

STATEMENT OF ORIGINALITY

Herewith I declare that the research paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially or wholly is, later on, proved or it falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Tangerang, June 4th, 2025



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ACKNOWLEDGMENT

In the name of Allah, the Merciful, the Compassionate

There is no valuable words to be said but all praises be to all praises to be Allah, the almighty God, who has sent Muhammad, Peace be upon him, to be His prophet and messenger for people all over the world. The writer realizes and feels very sure that without His blessing, mercy, and guidance, it would be possible for me myself to finish the paper.

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ABSTRACT

Mariyam Syahana Ardi Permata. SRN. 211230050. Teachers' Experience in Teaching English in Inclusive school: Problem and Strategies. (*A Case Study at Sekolah Khusus Negeri 01 Kab. Tangerang in Academic Year 2025-2026*)

This study aims to explore teachers' experiences in teaching students with special needs in English at SKH Negeri 01 Tangerang Regency. This study was conducted using a qualitative approach that on case study. This study focuses on teachers' experiences in teaching English to children with special needs using in-depth interviews, observation, and documentation. The results of the study show that teachers face many problems. These include the diverse characteristics of students in one class, such as blindness, deafness, autism, and intellectual disabilities. They also face a lack of special training for English teachers, a lack of appropriate learning media, and communication difficulties. In addition, teachers face challenges in evaluating learning that is relevant to the individual needs of students and adapting the curriculum. To address this issue, teachers use individualised learning approaches, concrete and visual media (such as pictures, cards, and real objects), audio-lingual techniques, and learning based on songs, games, and simple stories. These strategies are tailored to the cognitive conditions and unique needs of each student, making learning more meaningful and enjoyable. This research confirms that teachers must be able to adapt their teaching methods to the needs of their students. In addition, educational institutions and the government must support inclusive education by providing instruction, media, and policies.

Keywords: *learning methods, learning problems, learning strategies, English language, students with special needs.*

THE ADVISERS' APPROVAL

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Mariyam Syahana Ardi Permata SRN. 211230050 entitled
“Teachers’ Experience in Teaching English in Inclusive school: Problem and
Strategies a Case Study at Sekolah Khusus Negeri 01 Kab. Tangerang”
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SCHOOL: PROBLEM AND STRATEGIES A CASE STUDY AT SEKOLAH
KHUSUS NEGERI 01 KAB. TANGERANG**

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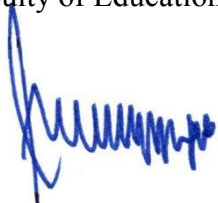
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DEDICATION

This research paper dedicated to: The writer's beloved parents (Suhardi and khomidah for all your support, prayers, and love, which have given me motivation and encouragement. Thank you for fighting so hard to provide me with a decent life, allowing me to grow up and reach this position. All the success and good things I will achieve in the future are because of you. Please live longer in this world, allowing me to serve and repay all the sacrifices you have made for me over the years.

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MOTTO

مَنْ أَرَادَ الدُّنْيَا فَعَلَيْهِ بِالْعِلْمِ, وَمَنْ أَرَادَ الْآخِرَةَ فَعَلَيْهِ بِالْعِلْمِ, وَمَنْ أَرَادَهُمَا فَعَلَيْهِ بِالْعِلْمِ

Artinya: Siapa yang ingin dunia maka hendaklah tahu ilmunya, siapa yang ingin akhirat, hendaklah tahu ilmunya, dan siapa yang mau keduanya hendaklah tahu ilmunya.

“Whoever desires the world must know its knowledge, whoever desires the hereafter must know its knowledge, and whoever desires both must know their knowledge”

A BRIEF BIOGRAPHY

The writer, Mariyam Syahana Ardi Permata, was born in Tangerang, Banten, on January 21st, 2003. She is the second child, out of three of Suhardi and Khomidah. She finished her elementary education at MIN Sukamulya, Tangerang Banten in 2015, whereas her junior and senior high educations were respectively finished at Daarul Falah Islamic Boarding School, Careng, Serang, Banten in 2015 and 2021. Three years later, i.e. in 2021, she continued her education program of English Education Department, Faculty of Education and Letters, the University for Islamic Studies “Sultan Maulana Hasanuddin” Banten.

During college, I not only attended classes but also taught private lessons and sometimes worked part-time. In addition to gaining experience, I also earned some extra pocket money. Not only that, I also looked for scholarships and applied several times. Finally, in my fifth semester, thank God, I received an academic scholarship, which was an achievement for me as a student.

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