

STATEMENT OF ORIGINALITY

I declare that the research paper which I wrote as partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Department, the Faculty of Education and Teacher Training, State Islamic University of Sultan Maulana Hasanuddin Banten is originally from my own self and based on scientific writing.

As for the other persons' works whose ideas 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, related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, 14th October 2025



Della Fadiana
SRN. 211230042

ACKNOWLEDGEMENT

In the name of Allah, the Merciful, the Compassionate.

There is no valuable words to be said but all praises be to Allah, the almighty God, the lord of the world the master of the day after in this universe and he has no partner. Who has sent Muhammad, peace be upon him to be his prophet and massager for people all over the world. The writer realizes and feels very sure that with his blessing, mercy, and guidance. It would be possible for her to finish the paper.

However, this success would not be achieved without those supports. Guidance, advice, help and encouragement from individual and institution. And I realize that an appropriate moment for me to deepest gratitude for.

1. Prof. Dr. H. Wawan Wahyudin, M.Pd., Rector of The State Islamic University of Sultan Maulana Hasanuddin Banten.
2. Dr. Nana Jumhana, M.Ag., Dean of the Faculty of Tarbiyah and Teacher Training at The State Islamic University of Sultan Maulana Hasanuddin Banten.
3. Dr. Hj. Anita, S.S., M.Pd., Head of the English Departement at the Faculty of Tarbiyah and Teacher Training
4. Dr. H. Abdul Mu'in, S.Ag., M.M., as the First advisor, and Dr. Khaeryadi, M.Pd. as the Second advisor, who have the continous support, valuable advice, and encouragement throughtout the research and writing process.
5. All lecturers of the State Islamic University of Sultan Maulana Hasanuddin Banten, especially those who have taught and educated the author throughout the semesters, from the beginning to the end of the academic journey.

6. This thanks also goes to the Principal Mr. Zulkurniawan, S.Pd, M.Si, and the teacher at SKH Harapan Bunda Mrs. Luthfiyani Vikriyati Wardati, who always helps the researcher to carry out the research and thanks too much too beloved the students of SMA SKH Harapan Bunda.
7. To my family, especially beloved parents, to My Mother (Mrs. Holipah), thank you for every sincere prayer whispered in silence, for every warm hug that healed without words, and for being the light that guided me through every dark tunnel. Your strength, patience, and endless love are the roots of everything i've achieved today. To My Father (Mr. Riadi) thank you for every sacrifice you never spoke of, for the strength you showed even when you were tired, and for always believing in me even when i doubted myself. Your wisdom, quiet support, and unconditional love are the foundation that keeps me standing strong.
8. To my beloved young Brother (Mr. Muhammad Rifa'i Mas'ud) and my beloved extended family. Thank you for the unconditional support, cheerful spirit, and kind words that always helped the writer through challenging times.
9. For my friends in the English Education Department, especially Putri Ramadanti and Ida Yuliyanti. Thank you for coloring my days with cheerfulness, patience, and strength. Thank you for always lifting me up when I feel down. I will always remember our moments from when we first met in the first semester until now.
10. To my friends on the BSI scholarship, especially Fina, Farida, Nia, and Azi, thank you for always being there and always supporting researchers.

11. Thank you to the BSI Scholarship for providing a full scholarship from semester 3 to semester 8 and providing a wealth of knowledge to researchers, enabling me to complete my studies. Thank you very much. May BSI Bank continue to progress and benefit the community.
12. Finally, the author would like to express gratitude to herself, Della Fadiana, for persevering this far. Thank you for not giving up when the path ahead seemed dark, when doubts came and went, and when each step felt heavy to continue. Thank you for choosing to keep going, even when you often didn't know where this path would lead. Thank you for being the most loyal companion to yourself, present in the silence, in the fatigue, in the quiet filled with questions. Thank you for trusting the process, even when the results didn't meet expectations. Even when facing failure, confusion, and the urge to give up. Thank you for staying honest with your fears, yet not letting those fears limit your steps. Because courage isn't the absence of fear, but the desire to keep moving forward even when fear still clings tightly. And most importantly, thank you for daring to choose choosing to try, choosing to learn, and choosing to finish what you've started.

The writer is fully aware that there are still many issues with this thesis. Consequently, constructive recommendations and feedback are highly welcomed for the improvement of future works.

Serang, 1st August 2025

Della Fadiana
NIM 211230042

ABSTRACT

Della Fadiana. 211230042. 2025. An Analysis of English Writing Teaching Strategies to Increase Learning Interest Among Students with Intellectual Impairments (A Case Study of Senior High School at SKH Harapan Bunda Tangerang Regency).

This study explores the English writing teaching strategies used to enhance learning interest among students with intellectual impairments at the senior high school level of SKH Harapan Bunda in Tangerang Regency. The research aims to identify the key factors influencing students' motivation and interest in English writing and to analyze the instructional approaches that are most effective for this specific learner group. Using a qualitative case study approach, data were collected through classroom observations, teacher interviews, and analysis of student writing tasks. The findings reveal that students' basic writing abilities, such as letter formation, spacing, and following writing patterns, significantly affect their engagement in writing activities. Furthermore, strategies such as breaking down tasks into manageable steps, using colorful and interactive learning media, and applying individualized instruction prove essential in fostering students' interest and participation. The study concludes that a supportive and adaptive teaching approach, combined with consistent encouragement and appropriate materials, plays a crucial role in improving both writing skills and learning motivation among students with intellectual disabilities. These insights are valuable for educators, curriculum developers, and future researchers aiming to improve inclusive English writing instruction.

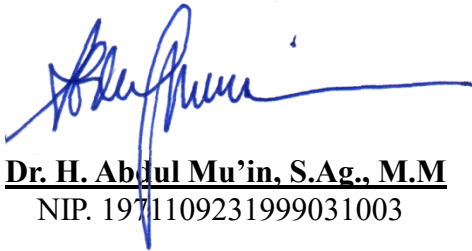
Keywords: English Writing, Teaching Strategies, Intellectual Impairments

THE ADVISER'S APPROVAL

This certifies that the research paper from the undergraduate program of Della Fadiana, SRN 211230042, entitled "An Analysis of English Writing Teaching Strategies to Increase Learning Interest Among Students with Intellectual Impairments".


Serang, July 10th, 2025

Adviser I,



Dr. H. Abdul Mu'in, S.Ag., M.M
NIP. 1971109231999031003

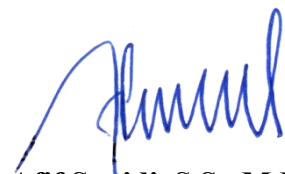
Adviser II



Dr. Khaeryadi, M.Pd
NIP. 198903292023211024

Acknowledged by:

The Head of The English Department.



Afif Suaidi, S.S., M.Hum.
NIP 197704102003122001

**AN ANALYSIS OF ENGLISH WRITING TEACHING
STRATEGIES TO INCREASE LEARNING INTEREST
AMONG STUDENTS WITH INTELLECTUAL
IMPAIRMENTS**

**(A Case Study of Senior High School at SKH Harapan Bunda
Tangerang Regency)**

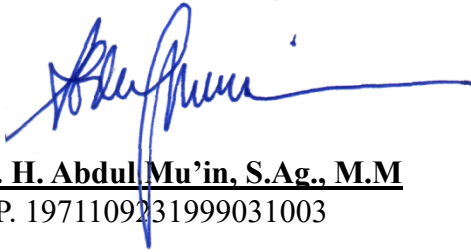
By:

Della Fadiana

SRN.211230042


Under the Supervision of:

Adviser I,



Dr. H. Abdul Mu'in, S.Ag., M.M
NIP. 1971109231999031003

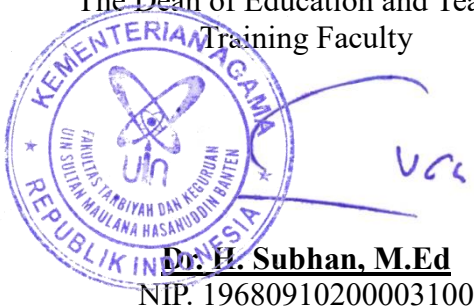
Adviser II



Dr. Khaervadi, M.Pd
NIP. 198903292023211024

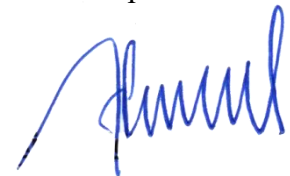
Acknowledged by:

The Dean of Education and Teacher
Training Faculty



Dr. H. Subhan, M.Ed
NIP. 19680910200003100

The Intern Head of The English
Department



Afif Suaidi, S.S., M.Hum.
NIP. 197704102003122001

THE BOARD OF EXAMINERS' APPROVAL

This is to certify that the undergraduate research paper of Della Fadiana has been approved by the board of examiners as partial fulfillment of the requirement for the degree of bachelor in English Education Department.


Serang, 14 October 2025

The Board of Examiners :


Dr. Supardi, M.Pd., Ph.D.
NIP. 196806201996031003

Chair Person 


Afif Suaidi, S.S., M.Hum
NIP. 198712282019031003

Secretary 

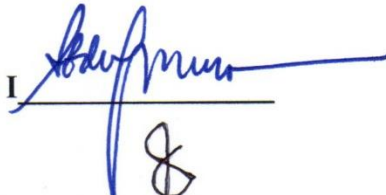
Dr. Hj. Anita, M.Pd.
NIP. 19770410 2003122001

Examiner I 

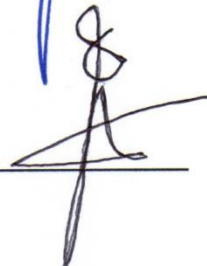
Yazid Rukmayadi, M.Pd.
NIP. 198607212020121001

Examiner II 

Dr. H. Abdul Muin, S.Ag.,M.M.
NIP. 19710923 1999031003

Adviser I 

Dr. Kheryadi, M.Pd.
NIP. 198903292023211024

Adviser II 

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

“Allah does not burden a person beyond his capacity”.

(QS. Al-Baqarah:286)

“Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch and release”

-Taylor Swift

“God has perfect timing, never early, never late. It takes a little patience and it takes a lot of faith, but it’s a worth to wait”.

A BRIEF BIOGRAPHY

Della Fadiana is the first child of Mr. Riadi and Mrs. Holipah. She was born in Tangerang on June 24, 2003, and currently lives in Tangerang. She has a younger brother named Muhammad Rifa'I Mas'ud.

The author attended elementary school at SDN 1 Pakualam Serpong from first grade and continued his education from second to sixth grade at SDIT Al-Fatih 1. then she attended junior high school at SMPIT Smart Syahida which is located in Cikupa Tangerang, then attended high school at the Daarul Ahsan Islamic boarding school. Which in the end she took her undergraduate education at UIN Sultan Maulana Hasanuddin Banten majoring English Education Department.

The author gives thanks to Allah and thanks to parents who always praying for her. Because thanks to the prayers of her parents, she got a BSI scholarship. With high enthusiasmand motivation, she continues to try and learn about many things, not forgettingto always praying to Allah SWT for everything.

“This world is doomed, so be grateful and be patient with what God has set”.

TABLE OF CONTENT

STATEMENT OF ORIGINALITY	i
ACKNOWLEDGEMENT	ii
ABSTRACT	v
THE ADVISER'S APPROVAL	vi
MOTTO	viii
A BRIEF BIOGRAPHY	x
TABLE OF CONTENT	xi
CHAPTER I INTRODUCTION	1
1.1 Background of Study	1
1.2 Identification of the Study	7
1.3 Statement of the Problem.....	8
1.4 Objective of the Study	8
1.5 Significance of the Study	9
1.6 Previous Studies.....	9
1.7 Organization of Writing	12
CHAPTER II LITERATURE REVIEW	14
2.1 Intellectual Impairments	14
2.1.1 Definition and Characteristics.....	14
2.1.2 Differentiation from Down Syndrome and Unmotivated Students.....	16
2.1.3 Identification Instruments	18
2.1.4 Educational Implications.....	19
2.2 English Writing Skills in the Special Education Context	21
2.2.1 Writing Difficulties and Adaptive Writing Instruction.....	22
2.3 Teaching Strategies for Students with Intellectual Impairments	24

2.3.1 Multisensory Instruction	25
2.3.2 Interactive Visual Instruction	27
2.3.3 Task Analysis Strategy	28
2.3.4 Universal Design for Learning (UDL)	30
2.3.5 Explicit Instruction	32
2.3.6 Positive Reinforcement in Writing Classrooms	34
2.4 Increasing Learning Interest among Students with Intellectual Impairments.....	35
2.5 Constructivism Theory.....	37
2.6 Integrating Teaching Strategies and Motivation in English Writing Instruction	40
CHAPTER III RESEARCH METHOD	43
3.1 Research Design.....	43
3.1.1 Qualitative Research Design	43
3.1.2 Case Study Design	44
3.1.3 Justification of the Design.....	45
3.1.4 Participants (Teachers, Students, and Principal)	47
3.2 Object of the Research.....	48
3.3 Participant Selection and Ethical Considerations	49
3.4 Data Collection Technique.....	50
3.4.1 Overview of Data Collection.....	50
3.4.2 Observation Procedure	51
3.4.3 Interview Procedure	52
3.4.4 Documentation Technique.....	53
3.4.5 Triangulation and Learning Interest Indicators	54
3.5 Research Instruments	56
3.5.1 The Researcher as the Main Instrument	56
3.5.2 Supporting Research Instruments	57

3.6 Data Analysis Technique.....	59
3.6.1 Overview of the Analytical Process	59
3.6.2 Stages of Data Analysis.....	60
3.6.3 Thematic Coding and Interpretation	62
3.7 Trustworthiness of the Data	63
3.7.1 Credibility.....	63
3.7.2 Transferability	64
3.7.3 Dependability and Confirmability.....	65
3.7.4 Reflexive Researcher Statement.....	66
CHAPTER IV FINDINGS AND DISCUSSION	76
4.1 Factors That Influence Students’ Interest in English Writing ..	76
4.1.1 Results of Observation	76
4.1.2 Results of Instruments.....	95
4.2 Teachers’ Strategies in Teaching English Writing.....	111
4.2.1 Overview of Teaching Strategies Implemented	111
4.2.2 Multisensory Instruction in Practice	111
4.2.3 Visual Strategy in Practice	112
4.2.4 Task Analysis and Step-by-Step Guidance.....	113
4.2.5 Reinforcement and Motivation Techniques	114
4.2.6 Teacher Collaboration and Reflective Practice	115
4.2.7 Observed Student Outcomes from Strategy Implementation.....	115
4.2.8 Summary of Observed Instructional Effectiveness.....	116
4.3 Discussion	117
4.3.1 Relationship Between Observation Findings and Learning Interest Theory.....	117
4.3.2 The Role of Constructivist and Social Learning in Engagement.....	118

4.3.3 Integration of Multisensory and Visual Strategies:	
Cognitive and Emotional Impact.....	119
4.3.4 Teacher Empathy, Reinforcement, and Reflective Practice	119
4.3.5 Implications, Researcher Reflection, and Educational	
Significance	120
CHAPTERIV CONCLUSION AND SUGGESTION	121
5.1 Conclusion	121
5.2 Suggestion.....	123
REFERENCES.....	125
APPENDICES	125