabulary. Vocabulary refers to the variety of words in a given language. This is consistent with the opinion of (Nurgiyantoro 2010) who believes that vocabulary is a wealth of language that is owned by (found in) language. Vocabulary is an extremely crucial component, even a key to learning a language, because the richness of a person's vocabulary defines the level of that person's language abilities.

According to Kridalaksana, vocabulary is a component of language that stores all information about the meaning and use of words

in language. Vocabulary is a key component of any language. If someone wishes to communicate effectively, they must master it. This is relevant to (Richards and Renandya 2002) argument that vocabulary is an important component of language proficiency since it comprises the majority of a learner's ability to communicate, listen, read, and write. (Astuti Pratiwi Rahmadhani, n.d.) emphasized this notion as well, claiming that vocabulary growth is the most important step in learning a language. Without vocabulary, it is impossible to learn language abilities such as listening, speaking, reading, and writing.

b. Kinds of Vocabulary

The vocabulary differs among the four language abilities of listening, writing, reading, and speaking. A pupil will normally learn hearing and speaking vocabulary before progressing to reading and writing vocabulary. However, in actuality, the procedure may vary, especially in foreign language teaching. Reading vocabulary may be processed first, followed by speaking and hearing vocabulary.

According to (Aebersold and Field 1997) classify active and passive vocabulary:

- 1) Active vocabulary refers to words that are fully comprehended by both listeners and writers. They are terms that may be recalled and employed at any time throughout a speaking or writing circumstance, often known as productive vocabulary. In practice, active words are ones that we can use without pausing and exerting ourselves to recall whether writing or speaking (Dakhi and Fitria 2019).
- 2) Passive vocabulary, also known as receptive vocabulary, includes words that are not fully comprehended and are rarely employed in writing or speech. As a result (Dakhi and Fitria 2019) believe that passive vocabulary is required for active vocabulary.

According to (Downing 2014), English vocabulary is historically organized grammatically using terminological categories. There are:

1) Noun

According to (Coleman 2011), a noun is the name of something, such as an object, a person, a location, or even a sentiment or a state of mind. For example: guy, conference, book, work, coffee, Saturday, Jessica, office, girl, boy, bed, and so on.

2) Verb

A verb is a term that represents an activity or state of being, as well as the time it takes place. The verb describes actions, events, processes, and so on. A complete sentence must have at least one verb, such as run, read, wash, dance, sweep, sing, write, and so on.

3) Adjective

Adjectives are words that give more information about a noun or pronoun. A noun can be preceded by an adjective. According to (Jackson 2005), adjectives denote: size (large, small, etc.), color (blue, red, etc.), shape (oblong, square, etc.), appearance (pretty, nice, etc.), evaluation (commendable, reasonable,

etc.), and so on, whereas (Dykes 2007) states that adjective means to add the grammatical characteristics of something.

4) Adverb

According to (Jackson 2005), an adverb expresses method (cautiously), time (soon), direction (along), and a variety of other concepts. According to (Dykes 2007), an adverb is a word that adds meaning to any other word except a noun or pronoun (which is the function of an adjective).

3. Intellectual Disability (ID)

a. Definition of Intellectual Disability

Intellectual disability is a neurodevelopmental condition marked by deficiencies in intellectual and adaptive function prior to the age of 18 or during development. Children with this neurological condition have an intellectual disability of 70 or less (Sartika and Lestari 2021). The Diagnostic and Statistical Manual of Mental Disorders (DSM-5) uses the term intellectual impairment instead of mental

retardation (Jiu et al. 2020).

b. Identification of Intellectual Disability

Students with special needs have different traits than normal students. They even exhibit remarkable variances in behavior, bodily movements, and communication styles. DSM-V defines a person with an intellectual disability based on various characteristics (Mash and Wolfe 2001) :

- 1) Clinical assessments, individual and standardized intelligence testing indicate deficiencies in intellectual functioning, including planning, reasoning, problem-solving, assessment, academic learning, and abstract thinking.
- 2) Poor adaptive functioning hinders social growth, including independence and responsibility. If left unchecked, it can interfere with daily tasks such as independent living, communication, and engagement in the home, school, and community.
- 3) Deficits in intellectual and adaptive functions emerge during development.

c. Characteristics of Intellectual Disability

Normal children and children with special needs differ in several areas, most notably in conduct, academic achievement, and communication styles. This distinction serves as the foundation for discussing the features of children with special needs vs typical children in general. Children with intellectual disabilities struggle to adapt to their surroundings, whether at school, home, or in the community. Individuals with intellectual disabilities struggle not only to adapt to their surroundings, but also to learn. According to (Ke and Liu 2015) children with intellectual disability have the following characteristics :

1) Speech

Children with intellectual disabilities usually experience delays and difficulties in language development and self-expression, and speech. The severity of children with intellectual disabilities varies. In mild cases, children with intellectual disabilities achieve little

development of language skills compared to other normal children. In other cases, there are some students with intellectual disabilities who cannot communicate at all and can only speak a few words.

2) Perception

Children with intellectual disabilities in understanding environmental stimuli are very slow in reacting and they often have difficulty distinguishing between shapes, sizes and colors even in small forms.

3) Cognition

Children who have intellectual disabilities have the capacity to analyze, reason, understand, and calculate, and think abstractly often impaired to a greater or lesser extent according to the severity of their experience. Children with mild intellectual impairment can achieve reading and math skills at approximately the typical child's level, at ages 9 to 12. Children who have severe and profound intellectual impairment cannot read, count, or even have difficulty

understanding what others are saying.

4) Concentration and memory

Children with intellectual disabilities can concentrate on low and narrow. Generally, they have poor memory and are slow to remember. They have difficulty remembering, and their memories are often inaccurate.

5) Emotion

Emotions that exist in children are often fickle and immature, but with age will improve. Capacity in poor self-control, and impulsive, aggressive behavior is also not uncommon; some children are shy and withdraw from the environment.

6) Movement and behavior

Children who have intellectual disabilities often lack coordination; they show excessive and clumsy movements. Meaningless (meaningful) or stereotypical movements (eg, swinging, head banging, teeth biting, screaming, tearing clothes, pulling hair) are common in severely intellectually impaired

children. Destructive, aggressive, or violent behavior may also be seen, and self-injurious behavior (eg, self-slapping or biting) may occur in children with moderate to severe intellectual impairment.

7) Behavioral problems

Symptoms experienced, such as restlessness (constantly moving, unable to sit from one place to another), unstable or poor concentration, impulsivity, anger, irritability, and crying, are common symptoms that often occur in children with intellectual disabilities. For other disruptive behaviors, such as aggression and self-injurious behavior, such as banging the head. This severe behavior persists and is a major source of stress for the family. Therefore, special attention should be paid to reducing these behaviors by providing intensive treatment and care.

d. Classification of Intellectual Disability

Intellectual disability (intellectual developmental disorder) is a disorder during the developmental period that includes deficits in adaptive and intellectual functions that including conceptual, social, and practical activities.

The context of English vocabulary learning for students with intellectual disabilities in research focuses on the challenges and effective strategies to help them acquire a foreign language. The research highlights how students with intellectual disabilities have limitations in language processing, memory, and generalization abilities, which affect their ability to learn vocabulary. Therefore, the research aims to develop teaching approaches tailored to their specific needs, such as the use of visualization, multisensory approaches, and game-based learning, while emphasizing the importance of social interaction and a supportive learning environment.

By understanding the specific challenges and needs of students with intellectual disabilities,

the research aims to contribute to the development of effective and inclusive teaching methods, so that these students can learn English better and reach their full potential.

Classification of severity in children with disabilities (EDITION 1980) :

1) Mild (55-70)

Conceptual areas affect school-age children and adults. For preschool children, there may not be a clear difference, but for school-age children, this difference is very visible in the difficulties faced by children in the academic field involving reading, writing, and arithmetic skills. In adults, the conceptual area centers on abstract thinking and executive functions, which include planning, strategy, and flexibility. In the social domain related to barriers in social interaction, such as difficulty in communicating, difficulty understanding instructions from social groups. Difficulty regulating emotions and behavior. The

existence of immaturity compared to the development of children his age so that he is at risk of being easily deceived by others. In the daily life of children with mild intellectual disabilities able to care for themselves according to their age, but in more complex daily tasks, individuals need the help of others. In general, mild disabilities require support in making decisions to display abilities competently.

2) Moderate (40-45)

Conceptual ability lags behind children his age. In preschool-age children, language and pre-academic skills develop slowly. Likewise, with school-age children, progress in academic fields such as reading, writing, understanding concepts, and arithmetic develops slowly compared to children their age. In adults, academic development is equivalent to the elementary school level. They need help from others when learning and developing themselves.

Shows distinct developments in social

behavior and communication. Language is used as a means of communication, but in individuals with intellectual disabilities, it is only used a little. The capacity to establish relationships such as family relationships, friends, and adult romance. Limitations in making decisions independently, communicating, seeing social cues accurately, and requiring others to help. The need for social support and communication is so that individuals can develop and be successful in the work environment. Able to meet personal needs such as dressing, eating, urinating, and maintaining cleanliness like adults, even though it takes a longer time to do it. There needs to be support and adequate learning opportunities to be able to carry out activities independently.

3) Severe (25-40)

Limited conceptual ability is characterized by little understanding of written language or concepts involving numbers, time, and money. Limitations in

a spoken language, such as grammar and vocabulary. Speaks using one word, through the augmentative way of completing it. How to communicate focuses on current and everyday events. Able to understand simple body language and style of speech.

4) Profound (<25)

Involves physical rather than symbolic processes. Have visual-spatial skills such as sorting and pairing based on characteristics. Limited in understanding language symbolically, either in spoken language or body language. Being able to understand some simple instructions, being able to express feelings through non-verbal language. Being able to establish good relationships with family members, other familiar people, and those closest to them. How to respond using body language and emotions. Deficits of physical and sensory function can occur in a variety of social activities. Dependence on others in all aspects of life, such as the

inability to care for oneself, health, and safety. They can participate in simple tasks with basic objects. Activities related to entertainment, such as listening to music and watching movies can be involved. Deficits of physical and sensory functions that occur cause obstacles to individual involvement in activities.

4. *Sekolah Luar Biasa* (SLB) / Special Needs School

a. Definition of SLB / Special Needs School

Education is a conscious human effort to foster and form a good personality in accordance with the community's values and norms, with the expectation that humans will increase and develop knowledge, self-worth, attitudes, skills, and good behavior that will be useful in their daily lives. Often, education is provided at a school, which is a type of formal education. Formal education is available at all levels, from elementary to high school. Furthermore, one sort of education is special education, which includes one or more educational institutions known as remarkable schools.

An extraordinary school is a formal educational institution that provides educational services to children that require special care due to their unique demands that differ from those of other children. SLB is made up of many elements aimed at attaining educational goals, specifically providing learning for a student, and it is one type of educational institution. As a result, SLB is an educational institution that runs educational programs for children with impairments.

Every learning method allows pupils to actively improve their potential. Every educational institution, including Special Schools, should move from beginning to end to the point of the goal of an educational process, which can eventually realize the occurrence of learning as a process of actualizing students' potential into competencies that can be utilized or used in life.

b. Types of Special Needs Schools

Extraordinary Schools are special schools in which they are intended for children who have privileges and need special education services that must be provided which cannot be provided to

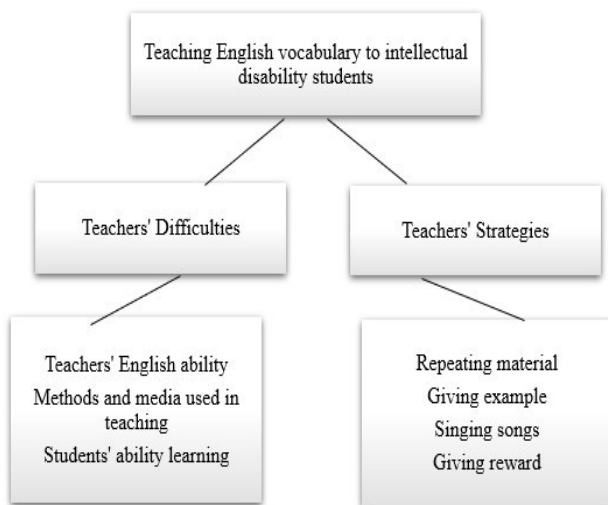
normal children in general. For this reason, there are several types of special schools, including (Siregar 2019) :

- 1) SLB-A, specifically for children with exceptional needs and visual impairments (School for the Blind).
- 2) SLB-B, specifically for children with exceptional needs and hearing loss (School for the Deaf).
- 3) SLB-C, specifically for children with special needs and intellectual disabilities (School for the Mentally Retarded/Intellectual Disability).
- 4) SLB-D, specifically for children with physical and motor disabilities (School for the Physically Handicapped).
- 5) SLB-E, specifically for children with particular needs and behavioral issues (School for the Emotionally Disturbed).
- 6) SLB-G, specifically for children with special needs who have more than one disorder or multiple disabilities (School for the Multiply Handicapped).

C. Theoretical Framework

Based on the explanation above, this study investigates instructors' difficulties and ways for overcoming them. It also establishes the conceptual underpinning for this investigation. This conceptual framework combines the teacher issues teaching English language to students with intellectual disabilities, as well as the teacher strategies.

Figure 1.1 illustrates these variables.



The figure above summarizes the conceptual underpinning of this research. The graphic depicts the association between English vocabulary instruction and students with intellectual disabilities (ID). This includes the teacher English language issues, the educational techniques and media, and the students' learning capacities. As a result, the teacher repeats materials, provides examples with real items, turns words into songs that the class sings together, and awards students for conquering difficulties.

CHAPTER III

RESEARCH METHOD

This chapter describes the research, including the following topics: research design, research setting, research participants, data sources, research focus, research data collection, and data analysis techniques.

A. Type of Research

In this study, the researcher used a qualitative method and a descriptive research design which focuses on exploring the teacher strategies for teaching English vocabulary to children with special needs, especially children with intellectual disabilities. This study incorporates qualitative research since it seeks to prove the phenomenon related to the experience of certain individuals or groups, human understanding, and humanistic approaches (Mezmir 2020). Qualitative research focuses on understanding in order to fully describe a phenomenon and facts. According to (Creswell 2012), qualitative research is a technique that aims to comprehend human or social problems by providing a real and complete account of the situation in the environment.

According to the statement above, qualitative method is acceptable for addressing the research problem.

The researcher conducted descriptive qualitative research, which implies the study generated analytical techniques without the use of statistical analysis or other quantification. It is an appropriate strategy since it can give detailed data regarding teaching strategies for teaching vocabulary to intellectually disabled students in the eleventh grade at SLB Negeri Pati in the academic year 2024/2025. It implies that data analysis is inherently objective and factual. The researcher also wishes to describe the research topic and data analysis, including data reduction, display, and conclusion for verification.

B. Research Setting

This research was conducted at SLB N Pati, which is located on Jl. Soediono in Gebyaran, Sukoharjo, Margerejo District, Pati Regency, Central Java. This school was selected for a variety of reasons. First, this school is designed for students with exceptional needs. Second, the school provides easy access to researchers. Third, the school's location is easily accessible.

C. Research Participant

The participants in this study are one English teacher and five students with Intellectual Disabilities. The name of

the participant is Mrs. Tari, an English teacher, and the names of the students with mental impairments are Nadia, Vicki, Ashar, Joko, and Fikri. The researcher only appointed one teacher because she is a teacher who graduated from English education.

This research involved an English teacher from the eleventh grade Senior High School of intellectual disabilities at *Sekolah Luar Biasa Negeri Pati* during the academic year 2024/2025. In this study, the researcher chose students with mental impairments because only students with mental impairments can be taught English.

D. Data Collection Technique

The interview method was used to gather data for this investigation. Data are items gathered through data gathering method that were processed and evaluated using a certain way to produce anything that can explain or signify something (Heryana 2020). Qualitative research data is typically soft data in the form of words, expressions, sentences, and actions rather than hard data in the form of statistical numbers, as in quantitative research (Nugrahani 2014). The data in this study are instructional methodologies, specifically teaching vocabulary of intellectual impairment in the eleventh grade of SLB Negeri Pati, during the teaching

and learning processes. The data represent teaching-learning strategies used by both the teacher and the students during the learning process.

E. Instrument of the Research

A research instrument is a tool used by researcher to measure and observe the phenomenon of the research environment. The researcher used an interview guideline in this investigation.

1. Observation

Having specific characteristics compared to other techniques, observation is limited to other natural objects rather than people (Sugiyono 1967). Observation is an important method in qualitative research because it captures events, behaviors, and complicated social interactions that provide a structured description of a topic. Researcher in this study monitored the learning process in the classroom. Starting from the beginning, basic activities, closing, methods and media utilized in the process of learning English for children with specific needs, especially intellectual disability.

2. Guideline interview

The interview is a way of gathering data that involves asking respondents questions (Moleong 2007). The interview method was used to obtain information regarding research issues. The approach employed is the guideline interview method. A guideline interview is one that follows guidelines in its execution. Researcher developed questions based on the topic of the talk. The researcher will pose questions to the respondents, and the students' responses will be processed and presented as descriptive research findings.

The procedure for conducting interviews in research are:

- 1) Researcher prepared questions to ask respondents.
- 2) Researcher interviewed respondents one by one.
- 3) Researcher conducted interviews in Indonesian to ensure clear communication and avoid misinterpretation of question.

- 4) After the interview, the researcher creates a transcript.
- 5) Researcher analyze data to provide findings in future research.

3. Documentation

According to (Sugiyono 1967) documents are records of past events. Documents can take the shape of writing, photographs, or massive efforts by a person. Documentation is used to collect data that subsequently be evaluated, as well as a complement to the use of the interview method in qualitative research.

F. Data Analysis Technique

After the researcher has completed gathering the necessary research data, it must be processed and examined. Data processing is done in stages, each with a distinct function and purpose. After the data has been processed and analyzed, it can be presented as part of the research. The stages of data analysis are crucial. Miles divides data analysis into three stages based on Huberman's interactive analysis paradigm.

1. Data Reduction

In this process, the researcher selects, simplifies, and abstracts. Researcher must choose data and then write a summary and clarification in the form of a transcript. Furthermore, researcher must be mindful when collecting data, since they must emphasized data, simplify data, focus on significant aspects, and produce conclusions. The researcher must study the key responses offered by the respondents and categorize them according to the questions.

2. Data Display

In this stage, the researcher collects data in a methodical and understandable manner in order to draw findings that can be displayed in the form of matrices, networks, charts, or graphs.

3. Conclusion Drawing

The final phase in data processing is to complete the data gathering, data reduction, and data display steps. Drawing conclusions is an attempt to discover or grasp the substance of a study. Conclusions are brief and concise, but they must accurately reflect and portray the study's

overall findings. The conclusions drawn must be confirmed by reviewing the data collected in the field to ensure that they are actually relevant and do not stray from the study findings. The researcher's results are presented in the form of easy-to-understand and straightforward phrases to avoid raising uncertainties or making mistakes in interpreting the significance of a study.

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher reports the results of a study conducted on English teachers for students with Intellectual disabilities at SLB Negeri Pati.

A. Findings

The researcher's findings for answering research questions will be based on interview results. During the interview, the researcher offered an analysis of research data, dividing it into three sections: How teachers teach vocabulary for students with Intellectual disabilities, the difficulties of English teachers in teaching vocabulary, and describing strategies to overcome these difficulties.

The researcher interviewed in five sessions. The researcher collected data from five sessions to address the research questions. Session 1 was intended to ask about background information, session 2 was intended to ask about challenges in teaching vocabulary, session 3 was intended to ask about instructional strategies and resources, session 4 was intended to ask about support systems and collaboration, and the final session was intended to ask about teacher reflections and suggestions.

1. Teaching English Vocabulary to Students with Intellectual Disabilities

Based on interview data. The teacher explains how to teach vocabulary to students with Intellectual disabilities:

Interviewer: “How do you teach English vocabulary to learners with Intellectual disability?”

Interviewee: *For junior and senior high school students with mental impairments, the majority of whom learn slowly, they may retain 8 words one day but forget them the next. Teaching individuals with disabilities requires patience. Other interactive methods, such as providing students with media images or videos, can help to boost their enthusiasm in studying English. In order to teach students with disabilities, the teacher must also adjust the students, for example students are already feeling tired to study, they must rest first.*

Interviewee: *To teach English vocabulary, we also apply a reward system, for example later there are students who want to come forward to memorize some vocabulary, we will give a gift.*

Based on the interview data with the teacher, it is possible to conclude that students with disabilities must be patient while teaching vocabulary, and this cannot be compared to students in conventional schools who teach vocabulary at a tough level. The material is just ordinary in terms of the student's abilities. To teach students with impairments, it is also necessary to give enjoyable learning experiences so that kids are not bored and fatigue easily while learning. For example, as teachers, we can reward students who are eager to actively go forward and answer questions, motivating kids to be active and engaged in learning.

2. The Teacher Difficulties in Teaching English Vocabulary to Students with Intellectual Disability (ID)

Interviewer: “What is the difficulty in teaching vocabulary to Intellectual disability learners?”

Inteviewee: *The difficulty is that physically they look healthy, for learning they listen, and respond, but receiving and memorizing are more difficult.*

From interviews with teacher and observations of researchers about the difficulties of teacher teaching

vocabulary, namely students find it difficult to accept learning, some students are actively advancing, writing answers, but when doing assignments, they have difficulty, some students are shy, but they understand quickly, and some students' writing must be given a dot first.

Interviewee: *SLB students cannot be compared to conventional school students, as one student learns the same thing as another. For example, if SLB students can memorize 8 vocabulary, we give them 8 vocabularies; if they can only memorize 4 vocabularies, we only give them 4 vocabularies.*

The researcher inquired not just about how to teach vocabulary to students with disabilities, but also about vocabulary-related assignments.

Interviewer: "What are the assignments given about vocabulary?"

Interviewee: *Nothing many written assignments, but the teacher asks the student to forward in front of the class, so the student is already happy, and they have also spent their learning time, because if they study for a long time, they are bored, so the teacher*

must first make the students happy in order to make teaching and learning more effective.

There are no written assignments, but the teacher in the classroom immediately allows students to come forward and do the assignments given by the teacher. That way we can know students who are really active and students who can answer the question but are shy to speak up in the class.

3. Overcoming Difficulties in Teaching English Vocabulary to Students With Intellectual Disability (ID)

Interviewer: “How do you overcome the difficulties in teaching vocabulary?”

Interviewee: *Overcoming obstacles relies on the students' conditions. For example, if kids have difficulty learning 8 words, the teacher may drop the level to merely 4 vocabulary. It can also be overcome by employing the image approach, in which the teacher creates a movie with visuals, vocabulary, and how to pronounce them. The video will be given to their parents, so they may learn at home.*

According to my interviews and classroom observations, the best way to overcome teachers' difficulties in teaching vocabulary is to teach it repeatedly until students remember what the teacher said. For example, if students have difficulty memorizing 4 vocabs, the teacher reduces it to 2. Typically, the language taught is limited to those surrounding the students, allowing them to easily recall them.

In addition to how to overcome the instructor's challenges in teaching vocabulary, the researcher inquired about how to overcome the teacher if the students encountered difficulties in completing the work.

Interviewer: "How do teachers overcome students' difficulties in doing assignments?"

Interviewee: *For example, if one student wishes to step out in front of class to answer a question but is unable to do so, the instructor can assist by saying the word "book" and having the student write it on the whiteboard. However, some students cannot write that vocabulary or themselves, so the teacher must hold their hand and enable them to write.*

B. Discussion

In this discussion, the researcher discussed the findings description. It focuses on discussing the study's objective. The study's goal is to describe the strategy used by a teacher to teach English vocabulary to children with intellectual disabilities in the eleventh grade at SLB Negeri Pati in the academic year 2024/2025, as well as the problems encountered by the teacher when teaching English vocabulary to students with intellectual disabilities in the eleventh grade at SLB Negeri Pati in the academic year 2024/2025. To thoroughly explore the data, the researcher conducts interviews and observations while also documenting the process. The researcher applied Thornbury's (2002) idea of teacher methods for teaching English vocabulary.

Intellectual Disability is defined as an individual with a significantly lower IQ and an incapacity to adjust to new situations during development. Because low IQ creates intellectual disability, children have difficulty learning. They are less capable than other youngsters in general, so a learning technique tailored to them is required, particularly while learning English vocabulary.

The material provided for learning English vocabulary for children with intellectual disability only includes nouns such as number, animal, and fruit. Listening and speaking skills are encouraged among students. Teachers utilize visuals and laptops to help children with intellectual disability learn English language.

The use of media is determined by the content of the lesson. Strategy games are not a new form of learning, particularly in English. This method is seen to be more intriguing and enjoyable, as well as making students feel at ease. According to Thornbury (2002) various games can be adjusted for vocabulary development. The game will make learning more engaging and less boring.

According to the teacher during the interview, games are the most popular approach for teaching English vocabulary in grade 11C. When teachers employ game tactics to teach students with intellectual disabilities, they appear to be very interested in the content. Teachers utilize an educational gaming app named “Learn English” to encourage students to learn while having fun. This game offers a wide range of features in addition to its unique game animations.

There are various English vocabulary resources available, including numerals, fruits, and others, as well as

quizzes for students to complete. In addition, this game teaches spelling and pronunciation. with the use of games as one of the strategies in teaching vocabulary to make children with intellectual disability more interested in learning, it can be seen that all students appear enthusiastic when trying the game, and when they try the exercises in the game, some of them can answer correctly without being told by the teacher.

Paintings, portraits, slides, films, strips, and projectors are examples of two-dimensional visual representations of various ideas. In this example of using picture methods, the teacher draws pictures right on the chalkboard. The students then attempt to learn about numbers based on the illustration. In the hermit, the teacher will draw an object with various quantities, such as fruits and lines. Then ask the students to count them. subject becomes clearer and simpler to digest since it teaches students with intellectual disability how to use their sense of sight. Additionally, studying using visuals boosts student attractiveness and makes it easier for students to retain the subject taught.

The teacher also use strategy songs to help kids with mental retardation acquire vocabulary in a pleasant and engaging way. Fun learning must be implemented, and the most important aspect is not to overlook the learning

objectives. According to Richard (2002) in Adnyani & Dewi (2020), a song is a brief musical composition for the human voice that includes words or lyrics. It occasionally contains rhymes and has a language style that differs from that of a scientific or professional paper. A song's lyrics are delivered in distinct tones, rhythms, tempos, and styles. Songs are employed as an approach for English learning since music contains many aspects that can be used to help youngsters enhance their cognitive abilities.

From the results of research conducted by researcher at SLB Negeri Pati on the strategy of learning English vocabulary in students with intellectual disabilities are relevant to previous research conducted by Lestari et al., (2022), which includes: (1) the use of strategy giving samples using pictures and (2) the use of song.

CHAPTER V

CONCLUSION AND SUGGESTION

In the last chapter, the research presents a conclusion and gives suggestions related to data analysis and discussion result:

A. Conclusion

The teacher way of teaching vocabulary to students with intellectual disabilities is to write down a few words about the items around them, in this way students with intellectual disabilities will find it easier to remember what words are taught by the teacher. Furthermore, awarding incentives to individuals who want to answer vocabulary questions makes them happy and encourages them to compete.

The difficulty faced by the teacher in teaching vocabulary to students with intellectual disabilities was their lack of understanding of English vocabulary, in addition to memorizing vocabulary, they also found it difficult. So here the role of the teacher is very important to improve students' understanding in learning English vocabulary.

In overcoming these difficulties, the teacher usually teach students with intellectual disabilities used certain media, for example using pictures and their meanings, as well as videos with words and how to pronounce them.

Effective teaching strategies for English vocabulary with students with intellectual disabilities include using visuals, breaking down information into smaller steps, providing ample practice, and creating a supportive learning environment. Consistency in teaching methods, incorporating technology, and tailoring tasks to individual student needs are also crucial.

So, this is the strategy that teachers use to promote the successful learning of English vocabulary:

1) Visual Aids and Concrete Examples

Visuals: Using pictures, diagrams, and real-world objects can help students with intellectual disabilities grasp the meaning of new words.

Concrete Examples: Providing tangible examples and situations where the vocabulary is used can make it more relatable and easier to understand.

Coloring: Incorporating coloring activities can make learning more engaging and can help with focus.

2) Structured and Repetitive Approach

Breaking down information: Divide vocabulary lessons

into small, manageable steps to avoid overwhelming students.

Repetition and Review: Repeatedly practicing new words through various activities like drilling, games, and flashcards can reinforce learning.

Consistent Routine: Establishing a predictable routine in lessons can help students feel secure and focused.

3) Active Engagement and Feedback

Active Participation: Encourage active participation through games, role-playing, and hands-on activities to make learning more dynamic.

Positive Reinforcement: Provide frequent encouragement and positive feedback to boost students' confidence and motivation.

Scaffolding: Offer support and guidance (scaffolding) as students learn new vocabulary, gradually reducing assistance as they become more proficient.

4) Collaborative and Supportive Environment

Collaboration: Encourage collaboration between teachers, parents, and other professionals to create a cohesive support system for students.

Individualized Approach: Recognize that each student has unique needs and abilities, and adapt teaching strategies accordingly.

Positive and Encouraging Atmosphere: Create a classroom environment where students feel safe to ask questions and make mistakes without fear of judgment.

By implementing these strategies, teachers can create a more effective and enjoyable learning experience for students with intellectual disabilities, helping them acquire and retain English vocabulary.

B. Suggestion

The Researcher's suggestions are:

1. Teacher's Education Colleges

Teachers' Education Colleges must offer effective, relevant, and simply understandable learning methodologies for their students. Furthermore, it is necessary to present learning innovations that do not make students feel tired, bored, or lose concentration on learning.

2. For the next researcher

For the next researcher, if you want to use similar research with the same focus. It is intended that it will compensate for the limitations found in this study and conduct research more effectively.

3. For the reader

It is very important to understand that students with intellectual disabilities are students who have learning difficulties, or they can also be called students with an IQ below average. So they need special guidance and special treatment or attention during their education.

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APPENDIX 1

TEXT INTERVIEW

❖ Section 1: Background Information

These questions help establish context.

1. Could you briefly describe your background and experience as an EFL teacher?
2. How long have you been teaching students with intellectual disabilities?
3. What age group(s) or grade levels do you typically teach?
4. What types of intellectual disabilities do you commonly encounter in your classroom?

❖ Section 2: Challenges in Teaching Vocabulary

1. What difficulties do you commonly face when teaching English vocabulary to students with intellectual disabilities?
2. Are there certain aspects of vocabulary learning (e.g., word meaning, pronunciation, usage) that pose more difficulty than others? Why?
3. How do you assess whether students have understood and retained new vocabulary?

❖ Section 3: Instructional Strategies and Resources

1. What teaching strategies or techniques do you find most effective for vocabulary instruction in this context?

2. Do you use any visual aids, technology, or assistive tools (e.g., flashcards, apps, pictures)? If yes, how effective are they?
3. How do you involve repetition and reinforcement in vocabulary teaching?
4. How do you ensure that lessons are engaging and motivating for students with intellectual disabilities?

❖ Section 4: Support Systems and Collaboration

1. Do you collaborate with special education teachers or speech therapists when planning vocabulary lessons? How?
2. What kind of institutional or administrative support do you receive?
3. Are there sufficient training programs or professional development opportunities related to teaching EFL to students with intellectual disabilities?

❖ Section 5: Teacher Reflections and Suggestions

1. What changes would you suggest to improve vocabulary instruction for students with intellectual disabilities?
2. What advice would you give to other EFL teachers who are new to teaching students with intellectual disabilities?
3. Is there anything else you'd like to share about your experiences teaching vocabulary to these students?

APPENDIX 2

INTERVIEW TRANSCRIPTION

1. Respondent

The researcher conducted an interview in one of the classes at SLB Negeri Pati.

Date : 15 Mei 2025

Participant : Mrs. Siti Sri Lestari, S.Pd.

Time : 09:30 am – 10:20 am

Note : A as an interviewer and B as interviewee

Turn	Speaker	Expression
Section 1: Background Information		
1.	A	Could you briefly describe your background and experience as an EFL teacher?
2.	B	Saya disini sebagai guru kelas 11 SMALB C, namun juga sebagai guru mapel Bahasa Inggris. Di sekolah ini terdapat SDLB, SMPLB, dan SMALB. Saya mengajar di jenjang SMPLB dan SMALB.
3.	A	How long have you been teaching students with intellectual disabilities?

4.	B	Saya mengajar di SLB Negeri pati sudah sekitar 3 tahun
5.	A	What age group(s) or grade levels do you typically teach?
6.	B	Untuk jenjangnya saya mengajar di SMPLB dan SMALB
7.	A	What types of intellectual disabilities do you commonly encounter in your classroom?
8.	B	Saya mengajar di kelas Tuna Grahita/Autis dan Tuna Wicara
Section 2: Challenges in Teaching Vocabulary		
9.	A	What difficulties do you commonly face when teaching English vocabulary to students with intellectual disabilities?
10.	B	Saya kesulitan di jenjang grahita karena mereka sering lupa
11.	A	Are there certain aspects of vocabulary learning (e.g., word meaning, pronunciation, usage) that pose more difficulty than others? Why?

12.	B	Setiap anak memiliki kesulitannya masing-masing, untuk anak disabilitas intelektual memiliki kesulitan dalam konsentrasi dan mengingat kata, harus lebih focus ke kosa kata dan makna dari kata tersebut
13.	A	How do you assess whether students have understood and retained new vocabulary?
14.	B	Tergantung disabilitasnya jenis apa, untuk disabilitas intelektual lebih sering lupa sedangkan disabilitas tuna rungu mudah mengingatnya
Section 3: Instructional Strategies and Resources		
15.	A	What teaching strategies or techniques do you find most effective for vocabulary instruction in this context?
16.	B	Dengan menggunakan Teknik menyanyi dan alat peraga
17.	A	Do you use any visual aids, technology, or assistive tools (e.g., flashcards, apps, pictures)? If yes, how effective are they?

18.	B	Ya. Dengan menggunakan gambar dan video
19.	A	How do you involve repetition and reinforcement in vocabulary teaching?
20.	B	Setiap awal pembelajaran saya melakukan tanya jawab ulang untuk mengingat pembelajaran sebelumnya dan saya ulas kembali secara singkat
21.	A	How do you ensure that lessons are engaging and motivating for students with intellectual disabilities?
22.	B	Saya melakukan pendekatan dan saya tanya siswanya, dengan suasana kelas yang kondusif dan menyenangkan
Section 4: Support Systems and Collaboration		
23.	A	Do you collaborate with special education teachers or speech therapists when planning vocabulary lessons? How?
24.	B	Ya. Pada saat awal masuk kelas baru

25.	A	What kind of institutional or administrative support do you receive?
26.	B	Tidak ada
27.	A	Are there sufficient training programs or professional development opportunities related to teaching EFL to students with intellectual disabilities?
28.	B	Ada. Dengan seminar yang diadakan oleh sekolah
Section 5: Teacher Reflections and Suggestions		
29.	A	What changes would you suggest to improve vocabulary instruction for students with intellectual disabilities?
30.	B	Lebih banyak menggunakan media yang interaktif
31.	A	What advice would you give to other EFL teachers who are new to teaching students with intellectual disabilities?
32.	B	Lebih banyak bersabar dan harus berdedikasi tinggi

33.	A	Is there anything else you'd like to share about your experiences teaching vocabulary to these students?
34.	B	Selalu berinteraksi kepada siswa menggunakan kosa kata daily activity, agar lebih mudah mereka dalam mengingat

APPENDIX 3

PHOTOGRAPHS

➤ Interview Section with an English Teacher



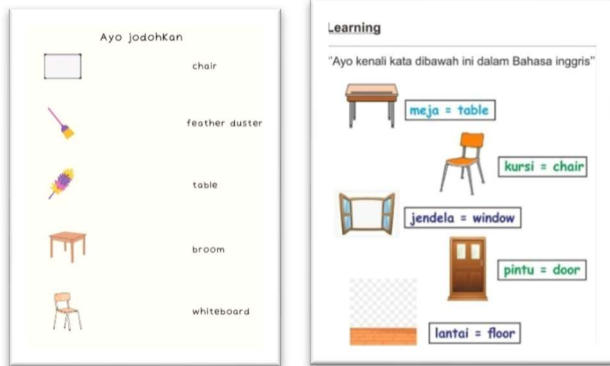
➤ Teaching and Learning Activities



➤ Giving Assignments to Students



➤ Student's Assignments



➤ Intellectual Disability Students



➤ SLB N Pati



APPENDIX 4

RESEARCH DOCUMENT



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

Nomor : 2108/Un.323/01/DA.04.10/5/2025
Lamp : -
Hal : Mohon Izin Riset

Semarang, 07 Mei 2025

a.n. : Wardah Nabila Syah
NIM : 1803046114

Yth.
Kepala Madrasah SLB Negeri Pati
Di Tempat

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama : Wardah Nabila Syah
NIM : 1803046114
Alamat : Ds. Kertomulyo, RT 01 RW 01, Kec. Trangkil, Kab. Pati
Judul Skripsi : Exploring Teachers' Strategies in Teaching English Vocabulary for Students with Intellectual Disability (ID): A Case Study at SLB Negeri
Pembimbing : Pati
Dr. Hj. Siti Mariam, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik



Tembusan :
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)



PEMERINTAH PROVINSI JAWA TENGAH
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Program Studi : Fakultas Ilmu Tarbiyah Dan Keguruan
Universitas : Universitas Islam Negeri Walisongo Semarang
Tugas : Penulisan Skripsi Dan Penelitian Riset

Bahwa mahasiswa di atas telah melaksanakan penelitian.dan penulisan skripsi Exploring Teacher Strategies in Teaching English Vocabulary for Student with Intellectual Disability (ID): A Case Study at SLB Negeri Pati.

Demikian Surat Keterangan ini kami buat semoga dapat dimanfaatkan sebagaimana mestinya.

Pati, 14 Mei 2025
Kepala Sekolah

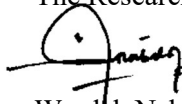
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Semarang, 24th June 2025

The Researcher,



Wardah Nabila Syah
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