

**ENGLISH TEACHERS' CHALLENGES AND
STRATEGIES IN DEVELOPING SPEAKING
SKILLS AMONG STUDENTS WITH
DISABILITIES: A CASE STUDY AT SLB C
DHARMA MULIA**

Submitted in Partial Fulfillment of the Requirements for
gaining the degree of Bachelor of Education The English
Education Department



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Catatan Khusus Pembimbing :

Agar lebih baik, ulangi wawancara

Dengan ini agar dapat digunakan sebagaimana mestinya

Wassalamualaikum wr.wb

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MOTTO

All your ups and downs are normal, wishful thinking, and questions that time will answer; give yourself a deadline to be sad enough, celebrate your feelings as a human being.

Baskara Putra (Hindia)

ABSTRACT

This research explores the challenges and strategies employed by English teachers in developing speaking skills among students with disabilities at SLB C Dharma Mulia. Using a qualitative case study approach, the study collected data through interviews, classroom observations, and document analysis. The findings revealed that English teachers encounter several obstacles, including cognitive limitations among students with intellectual disabilities, lack of confidence, communication barriers in students with hearing impairments, and limited institutional support and teaching resources. To address these challenges, the teacher applied various strategies such as linguistic simplification, repetition, visual and nonverbal aids, socio-emotional support, group activities, and scaffolding. These methods showed varying degrees of effectiveness depending on the type and severity of the student's disability. The study concludes that inclusive speaking instruction requires not only adaptive teaching techniques but also emotional sensitivity and systemic institutional support. The findings contribute to the improvement of English language teaching in special education settings and serve as a reference for teachers, institutions, and policymakers in implementing inclusive education practices.

Keywords: English as a Foreign Language, inclusive education, speaking skills, students with disabilities, teaching strategies.

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Semarang, 24 Juni 2025

A handwritten signature in black ink, featuring a large, stylized 'Z' and 'A' intertwined, with a horizontal line extending to the right.

Zulqotun Amalina

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CHAPTER 1

INTRODUCTION

This chapter presents the discussion on the Background of the Research, Research question, Research Objectives, and Pedagogical Significance.

1.1 Background of The Research

In recent years, inclusive education has become a growing focus in Indonesia's educational system. Schools are increasingly expected to accommodate students with various types of disabilities, including those who attend special Needs schools (sekolah luar biasa / SLB). In this context, teaching English as a foreign language poses unique challenges, especially when it comes to developing speaking skills, which require active interaction and communication.

English language learning in Indonesian schools has undergone rapid transformation. The learning process is no longer confined to classrooms or formal language institutions. English is now prevalent in daily life, especially through social media platforms that use English as a universal language. This exposure allows individuals to independently expand their vocabulary. Additionally, online platforms such as

YouTube and educational applications like RuangGuru provide access to diverse tutors and learning materials.

On the other hand, at SLB C Dharma Mulia, English is taught as part of the curriculum to enhance students' communicative competence. However, students with disabilities such as hearing impairment, visual impairment, intellectual disability, or physical disabilities face significant barriers in learning to speak a foreign language. These difficulties are further compounded by limitations in teacher training, instructional materials, classroom facilities, and appropriate pedagogical strategies.

However, despite the increasing accessibility to English language learning, challenges persist, particularly in developing speaking skills. Some educators continue to employ teaching methods that may not be effective, potentially diminishing students' interest in the subject matter. Moreover, in certain schools, especially at the elementary level, English has not been integrated into the core curriculum and is only offered as an extracurricular activity. This limitation can restrict students' opportunities to optimally develop their English language abilities. Unique or new methods are important ways to help teachers motivate

students to learn, especially in speaking English. According to Edward Anthony (1963), the method is a systematic learning plan from start to finish regarding the implementation of language learning in the classroom based on one particular approach (Fachrurrozi, 2016). So the teacher should use various methods that can make students interested in English.

Historically, technology and education cannot be separated, and the knowledge explosion has led to an increase in teaching and learning English in different countries have faced some problems. Low English teaching hours, a lack of excitement and encouragement for learning English, a lack of attention in class, and students who are ahead of their classmates. The English teachers who are not fluent in English, a lack of repetition, and regular practice for students are all disadvantages of learning English (Khajlo, 2013).

The world of education in Indonesia experienced the pros and cons of changing the school system in the middle of 2013. Schools that used the *Rintisan Sekolah Berbasis Internasional* (RSBI) system were abolished because there had been social and economic disparities. The language of instruction still uses Indonesian, but English must be established

and strengthened, so that's an added value. So, we use English for expansion without having to reduce our values. The principle is that it should not only fade the national language (Indonesia Minister of Education and Culture 2009 to 2014, M Nuh). This response was not approved by Darmaningtyas, a teacher at SMP Bina Muda Gunung Kidul, because, according to her, the progress of a nation was not determined by a foreign language or English. From the Japanese colonial era until now, less than 5% of its citizens can speak English. Language is not the determinant of progress, but it must be the appreciation of scientific reasoning. From an economic point of view, the problem is that schools with RSBI costs are much more expensive to burden the parents of less fortunate students. So that in the academic year 2013/2014, RSBI was officially deleted. (detiknews, 2012) Therefore, students' English-speaking skills are low due to little exposure and incorrect teaching methods. English, an international language, is studied for both skill development and curriculum fulfillment.

As can be seen, English is regarded as the first foreign language in Indonesia, and foreign languages are universal globally. Its primary goal is to promote

development, particularly in communication between countries. Educators and students face challenges when learning English. The biggest issue is students' lack of motivation to learn English, which they perceive as the most challenging subject. Students have difficulties pronouncing. Other common challenges in English teaching include pupils' lack of confidence when speaking English. Students struggle with pronouncing words, leading to poor speech quality.

The major goal of teaching and learning English as a foreign language is to help pupils improve their speaking skills, which are necessary in school and society. English has become a popular language in this century (El-Koumy, 2016). Communication skills are essential for students' success both within and outside of the classroom. These abilities have been linked to academic, professional, and personal performance. As a result, according to Freire (2000), "there is no real education without effective communication.". Many students with learning disabilities struggle to understand others and express themselves in a meaningful way, even though the value of speaking skills in all aspects of life has been well established. Speech pathologists and scholars, to be more precise

(e.g., David, 1975; Harris, 1994; Lahey, 1988), state that disabled students avoid speaking in class and have any trouble with oral communication such a exchanging information on a variety of subject, obtaining and providing clarification, interacting with peers, responding to requests and open-ended questions, requesting and providing information on daily subjects, telling a story or talking about an event in the series, resolving issues that arise during contact, taking turns properly, maintaining a dialog, maintaining sufficient eye contact, knowing spoken language, and expressing understanding (El-Koumy, Teaching English as A Foreign Language to Students with Learning Disabilities at the Intermdiate and advanced Levels : A Multiple-Strategies Approach, 2016).

By the explanation above, Putri Ernawati believes that two points can be found in English teaching practice. First, the teacher adjusts and supplements the content, introduces vocabulary, replaces materials, and changes tasks. Second, the teacher pays attention to the visual, auditory, and comfort of the classroom, as well as the seating arrangement, voice and body language, and discipline.

The result is: when teaching English in an inclusive classroom, teachers create content and organize lessons as much as possible to ensure that students understand what they are learning. Inclusive classes are composed of students with disabilities and non-disabled students who sit in the same classroom during class. The English teacher adopted four aspects of content development: integration of materials, creation of vocabulary, exchange of materials, and final processing tasks. In addition, the teacher controlled the course by paying attention to vision, sound, and comfort as well as voice and body language, respecting seating arrangements and discipline (Ernawati, 2016).

﴿وَلَقَدْ كَرَّمْنَا بَنِي آدَمَ وَحَمَلْنَاهُمْ فِي الْبَرِّ وَالْبَحْرِ وَرَزَقْنَاهُمْ مِنَ الطَّيِّبَاتِ وَفَضَّلْنَاهُمْ عَلَى كَثِيرٍ مِمَّنْ خَلَقْنَا تَفْضِيلًا﴾^{٧٠}

*“and we have certainly honored the children of Adam and carried them on the land and sea and provided for them of the good things and preferred them over much of what we have created, with (definite) preference.”
(Qur'an Surah Al-Isra' verse 70)*

In this verse, Allah created humans, gave them beautiful forms, gave them the right to speak, think, and

provided them with different foods, drinks, and clothes that not everyone has. Allah also gave them power over other creatures and glorified them by ensuring that their needs were met.

Based on the background above, this research aims to explore the challenges faced by English teachers when teaching speaking skills to students with disabilities at SLB C Dharma Mulia. The findings will contribute to understanding how to improve English language instruction in special education settings and provide insight into effective teaching practices tailored to the needs of diverse learners.

1.2 Research Question

The study has two research questions:

1. What are the main challenges English teachers face in developing speaking skills among students with different types of disabilities (visual impairment, hearing impairment, intellectual disabilities) at SLB C Dharma Mulia?
2. What specific strategies does the teacher use to address these challenges, and how effective are these approaches in improving speaking proficiency across different disability categories?

1.3 Research Objectives

The primary objective of this study is to identify and analyze the challenges faced by English teachers in teaching speaking to students with disabilities at SLB C Dharma Mulia. Specifically, the study aims to:

1. Analyze the types of challenges related to teaching speaking.
2. Explain the strategies used by teachers to overcome these challenges

1.4 Pedagogical significance

This research is expected to be useful theoretically, practically, and pedagogically.

1. Theoretical benefit

This research is expected to provide information to readers. They will know how and the methods of teaching speaking for disabled education, in conducting an assessment process to follow the progress. And the result of the study could give more extensive knowledge and a positive contribution to the speaking class of disabled students.

2. Practical benefit
 - a. For the researcher

By doing this research, the researchers get new knowledge about these materials, and hopefully, it will be useful in the future.

b. For the principal

This research may give new knowledge about improving English speaking skills, and we can learn the purpose of the teacher and the method in English teaching

c. For the teacher

It provides insight into effective teaching practices and professional development opportunities. It can be an evaluation and reference for every English teacher, especially for developing or creating methods to teach English speaking to help the students learn.

d. For school administrators

It informs policy-making and resource allocation

e. For future researchers

It serves as a foundation for further studies on language teaching in special education contexts.

1.5 Scope and Limitations

This study focuses on the challenges faced by English teachers in teaching speaking skills specifically to students with disabilities at SLB C Dharma Mulia. It includes teachers from different disability categories (e.g., hearing impaired, intellectual disabilities) but does not cover other language skills such as reading, writing, or listening in depth. The data will be collected through interviews and classroom observations during the academic year 2024-2025.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews relevant literature to support the focus of the study. It covers previous research, the concept of inclusive education, teaching English to students with disabilities, speaking skills challenges in teaching speaking, and research gaps addressed by this study.

2.1 Previous Research

The first research, “Challenges and Opportunities for Teaching Students with Disabilities During the COVID-19 Pandemic,” was conducted by Clinton Smith (Smith, 2020). The article provides a comprehensive overview of the challenges and opportunities faced by special educators during the COVID-19 pandemic as schools transitioned to online learning. Key challenges highlighted include inequitable access to technology, difficulties in delivering specialized services and accommodations, and inconsistent policies across districts, which hindered effective support for students with disabilities. Despite these obstacles, the pandemic has opened avenues for positive change, such as fostering improved collaboration among educators, promoting

ongoing professional development, and adopting inclusive practices like Universal Design for Learning (UDL). The authors emphasize the importance of ensuring equitable access to technological resources, providing clear guidance from authorities, and enhancing training to better serve students with disabilities in virtual environments. Furthermore, the article underscores that the shift to remote learning, while challenging, offers opportunities to innovate instructional strategies. Educators are encouraged to incorporate diverse teaching methods, utilize digital platforms effectively, and maintain open communication with students and their families. The adoption of UDL principles and collaborative approaches can make virtual learning more accessible and engaging for students with disabilities. Overall, the paper advocates for systemic support through technological resources, professional training, and clear policies to strengthen the capacity of special education during ongoing and future remote learning scenarios.

The second research “Peningkatan Kemampuan Berbicara Siswa Kelas X SLB Negeri Dolok Sanggul Dengan Penggunaan Media Gambar Berseri” conducted by Sarita Purba, Erlina Situmorang,

and Ipan Sihite (Sarita Purba, 2025) this research employs a Classroom Action Research (CAR) approach to evaluate the effectiveness of serial image media in enhancing the speaking skills of students with autism at SLB Dolok Sanggul. The study, conducted over two cycles, demonstrates a significant improvement in students' storytelling and communication abilities, with the average score increasing from 51.5 to 76, and a mastery percentage reaching 95%. The findings support the notion that visual media and activity-based approaches are effective in inclusive education, although the study's scope is limited to a single school and a relatively short duration. The research suggests that visual aids can facilitate better understanding, participation, and confidence among students with special needs, aligning with previous studies emphasizing the role of visual tools in inclusive settings.

Furthermore, the study highlights that the use of serial image media significantly boosts storytelling skills among students with intellectual disabilities in Grade X at SLB Negeri Dolok Sanggul. The results show a marked increase in storytelling scores from the initial assessment to the second cycle, with over 80%

of students meeting the minimum standard. The research underscores the importance of visual media in helping students organize stories, participate actively, and improve communication. To optimize outcomes, the authors recommend expanding the sample size, exploring other media types, and conducting long-term studies to assess sustained impacts. Overall, the study reinforces the value of visual aids in supporting inclusive education and provides a foundation for further research in this area.

The third research, “exploring learning strategies on English Speaking Skill for Visually Impaired Students at SMPLB A YPAB Surabaya,” conducted by Nurul Hikmah (Nurul Hikmah, 2021) This study provides valuable insights into the learning strategies employed by visually impaired students in Indonesia to develop their English speaking skills. Through qualitative methods, including interviews and observations, the research highlights that students predominantly rely on memorization, translation, and assistive technologies such as Google Translate, WhatsApp, Telegram, and YouTube. These strategies offer ease of recall and quick access to vocabulary, which are crucial given their visual impairments. The

findings also reveal a preference for seeking help from teachers or family members over note-taking or engaging in extensive discussions outside the classroom, emphasizing the importance of social support and learner autonomy. However, the study notes some limitations, including pronunciation difficulties and a limited variety of learning methods, which suggest areas for further pedagogical development.

The article underscores the significance of tailored teaching approaches and the integration of assistive technologies to enhance language learning among visually impaired students. It emphasizes that learner motivation and autonomy are critical factors influencing success, and recommends exploring more diverse assistive tools and media to improve speaking skills. Additionally, the research advocates for applying similar instructional strategies to both visually impaired and non-impaired students, promoting inclusive education. Overall, the study highlights the crucial role of technology and personalized support in overcoming challenges faced by visually impaired learners, contributing to more effective and accessible language education.

The fourth research, “Unlocking Potential: Comparing collaborative and Traditional Learning Methods for Students with Learning Disabilities in Special Education Classrooms,” was conducted by Carmit Gal (Carmit Gal, 2024). This collection of studies underscores the significant benefits of collaborative learning in inclusive educational settings, particularly for students with learning disabilities. The research consistently demonstrates that well-structured collaborative approaches enhance student engagement, enjoyment, comprehension, and perceived learning, with quantitative gains of 20-25%. Qualitative insights further reveal improvements in student confidence, peer support, and overall motivation, highlighting the importance of fostering supportive group dynamics. The studies also emphasize the need for careful implementation, teacher training, and institutional support to maximize the positive outcomes of collaborative strategies, addressing challenges such as uneven participation and group dynamics. Furthermore, the research highlights the critical role of tailored instructional approaches and institutional policies in promoting inclusive, engaging, and effective learning environments. The integration of assistive

technology, professional development, and thoughtful curriculum design are identified as key factors in supporting diverse learners. While the findings are promising, the studies also call for larger sample sizes and longer-term investigations to strengthen the evidence base and optimize collaborative learning practices. Overall, these studies advocate for the continued adoption and refinement of collaborative methods to foster inclusive education and improve learning outcomes for students with diverse needs.

The fifth “they need to speak a language everyone can understand”: Accessibility of COVID-19 vaccine information for Canadian adults with intellectual and developmental disabilities,” conducted by Sabrina Campanella (Sabrina Campanella, 2024)

2.2 Literature Review

1. Inclusive Education and Special Needs Education

Inclusive education emphasizes equal access to learning opportunities for all students, regardless of their abilities or disabilities. According to UNESCO (2017), inclusion involves transforming schools to meet the needs of all learners rather than expecting students to fit into existing systems. In

Indonesia, SLBs play a critical role in providing specialized education for students with disabilities, while mainstream schools are also encouraged to adopt inclusive practices.

One of the most significant aspects of inclusive education is the role of teachers, particularly in adapting instructional strategies to meet the diverse needs of students with disabilities. Teaching speaking skills, for instance, presents unique challenges when working with students who have communication impairment, such as those with hearing disabilities, intellectual disabilities, or autism spectrum disorders. In such contexts, teachers are not only required to have pedagogical expertise but also need to develop specialized skills, creativity, and patience to facilitate effective communication and engagement in the classroom. Research has shown that the success of inclusive education is largely dependent on teachers' preparedness, attitudes, and ability to implement inclusive teaching practice (Lani Florian, 2011)

In Indonesia, the preparation of teachers for inclusive settings remains an ongoing concern. While SLBs typically employ teachers with

specialized training, the continuous professional development and support for these teachers are often limited. According to Sunardi (Sunardi, 2011), many teachers in special schools report difficulties in accessing updated resources and methodologies, especially in teaching language skills such as speaking. This is particularly important because speaking is a foundational skill for students to express their needs, build social relationships, and participate actively in classroom activities. Without effective speaking instruction, students with disabilities may struggle with both academic and social development.

Moreover, teachers in SLBs must often modify standard language teaching strategies to accommodate students' individual abilities. For example, visual aids, sign language, speech therapy techniques, and the use of technology are commonly integrated into lessons to support students' oral communication. These adaptations require not only technical knowledge but also a deep understanding of each student's condition and learning style. As noted by Sharma (Umesh Sharma, 2013), teachers who receive training in

inclusive strategies and disability awareness are more confident and effective in managing diverse classrooms.

Despite the commitment to inclusive education, several barriers continue to hinder its full implementation, especially in the context of teaching speaking. These include insufficient teacher training programs focused on inclusive pedagogy, limited access to learning materials tailored for students with special needs, and the absence of collaborative support systems among educators, therapists, and families. Furthermore, societal stigma and misconceptions about disability may also influence how speaking skills are prioritized and addressed in classroom instruction (Rohayana, 2020).

Given these challenges, it becomes imperative to explore how English teachers at SLBs, such as SLB C Dharma Mulia, navigate their roles in teaching speaking to students with disabilities. Understanding their experiences can provide valuable insights into the practical realities of inclusive education in Indonesia, inform future teacher training programs, and contribute to the

development of more effective, inclusive language teaching practices.

2. Teaching English to Students with Disabilities

Teaching English to students with disabilities requires adaptation in both content and methodology. According to Heo, Y (Y, 2011) students with disabilities often face cognitive, sensory, or motor challenges that affect their ability to learn a second language. For instance, students with hearing impairments may rely on sign language and visual aids, while those with intellectual disabilities may need simplified vocabulary and repetitive practice.

Research by (Margje van der Schuit, 2011) highlights that learners with intellectual disabilities typically struggle with phonological working memory, information processing, and analytical reasoning. These factors are critical for second language acquisition, as they affect vocabulary development, syntax comprehension, and pragmatic use of language. Similarly, Paradis (Paradis, 2011) emphasizes the role of phonological short term memory and cognitive

reasoning in the language learning process, particularly for learners acquiring a second language.

Adaptive strategies in English Language Instruction. To address these learning barriers, educators have implemented various adaptive strategies. Technological tools, such as electronic books designed with Universal Design For Learning (UDL) principles, have proven effective in enhancing reading engagement and expanding learning opportunities when integrated with high-quality teaching practices (Peggy Coyne, 2012). Text adaptation –such as simplifying content and adjusting complexity levels-is also vital to ensure equitable access to curriculum materials for students with disabilities (Melisa E. Hudson, 2011).

Teacher Training and Professional Support, teachers who work with students with disabilities require specialized training to effectively respond to their linguistic and developmental needs. Ortiz and Robertson (Robertson, 2018) argue that comprehensive teacher preparation should include knowledge of language development, cultural

awareness, individual differences, responsive instruction, and appropriate assessment strategies. However, existing research indicates that even experienced special education teachers may lack the skills necessary to create culturally and linguistically responsive environments for English learners with disabilities (Oneyda M. Paneque, 2006)

Teaching Practices in Local Contexts in the Indonesian Context, Ismayani (Rahmi Ismayani, 2024) found that teachers often face challenges in identifying effective instructional approaches, utilizing sign language, providing English oral explanations, and managing classrooms effectively. These difficulties are attributed to a lack of teaching expertise, insufficient classroom management skills. Limited content mastery, and poor communication strategies with students.

3. Teaching Speaking Skills

Speaking is one of the core language skills and plays a vital role in communicative competence. Brown (2007) emphasizes that speaking involves not only pronunciation and grammar but also

fluency, interaction, and confidence. For students with disabilities, mastering speaking skills can be particularly challenging due to limited expressive abilities, lack of motivation, or insufficient opportunities for practice.

Speaking is considered both a productive and interactive skill in language learning. It involves not only producing sounds or words but also organizing ideas, responding in real-time, and maintaining interaction. According to Nunan (Nunan, 2003), speaking is the ability to express oneself in the target language spontaneously and fluently. In the context of students with disabilities, spontaneity and fluency are often hampered by various barriers-both linguistic and cognitive.

Moreover, Thornbury (Thornbury, 2005) emphasizes that speaking is a complex skill requiring the ability to retrieve words quickly, apply correct grammar, manage pronunciation, and structure coherent messages. For learners with disabilities, particularly those with intellectual or auditory challenges, each of these micro-skills may require targeted scaffolding.

In addition, the communicative approach in teaching speaking underlines the need for interaction, meaningful input, and learner engagement. Students with disabilities may benefit from structured speaking tasks such as role-play, information gap activities, and guided dialogues that reduce cognitive load and provide social cues. Lazaraton (Lazaraton, 2001) recommends incorporating tasks that balance accuracy and fluency, especially for learners who may have difficulties with memory or sentence formulation.

Research by Goh and Burns (Goh, 2012) further suggest that effective speaking instruction requires both cognitive and metacognitive support, including planning time, models of conversation, and reflection. For special needs learners, teachers should provide additional time, simplified prompts, and repeated practice using visuals or audio aids to build confidence and verbal output.

In inclusive classrooms, it is also vital to emphasize the social purpose of speaking. As supported by Vygotsky's theory of social interaction, language is not only a cognitive tool but also a social tool. Peer interactions, cooperative

learning, and meaningful communication tasks become central in helping disabled students develop not just language forms but functional communicative competence.

4. Challenges in Teaching Speaking to Students with Disabilities

The process of teaching speaking to students with disabilities is often marked by a range of multifaceted challenges that require both specialized knowledge and adaptive pedagogical approaches. One of the most commonly cited challenges is the existence of communication barriers. Students with speech and language impairments, intellectual disabilities, or autism spectrum disorders often experience significant difficulties in articulating sounds, forming coherent sentences, or using appropriate intonation and nonverbal cues during communication. These challenges not only hinder their ability to express themselves effectively but also affect their confidence and willingness to engage in speaking activities. According to Lancioni (Giulio E. Lancioni, 2013), communication difficulties among students with disabilities often lead to

reduced participation in verbal classroom interactions and require teachers to develop alternative strategies to support oral language development.

In addition to communication barriers, limited access to appropriate teaching resources further complicates the process of teaching speaking skills. Many schools, particularly those in developing contexts or rural areas, lack the necessary assistive technology, visual aids, and specialized learning materials that are essential for supporting students with disabilities in language learning. Putri and Junaedi (Putri Irianti Sintaman, 2024) emphasize that the absence of tailored teaching aids significantly limits the effectiveness of instructional delivery, especially when teaching complex skills such as speaking in a second language. Without tools such as visual schedules, speech-generating devices, or adapted language models, teachers are often forced to rely on conventional methods that may not meet the diverse needs of their students.

Classroom management also presents a considerable challenge, particularly in inclusive or

special education settings where students may present with a wide range of disabilities and learning profiles. Teachers often face difficulties in providing individualized instruction and maintaining classroom order simultaneously. Managing students with different levels of cognitive, behavioral, and communication abilities requires a high degree of flexibility, patience, and careful planning. Kurniawati, F (Kurniawati, 2021) points out that balancing the needs of multiple students with disabilities can be overwhelming for teachers, especially when classroom support is minimal or nonexistent. This situation can lead to inconsistencies in lesson implementation and reduced instructional time, which ultimately affect students' opportunities for language practice and development.

Another critical factor contributing to the difficulty of teaching speaking to students with disabilities is the competence and preparedness of teachers. Many English teachers do not receive adequate training in special education during their formal education, which impedes their ability to differentiate instruction, design accessible

materials, and apply inclusive teaching strategies. Miles and Singal (Susie Miles, 2010) argue that the lack of professional preparation in handling students with disabilities can result in negative attitudes, low expectations, and ineffective teaching practices. When teachers are unfamiliar with how to modify speech activities or provide alternative communication strategies, students with disabilities are likely to be excluded from meaningful participation in speaking exercises.

Overall, the challenges in teaching speaking to students with disabilities are deeply interconnected and reflect broader systemic issues within the educational environment. These include insufficient teacher training, inadequate resource allocation, limited institutional support, and the absence of inclusive pedagogical frameworks. Addressing these challenges requires a comprehensive approach that includes continuous professional development for teachers, increased investment in inclusive learning tools, and the implementation of differentiated teaching practices that accommodate the unique needs of all learners. Only through such systemic efforts can educators

hope to create equitable learning environments where students with disabilities are empowered to develop their speaking skills effectively.

Several studies have identified common challenges in teaching speaking to students with disabilities:

1. Communication Barriers: Students may have difficulty articulating sounds or using appropriate intonation (Lancioni et al., 2013).
2. Limited Teaching Resources: Many teachers lack access to appropriate teaching aids, such as assistive technology or visual supports (Edy & Suryadi, 2019).
3. Classroom Management Issues: Managing a class with multiple types of disabilities can be overwhelming, making individualized attention difficult (Kurniasih, 2016).
4. Teacher Competence: Some English teachers may not have formal training in special education, affecting their ability to modify lessons effectively (Miles & Singal, 2010).
5. Pedagogical Strategies for Teaching Speaking to Students with Disabilities

Effective strategies include:

- Use of Total Physical Response (TPR) for students with limited verbal skills.
- Incorporation of visual aids and multimedia to support comprehension.
- Application of task-based language teaching (TBLT) to promote meaningful interaction.
- Integration of assistive technologies like speech-to-text software or augmentative and alternative communication (AAC) devices.

5. Gaps in Previous Studies

While there is growing interest in inclusive education and language teaching, few studies have focused specifically on the challenges of teaching English to students with disabilities in Indonesian SLBs. This research fills that gap by examining real-world classroom experiences and teacher perspectives at SLB C Dharma Mulia.

CHAPTER III METHODOLOGY

This chapter describes the research methodology used in this study. It outlines the research design, research site, participants, data collection methods, data analysis techniques, and strategies to ensure the trustworthiness of the findings.

3.1 Research Design

This study employs a qualitative case study methodology to examine the challenges encountered by English teachers in teaching speaking to students with disabilities at SLB C Dharma Mulia. The qualitative approach is particularly effective for capturing rich, descriptive data that reflects participants' lived experiences and contextual complexities (John W. Creswell, 2018). This method emphasizes understanding phenomena from the perspectives of those involved and allows researchers to interpret how and why certain challenges emerge in inclusive classroom settings.

The case study design is chosen because it allows for the in-depth exploration of a bounded system—in this case, the teaching of English speaking skills within a specific institutional context. According to Yin, (Yin, 2018) case studies are suitable for investigating contemporary issues

in real-life settings, especially when the boundaries between the phenomenon and its context are not clearly defined. Thus, this method enables the researcher to investigate not only the challenges faced by teachers but also the broader institutional, pedagogical, and social dynamics that contribute to those challenges.

3.2 Research Site

The research takes place at SLB C Dharma Mulia, a government-run special needs school located in Central Java, Indonesia. This institution serves students with a range of disabilities, including hearing impairments, visual impairments, intellectual disabilities, and physical disabilities. As an inclusive educational institution, SLB C Dharma Mulia provides a valuable context for exploring how English teachers adapt their speaking instruction to meet diverse student needs.

The school follows the national curriculum while modifying it to suit the special requirements of its students. Teachers are often required to employ differentiated instruction techniques and collaborate with special education professionals. These institutional characteristics make SLB C Dharma Mulia a rich site for investigating

pedagogical strategies and the constraints faced in inclusive language teaching.

3.3 Participants

This study involved one participant, an English teacher at SLB C Dharma Mulia, who works directly with various disabilities. The participants were selected using purposive sampling, a non-probability technique in which individuals are chosen based on their ability to provide rich and relevant data for the study (Lawrence A. Palinkas, 2015).

Mr. Rifqi Saadullah has over one year of teaching experience in a special needs school and actively applies communication-focused methods in his English classes. He regularly works with students who have intellectual and hearing impairments. Although this study includes only one participant, the depth and context of the data offer valuable insight into real classroom conditions.

3.4 Data Collection Methods

To capture a comprehensive picture of the teaching environment and instructional challenges, this study uses three primary qualitative data collection methods:

a. In-depth Interviews:

This research employed in-depth interviews as the primary data collection method to explore the

personal experience of English teachers in teaching speaking skills to students with disabilities at SLB C Dharma Mulia. In-depth interviews are a qualitative research technique that allows the researcher to investigate a participant's thoughts, feelings, and perspectives in rich detail (Steinar Kvale, 2009). Unlike structured interviews, in-depth interviews are more flexible and resemble natural conversations guided by key themes related to the research questions.

b. Classroom Observations:

In addition to the in-depth interview, the researcher conducted classroom observations to gain a direct understanding of how speaking instruction was implemented in practice. The researcher acted as a non-participant observer, remaining in the classroom without influencing teaching activities. The aim was to document teaching strategies, types of support provided to students, students' engagement, and overall classroom dynamics.

c. Document Analysis:

Relevant instructional documents such as lesson plans, teaching materials, syllabi, and institutional guidelines are reviewed to understand the formal

framework and pedagogical intentions behind English speaking instruction. Document analysis serves to triangulate the data obtained from interviews and observations (Bowen, 2009).

3.5 Data Analysis

The qualitative data gathered from interviews and observations in classrooms are processed using descriptive narrative analysis, a flexible method for identifying, analyzing, and reporting patterns (themes) within the data (Virginia Braun, 2006).

Mr. Rifqi encountered significant challenges, particularly with students who have intellectual disabilities. These include poor memory retention, slow information processing, and low self-confidence in speaking. To address these, he consistently simplified instruction, repeated materials, and provided emotional support throughout the learning process.

His teaching strategies included the use of visual aids, nonverbal gestures, English songs, and simple cartoon videos. Speaking tasks were also structured gradually-from word repetition to sentence building and eventually free speaking practice. These scaffolding techniques are consistent with inclusive pedagogical practice suggested

by El-Koumy (El-Koumy, 2016), especially for students with learning difficulties.

To reduce students' anxiety, he encouraged pair and group work, allowing students to learn from one another in a more relaxed environment. His adaptive and empathetic approach highlights the importance of patience, creativity, and emotional sensitivity in inclusive education settings

3.6 Trustworthiness of the Study

To ensure the trustworthiness of this qualitative research, the criteria of credibility, transferability, dependability, and confirmability as proposed by Lincoln and Guba (Yvonna S. Lincoln, 1985) are applied.

Credibility is achieved through prolonged engagement with participants, member checking, and triangulation of data sources. Transferability is supported by providing thick descriptions of the research setting, participants, and procedures. Dependability is ensured by maintaining an audit trail of methodological decisions and data collection processes. Confirmability is addressed by documenting reflexive notes and minimizing researcher bias.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher reports the results of a study conducted on English teachers for students with disabilities at SLB C Dharma Mulia Semarang.

4.1 Finding

This section presents findings related to the primary barriers faced by Mr. Rifqi Saadullah, an English teacher at Sekolah Luar Biasa Negeri Dharma Mulia, in teaching speaking skills to students with disabilities. These findings are based on data collected through interviews with Mr. Rifqi, as well as direct observations at Sekolah Luar Biasa Dharma Mulia.

Data gathered from classroom observations and interviews with teachers at SLB C Dharma Mulia revealed two main categories of challenges in teaching speaking skills. The first relates specifically to students with intellectual disabilities, while the second consists of broader instructional and institutional obstacles that affect the overall learning process. Both sets of challenges significantly influence the success of speaking instruction in special education settings.

1. The main challenges English teachers face in developing speaking skills among students with different types of disabilities at SLB Dharma Mulia
a. Challenges in teaching students with intellectual disabilities

Students with intellectual disabilities face notable cognitive limitations that directly impact their ability to develop speaking skills. These limitations include difficulties in memory retention, slow information processing, and challenges in understanding sentence structure. As a result, even basic speaking tasks-such as forming a simple sentence or responding to a question, can be overwhelming for these students.

The teacher frequently emphasized the need to repeat instructions and simplify language during class. Vocabulary needs to be introduced gradually, reinforced with constant repetition, and accompanied by concrete examples. Without this support, students often fail to retain words or understand how to use them in context. This constant repetition consumes significant instructional time and can slow down the overall learning pace.

Teachers consistently pointed out that students with intellectual disabilities face ongoing difficulties in retaining vocabulary and constructing sentences. Mr. Rifqi shared :

“Sometimes I teach one word today, and tomorrow they forget it completely. So I have to repeat the same thing over and over, and still they struggle.”

This indicates a cognitive barrier in short-term memory and processing speed, which are central to language development.

Additionally, many students with intellectual disabilities struggle with understanding the social aspects of communication. They may not recognize when it is appropriate to speak, how to initiate or maintain a conversation, or how to adapt their language to different situations. This lack of pragmatic awareness adds another layer of difficulty, making the development of speaking skills not just a linguistic challenge but also a social one.

The teacher emphasized the emotional aspect: *“They are afraid to speak because they think their*

answer is wrong. If I don't encourage them softly, they will just stay quiet."

In addition to cognitive challenges, students also exhibit low self-confidence in oral communication. Teachers thus need not only instructional skills, but also emotional sensitivity to help students overcome fear and hesitation.

While students with intellectual disabilities pose distinct cognitive and communicative challenges in the classroom, they are not the only group requiring adaptive teaching methods. In fact, teachers at SLB C Dharma Mulia frequently work with a wide spectrum of disabilities, each with its own learning needs and obstacles in developing speaking skills. These include students with hearing impairments, visual impairments, physical disabilities, and those with multiple impairments. The complexity of these diverse needs introduces an additional layer of difficulty that demands continuous pedagogical flexibility from teachers.

b. Challenge in teaching students with disabilities in general

Beyond the specific issues faced by students with intellectual disabilities, English teachers at

SLB C Dharma Mulia also encounter a broad range of challenges when working with students who have other types of disabilities, such as hearing impairment or multiple impairments.

Each category of disability presents unique obstacles to developing speaking skills. For instance, students with hearing impairments struggle to perceive verbal instructions or to imitate spoken English sounds. Teachers cannot rely solely on oral explanation; instead, they must incorporate visual aids, writing on the board, gestures, or basic sign language to support comprehension. Mr.Rifqi noted :

“Some of my students don’t hear anything at all, so when I speak, I need to write the words or use my hands. Otherwise, they won’t know what I’m asking them to stay.”

In addition, students with physical disabilities may struggle with participation due to limitations in mobility or speech clarity. Those with multiple disabilities often experience a combination of challenges, further complicating lesson planning and classroom management.

These varied needs place a significant burden on teachers, who must constantly adapt their teaching approach without sacrificing learning goals for the entire class. Most teachers explained that they often find themselves prioritizing the most active or responsive students, unintentionally neglecting those who need more tailored support.

“There are too many needs at the same time. I want to help them all, but I don’t have the tools or training to meet every single need.” Interview Mr.Rifqi

The lack of formal training in inclusive methodologies and limited access to adaptive materials exacerbate these difficulties. Teachers often rely on personal creativity and improvisation to make lessons work, but this approach is not always effective, especially when time, energy, and classroom support are limited. Ultimately, teaching speaking in a classroom with diverse disabilities demands more than just subject knowledge; it requires patience, creativity, empathy, and systemic support-qualities that, although present among teachers, must be supported by adequate institutional resources.

2. The strategies the teacher implements to address the challenges

This section discusses the teaching strategies implemented by English teachers at SLB C Dharma Mulia in developing speaking skills among students with disabilities. In addition to describing the types of strategies used, this chapter also evaluates the effectiveness of each approach in classroom practice, based on observations and interviews. The aim is to provide a comprehensive understanding of how pedagogical adaptations support inclusive language learning.

a. Teachers' strategies in teaching speaking skills to students with disabilities

This section presents the strategies employed by Mr. Rifqi, an English teacher at SLB C Dharma Mulia, in teaching speaking skills to students with disabilities. The data were collected through semi-structured interviews and classroom observations, using voice recording tools and interview guides to ensure the depth and relevance of responses. The findings reflect the teachers' adaptive practices in response to students' diverse linguistic and cognitive needs.

1. Linguistics simplification and Repetition

Based on interview results, Mr. Rifqi consistently simplified instructional language by using short, direct sentences. These were repeated frequently to reinforce vocabulary retention, especially for students with intellectual disabilities.

“I often teach them one new word today, and by tomorrow, they forget it. Repetition is not a choice, it’s a necessity.”

2. Use of visual and nonverbal media

To support learners with hearing or comprehension difficulties, Mr. Rifqi integrated visual aids such as flashcards, whiteboard drawings, and gestures.

“Some of my students don’t hear anything at all, so when I speak, I need to write the words or use my hands. Otherwise, they won’t know what I am asking them to say”

3. Socio-emotional support and motivation

Through the interview, Mr. Rifqi emphasized the emotional barriers students often face, such as fear of making mistakes or low self-esteem. He responded by creating a

supportive classroom climate and applying positive reinforcement techniques.

“They are afraid to speak because they think their answer is wrong. If I don’t encourage them softly, they will just stay quiet.”

4. Cooperative speaking activities

To reduce speaking anxiety and foster peer modeling, Mr. Rifqi is often assigned speaking tasks in pairs or small groups. This allowed passive learners to participate more comfortably.

“They feel more confident when speaking with a classmate. I use pair work to help them warm up before speaking in front of the class.”

5. Integration of simple digital resources

Although limited in technological resources, Mr. Rifqi utilized studio recordings, English songs, and short videos as supplementary tools to support pronunciation and listening.

“I play simple English music songs or short cartoons. It helps them repeat the words and recognize sounds.”

6. Gradual task structuring (scaffolding)

Another strategy used was breaking down speaking tasks into small, incremental steps, starting with word repetition, then sentence modeling, and eventually moving to free speaking.

“First, I ask them to repeat words. Then we build sentences together. Only then do I ask them to speak more freely.”

These teaching strategies reflect the inclusive pedagogical approaches discussed in chapter II, particularly the importance of repetition (Paradis, 2011), Visual support (Coyne, 2012), scaffolding (El-Koumy, 2016), and collaborative learning (Gal, 2024). Mr. Rifqi's practice demonstrates the integration of theoretical concepts into real classroom settings, highlighting both creativity and contextual adaptation.

b. Effectiveness of the teaching strategies

The previous section outlined the instructional strategies employed by the teacher. It is also

important to examine how effective those strategies are in practice. The following section discusses the impact of each approach on students' speaking performance and overall classroom participation.

The effectiveness of the strategies employed by Mr. Rifqi Saadullah in teaching speaking skills to students with disabilities was assessed through classroom observations and follow-up interviews. These strategies, including repetition, use of visual media, scaffolding, and cooperative learning, were observed to contribute positively to students' speaking development in varying degrees.

- Improved students' participation

One of the most observable effects of the strategies was increased student participation. During early observations, several students with intellectual disabilities remained silent and passive. However, after repeated exposure to vocabulary through visual cues and guided practice, these students began to produce simple words and eventually short phrases.

“At first, some students didn’t speak at all. But after a few weeks of repetition and pairing

activities, they started to respond. Even just saying one or two words was already a big process.”

-Mr. Rifqi Saadullah, interview 2024

- Increased confidence and Reduced Anxiety

The socio-emotional support provided by the teacher also played a key role in enhancing students' speaking confidence. Through encouragement and a low-pressure environment, students became more willing to try speaking without fear of making mistakes. This was particularly effective among students with low self-esteem.

- Strategy variability by disability type

The strategies were not equally effective across all types of disabilities. For instance, students with mild hearing impairments responded well to visual and written support, while those with multiple disabilities required more individualized attention and often progressed at a slower pace. This indicates that although the core strategies are helpful, their implementation must be adjusted to the specific needs of each student.

In conclusion, the strategies applied by Mr. Rifqi demonstrated a notable level of effectiveness in fostering speaking skills among students with disabilities. Although progress varied based on individual conditions, the consistent use of adaptive methods such as repetition, emotional encouragement, and multimodal instruction helped create an inclusive and responsive language learning environment.

4.2 Discussion

This section discusses the findings of the study by interpreting the main challenges and teaching strategies used by the English teacher at SLB C Dharma Mulia in developing speaking skills among students with disabilities. The discussion connects the result with the theoretical frameworks and previous studies reviewed in Chapter II, while also addressing the research questions posed in the introduction.

1. Interpreting the challenges faced by English teachers

The findings show that teaching speaking to students with disabilities presents various difficulties, particularly for students with intellectual disabilities. These learners face

challenges in memory retention, sentence construction, and information processing. These cognitive barriers align with van der Schuit (Margje van der Schuit, 2011) and Paradis (Paradis, 2011) have described students with intellectual disabilities often experience difficulties in phonological working memory and in understanding complex language structures, which are essential for speaking.

Additionally, students' lack of confidence in speaking and their fear of making mistakes make them hesitant to participate. This emotional barrier was evident in Mr. Rifqi's observation that students often stayed silent if not encouraged gently. This supports Lancioni (Giulio E. Lancioni, 2013), who noted that students with communication challenges tend to avoid speaking activities unless properly supported emotionally.

For students with hearing impairments, challenges came from their inability to follow oral instructions. As described in the observation, the teacher needed to use gestures, write words on the board, or use visual or use visual media to convey meaning. This shows how different disabilities

require different teaching adjustments, confirming the idea of differentiated instruction as emphasized by Coyne (Peggy Coyne, 2012) and Hao (Y, 2011)

Another key finding was that the teacher struggled to meet the needs of all students simultaneously due to limited time, tools, and training. This reflects broader issues in inclusive education where the lack of institutional support, training in inclusive pedagogy, and access to appropriate materials can hinder teaching effectiveness (Susie Miles, 2010) (Putri Irianti Sintaman, 2024). These obstacles highlight that challenges are not only related to the students' conditions but also rooted in systemic limitations.

2. Evaluating the teaching strategies used

Despite the challenges, the English teacher implemented several adaptive strategies to support speaking development. These strategies included simplification of language, repetition, use of visual aids, socio-emotional support, group activities, and gradual task structuring. Each of these approaches aligns with the inclusive pedagogical practice discussed in Chapter II.

Linguistic simplification and repetition were used frequently to reinforce vocabulary learning and help students retain new words. This supports (Paradis, 2011), who emphasized the need for repeated exposure for learners with memory limitations.

Visual aids and nonverbal communication, such as flashcards, pictures, and gestures, helped students with hearing difficulties understand instructions and engage with spoken English. This approach mirrors the Universal Design for Learning (UDL) framework suggested by Coyne (Peggy Coyne, 2012), which promote the use of multiple representations to enhance learning accessibility.

Socio-emotional support was another important strategy. The teacher created a safe and encouraging classroom environment where students were not afraid to speak. This approach helped reduce anxiety and build confidence, especially for students with low self-esteem-similar to the emotional scaffolding described by El-Koumy (2016).

Pair and group work enable peer interaction and reduce pressure on students who were anxious about speaking in front of class. This supports Gals (Carmit Gal, 2024) findings on the benefits of collaborative learning in special education settings, which enhance participation and reduce isolation.

Scaffolding, or the gradual progression from simple to more complex speaking tasks, was also effectively applied. Students began by repeating words, then progressed to building sentences, and eventually tried free speaking. This strategy ensured that learners were supported at each step, as recommended in inclusive language instruction.

3. Answering the Research Questions

Research Question 1: What are the main challenges English teachers face in developing speaking skills among students with different types of disabilities?

The findings indicate that the primary challenges are cognitive barriers (memory, comprehension), emotional barriers (fear, Low confidence), and sensory limitations (lack of resources and training). Each disability type

presents unique difficulties that require specialized approaches.

Research Question 2: What specific strategies do teachers use to address these challenges, and how effective are these approaches in improving speaking proficiency?

The teacher used various strategies, including simplified instructions, constant repetition, visual support, emotional encouragement, cooperative learning, and scaffolding. These methods were found to be effective in improving participation and speaking performance, though their success varied depending on the type and severity of the students' disabilities. Progress was evident in students' increased confidence, willingness to speak, and improved vocabulary usage.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

This research examined the difficulties faced by English teachers and the strategies they applied when teaching speaking skills to students with disabilities at SLB C Dharma Mulia. Through interviews and classroom observations, the study found that educators encountered major obstacles, particularly when working with students with intellectual disabilities. These challenges included limited memory capacity, struggles in constructing sentences, and a lack of confidence. Moreover, students with hearing impairments and multiple disabilities often require specific adjustments, such as visual media or alternative communication tools. These conditions were further complicated by minimal institutional support, inadequate training in inclusive teaching methods, and scarce availability of suitable learning materials.

To overcome these issues, the teacher employed a range of adaptive techniques, such as simplifying language input, repeating vocabulary, using visual aids, offering emotional encouragement, organizing peer-based speaking activities, and applying scaffolded instruction. These methods proved to be generally effective in improving student participation

and speaking development, although their success depended on the individual needs and severity of each disability. Ultimately, teaching speaking in inclusive settings demands not only flexible instructional approaches but also a compassionate attitude, creativity, and institutional backing to build an environment that supports meaningful and equitable language learning.

5.2 Suggestion

Based on the findings and conclusions of this study, several recommendations are proposed:

1. For English Teachers:

Teachers are encouraged to continuously develop their knowledge and skills in inclusive teaching by attending professional development programs and engaging in peer collaboration. It is essential to remain patient, empathetic, and creative in applying diverse strategies that meet each student's unique needs.

2. For School Administrators:

Schools should provide ongoing training and support for teachers in inclusive education, especially in the area of language teaching. Additionally, investment in learning aids such as visual materials,

assistive technology, and inclusive curriculum design is necessary to facilitate a more effective teaching and learning process.

3. For Policy Makers:

Educational policymakers should prioritize the development of inclusive education policies that emphasize equitable access to quality language instruction. This includes improving teacher preparation programs, increasing funding for special needs schools, and promoting awareness of disability-inclusive practices in education.

4. For Future Researchers:

Further studies could explore a broader range of disability categories and involve more participants to gain deeper insights into inclusive language teaching. Longitudinal research is also recommended to evaluate the long-term impact of various teaching strategies on students' speaking proficiency and social integration.

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APPENDIX

Appendix 1: Participant Information

Name : Muhammad Rifqi Saadullah, S.Sos.
Age : 25 years old
Gender : Male
NIY : 20000528 202405 1 02 DM

Appendix 2 : Question of Interview

Informant identity

Name : Muhammad Rifqi Saadullah, S.Sos.

Age : 25 years old

Gender : Male

Research Tittle : English Teachers Challenges And Strategies In Developing Speaking Skills Among Students With Disabilities: A Case Study At Slb C Dharma Mulia

Interview Question:

1. How is your experience in teaching English to students with special needs at SLB C Dharma Mulia?
2. What are the significant differences between teaching students with special needs and regular students?
3. What are the main challenges you face in teaching English speaking skills to students at SLB C?
4. Do the obstacles come from the students, teachers, environment, or curriculum? Please explain.
5. How does the type of disability (e.g., intellectual disability, autism, Down syndrome) affect their ability to speak English?
6. What strategies or methods do you usually use to help students develop their English speaking skills?
7. Do you use any special aids or media? If yes, what kind of media?

8. How effective are these strategies, in your opinion? Can you share an experience?
9. How do you assess the English speaking ability of students with disabilities?
10. Do you use specific criteria or adapt the assessment according to the students' needs?
11. Have you ever participated in any specific training related to teaching English to students with special needs?
12. What kind of support do you expect from the school or government in improving students' speaking skills?
13. What are your hopes for the future of English speaking instruction for students with special needs?
14. Do you have any advice or recommendations for other teachers who teach similar students?

Appendix 3 : Transcript of Interview

Informant identity

Name : Muhammad Rifqi Saadullah, S.Sos.

Age : 25 years old

Gender : Male

Research Title : English Teachers Challenges And Strategies In Developing Speaking Skills Among Students With Disabilities: A Case Study At Slb C Dharma Mulia

Interview Question:

- 1) **Question** : How is your experience in teaching English to students with special needs at SLB C Dharma Mulia?

Answer: overall very satisfying. i have been teaching here for 2 years, even though it may be a short time I see students developing little by little is a very meaningful thing for me.

- 2) **Question** : What are the significant differences between teaching students with special needs and regular students?

Answer : the main difference lies in each student's speed of understanding, way of learning, and communication needs. i have to prepare a variety of exercises and give more time and individual support.

- 3) **Question** : What are the main challenges you face in teaching English speaking skills to students at SLB C?

Answer: The biggest challenge is that each student has a different disability so the challenges are different,

students' fear of speaking and limited vocabulary, some students have difficulty pronouncing words and even composing claims and lose focus.

- 4) **Question :** Do the obstacles come from the students, teachers, environment, or curriculum? Please explain.

Answer: all factors contribute: students experience cognitive and emotional barriers; teachers are limited in time and methods; the classroom environment is sometimes not conducive; the curriculum is often not appropriate and flexible.

- 5) **Question :** How does the type of disability (e.g., intellectual disability, autism, Down syndrome) affect their ability to speak English?

Answer: For example, students with autism tend to be quiet but have a good vocabulary, while students with intellectual disabilities are often slow to understand sentence structure. students with Down syndrome usually need more repetition and audio-visual stimulation.

- 6) **Question :** What strategies or methods do you usually use to help students develop their English speaking skills?

Answer : I use differentiated learning, simple role plays, daily vocabulary practice and a total physical responses (TPR) approach - incorporating movement to reinforce understanding.

- 7) **Question :** Do you use any special aids or media? If yes, what kind of media?

Answer : yes, picture flashcards, short dialog videos, simple voice recorder app on mobile phone and picture communication board

- 8) **Question :** How effective are these strategies, in your opinion? Can you share an experience?
Answer: at first, some students didn't speak at all. But after a few weeks of repetition and pairing activities, they started to respond. Even just saying one or two words was already a big process
- 9) **Question :** How do you assess the English speaking ability of students with disabilities?
Answer : I use portfolios, audio recordings, I assess vocabulary, confidence and pronunciation.
- 10) **Question :** Do you use specific criteria or adapt the assessment according to the students' needs?
Answer : Yes, I adjust the rubric, each student has a different target - for example, being able to mention new vocabulary and being able to follow the dialog.
- 11) **Question :** Have you ever participated in any specific training related to teaching English to students with special needs?
Answer : Yes, I have attended workshops on teaching English to students with special needs and training on differentiated teaching.
- 12) **Question :** What kind of support do you expect from the school or government in improving students' speaking skills?
Answer: I hope that there will be further training, provision of learning aids (such as AAC devices) and provision of teachers to assist learning in the classroom.
- 13) **Question :** What are your hopes for the future of English speaking instruction for students with special needs?
Answer : 1. I hope that in the future more teachers

will be trained, the curriculum will be more flexible, and educational technology will be more affordable or supportive of learning.

14) **Question :** Do you have any advice or recommendations for other teachers who teach similar students?

Answer : be patient, and don't be afraid to be wrong, always pay attention to individual needs, involve students in the active learning process, and use themes that are close to their lives to make it more enjoyable.

Appendix 4 : Documentation









Alur Tujuan Pembelajaran

Pendidikan Khusus

Mata Pelajaran : Bahasa Inggris

Fase : D

Kelas : VII

Nama Penyusun: Muhammad Rifqi Sa'dullah, S. Sos.

Instansi : SLB-C Dharma Mulia Semarang

Alokasi Waktu : 2 X 35 Menit

Elemen	Capaian Pembelajaran	Alur Tujuan Pembelajaran
Menyimak-Berbicara (<i>Listening-Speaking</i>)	Peserta didik menggunakan bahasa Inggris sederhana untuk berinteraksi dalam lingkup situasi sosial dan situasi kelas. Peserta didik menggunakan kosakata sederhana dalam bahasa Inggris untuk menyampaikan perasaan, kebutuhan, dan meminta pertolongan, membuat pertanyaan sederhana dan/atau meminta izin. Peserta didik mengidentifikasi informasi penting dalam berbagai konteks, yang disampaikan secara lisan, tulisan atau isyarat dengan bantuan media audio-visual dan menggunakan kosakata sederhana. (<i>By the end of phase D, students use English to interact in social and classroom situations. They use familiar English</i>)	- Menggunakan Bahasa Inggris sederhana untuk berbicara atau mengungkapkan sesuatu atau suatu benda (<i>Use simple English to talk about or describe something objects around them</i>) - Mampu mengucapkan kata-kata bahasa inggris tentang benda-benda di sekitarnya (<i>Able to pronounce English words about objects around them</i>) - Memahami kata-kata benda di sekitar dan kata-kata yang sering digunakan sehari-hari dengan bantuan media. (<i>Understanding the names of objects around them and commonly used</i>)

	<i>Vocabulary to expressing feelings, needs, requesting help, asking simple questions, and/or seek permission. They identify key information in most contexts of oral and written texts with support from audio-visual media and with familiar English vocabulary.)</i>	<i>everyday words with the help of media)</i> • Mengomunikasikan ide berupa kata-kata atau kalimat berbahasa Inggris ke dalam tulisan dengan bantuan media <i>(Communicating ideas in the form of English words or sentences in writing with the help of media)</i>
Membaca-Memirsa (Reading-Viewing)	Peserta didik memahami kata-kata yang sering digunakan sehari-hari dan/ atau memahami kata-kata baru dengan bantuan gambar/ilustrasi dan atau media audio-visual. Peserta didik membaca dan memberikan respons terhadap teks pendek, sederhana, dan familiar dalam bentuk tulisan atau digital, termasuk teks visual, multimodal, atau interaktif. <i>(Students understand familiar and new vocabulary with support from visual cues of pictures/illustrations and/or audio-visual media. Students read and respond to a wide range of short, simple, and familiar texts in the form of print or digital texts, including visual, multimodal, or interactive texts.)</i>	
Menulis-Mempresentasikan (Writing-Presenting)	Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan	

	terstruktur, menunjukkan perkembangan dalam penggunaan tanda baca dasar, huruf kapital, kosakata sederhana, dan struktur kalimat sederhana dengan menggunakan berbagai media. <i>(Students communicate their ideas and experience through simple and structured paragraphs, showing awareness for the use of basic punctuation and capitalization simple vocabulary, and simple sentence structure using various media.)</i>	
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KEGIATAN PEMBELAJARAN

Model Pembelajaran : Tatap Muka

Pembagian Alokasi Waktu : Terbagi 2 Masing-masing 35 menit

KEGIATAN AWAL

1. Guru memimpin do'a
2. Guru memperkenalkan diri
3. Guru Berkenalan dengan masing-masing peserta didik dan melakukan presensi
4. Peserta didik saling berkenalan

KEGIATAN INTI

1. Guru bertanya mengenai penguasaan materi
2. Guru menerangkan materi
3. Guru memberikan pertanyaan untuk mengetahui kemampuan dan pemahaman lanjutan peserta didik
4. Peserta didik menjawab dan merespon guru
5. Peserta didik mampu mengenal dan atau mengucapkan kata-kata berbahasa Inggris

KEGIATAN AKHIR / PENUTUP

1. Guru memeriksa lembar kerja peserta didik
2. Guru mengoreksi dan mengevaluasi hasil jawaban tugas peserta didik
3. Guru memberikan penilaian
4. Peserta didik diarahkan untuk bersiap-siap pulang dengan memasukkan buku dan peralatan tulisnya serta merapikan area belajarnya
5. Guru memimpin doa
6. Pulang dengan rapi satu per satu keluar kelas

ASESMEN

Target Peserta Didik :Tuna Grahita / Hambatan Intelektual

Guru melakukan Asesmen dengan melakukan proses pengamatan selama proses pembelajaran (Asesmen formatif):

- Asesmen Sikap:
 - o Teknik Asesmen : Observasi, unjuk kerja
 - o Bentuk Instrumen : Pedoman atau lembar observasi
- Asesmen Pengetahuan:
 - o Teknik Asesmen:
 - Tes : Asesmen tidak tertulis
 - Non Tes : Observasi
 - o Bentuk Instrumen:
 - Asesmen tidak tertulis :Daftar Jawaban
 - Asesmen Tertulis : Jawaban
- Asesmen Keterampilan
 - o Teknik Asesmen : Kinerja
 - o Bentuk Instrumen :Lembar Kerja

Metode Penilaian : a. Memahami atau mengerti apa yang Guru sampaikan
b. Mampu mengucapkan kata-kata benda-benda di sekitar dengan bahasa Inggris
c. Mampu memahami kata-kata atau kalimat sehari-hari dengan bahasa Inggris
d. Mampu menulis kata-kata berbahasa Inggris dengan bantuan

Appendix 5 : Research Document

	KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG FAKULTAS ILMU TARBIYAH DAN KEGURUAN Jalan Prof. H. Hamka Km.2 Semarang 50185 Telepon 024-7601295, Faksimile 024-7615387 www.walisongo.ac.id
Nomor: 2897/Un.10.3/D1/DA.04.10/06/2025	Semarang, 16 Juni 2025
Hal : Mohon Izin Riset	
a.n. : Zulqotun Amalina	
NIM : 1803046125	
 Yth. Kepala Sekolah SLB C Dharma Mulia di Semarang	
Assalamu'alaikum Wr.Wb., Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa ;	
Nama : Zulqotun Amalina NIM : 1803046125 Alamat : Desa Karang jambu, Kecamatan Balapulang, Kabupaten Tegal Judul skripsi : English Teachers Challenges and strategies in developing Speaking skills among students with disabilities: a case study at SLB C Dharma Mulia Semarang	
Pembimbing : 1. Lulut Widyaningrum, M.Pd	
Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas.	
Demikian atas perhatian dan terakbulnya permohonan ini disampaikan terimakasih. Wassalamu'alaikum Wr.Wb.	
 Dekan, Dekan Bidang Akademik Prof. Dr. M. Junaedi, M.Ag	
Tembusan : Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)	

CURICULUM VITAE

Name : Zulqotun Amalina
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Place, Date of Birth : Tegal. 24 Juni 2000
Gender : Female
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Status : Single
E-mail : amalinazulqotun@gmail.com
Phone : 087733883715
Education Background : 1. SD Negeri Karang Jambu 01
2. Mts Negeri 01 Tegal
3. Malhikdua School Benda Brebes

Semarang, 23 Juni 2025
The Researcher

A handwritten signature in black ink, featuring a large, stylized 'Z' and 'A' with a horizontal line extending to the right.

Zulqotun Amalina