



## Teachers' Challenges in Teaching English to Students with Special Needs

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### Abstract

This study investigates the challenges faced by teachers in teaching English to students with special needs, using a descriptive case study design. Two teachers of a special school participated by sharing their teaching experiences through questionnaires and structured interviews to provide detailed insights. There were six steps of data analysis, including extensive transcription review, generation of initial codes, theme identification, theme analysis, theme definition and naming, and report creation. Three key research topics emerged, highlighting the persistent difficulties special education teachers face. The findings show that English teachers faced some challenges, including a lack of awareness, a lack of teaching materials, a lack of special needs teachers, and a poor teaching environment. It indicates that teachers require professional training to enhance their teaching effectiveness and must take the initiative in self-educating about special education. Teachers are also expected to have high initiative to educate themselves about special education and continue to strive to apply effective teaching methods. The government is also responsible for supporting adequate teaching facilities and preparing the best teachers, such as providing professional training for teachers who teach in special schools.

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## INTRODUCTION

Special education services aim to help learners achieve a general education. Giving pupils support in the classroom allows them to be more individualized and helps to differentiate the classroom for everyone. Learning improves for all children as teachers incorporate new approaches and resources into their classrooms (Schwarz 2006). However, teaching students with special needs poses unique challenges, particularly in inclusive settings. Apriliyanti (2022) discusses how teachers struggle to adapt teaching materials and methods to accommodate diverse learning needs, compounded by limited resources and institutional support. Similarly, Sari and Rahmawati (2022) highlight the difficulties in balancing curriculum demands with differentiated instruction for students with special needs. Kormos and Smith (2016), and Yildirim and Genc (2019) emphasize the need for tailored approaches to support comprehension in English language classrooms, while Wright (2015) underscores the importance of research-based practices to improve academic and social outcomes. Together, these studies reveal the multifaceted barriers educators face in achieving equitable education for all students.

The difficulty in managing diverse needs within a single classroom is another common theme. identify large class sizes and diverse student needs as significant obstacles, arguing that these factors complicate teachers' ability to effectively teach English to students with special needs (Daud & Hafsari, 2015; Flores & Clark, 2020). Apriliyanti (2020) and Tithi Paul et al. (2022) stated that English teachers who teach children with special needs have very complicated challenges compared to ordinary teachers who teach children without special needs. These challenges require teachers to undergo intensive training and collaboration with professionals.

Language acquisition and learning disabilities often overlap, creating complexities in instruction and assessment. Ochoa and Ortiz (2005) and Rodriguez (2016) highlight the necessity of nuanced

approaches to distinguish between language acquisition challenges and cognitive impairments, advocating for comprehensive evaluations. Klingner and Harry (2006) and Walker et al. (2004) stress the importance of cultural and linguistic diversity in special education, ensuring interventions are tailored to students' backgrounds. Similarly, García and Kleifgen (2018) and Rohayati (2018) emphasize bilingual strategies that support linguistic and cognitive growth. These insights underscore the critical role of culturally and linguistically informed teaching in supporting students with dual challenges.

Another significant challenge in teaching English to students with special needs is the issue of misidentification and bias in assessment processes. Klingner and Harry (2006) point out that English language learners are often misidentified as having learning disabilities due to a lack of cultural sensitivity in the referral process. Similarly, García et al. (2019), Grigorenko and Sternberg (2017), and Sullivan and Alvarez (2017) found that teachers' perceptions of students' cognitive and executive functioning were influenced by cultural and linguistic biases, which in turn affected their expectations and the level of support they provided. Thus, developing inclusive curricula that address both language and special education needs is underscored by García and Kleifgen (2018) and Wright (2015). García and Kleifgen (2018) advocate for bilingual education programs that address the dual needs of language acquisition and cognitive development in students with disabilities. Wright (2015) highlights the need for flexible curricula that accommodate students with varying levels of language proficiency and special educational needs, while also fostering an inclusive classroom environment. Both authors agree that teacher understanding and support for the diverse challenges faced by English language learners with disabilities are crucial to ensuring academic success and fostering a positive learning experience.

Technology and executive function support are valuable tools for educators working with students with special needs. Kormos and Smith (2016) highlight the potential of technology in addressing individual learning differences, such as dyslexia and ADHD. Garcia et al. (2019) and Latifa et al. (2017) emphasize strategies for fostering self-regulation skills and understanding executive functions to address behavioral challenges. Together, these approaches suggest that leveraging technology and supporting executive functions can enhance learning outcomes in inclusive classrooms.

Baker and Wright (2018) emphasize that teachers in multilingual and inclusive classrooms often struggle due to insufficient training and resources to effectively support students with special needs. Cunningham and Lanza (2020) similarly highlight that teachers lack the necessary resources and professional development to teach English language learners with disabilities, which hinders their ability to differentiate instruction. Lu and Xie (2021) further support this view by pointing out that teachers often fail to identify the unique challenges faced by bilingual students with disabilities because of insufficient training, mistaking learning difficulties for language barriers. Klingner and Edwards (2019) also note that many teacher preparation programs do not adequately prepare educators to teach both English language learners and students with disabilities, which leaves them feeling overwhelmed and ill-equipped to manage these dual challenges.

Teachers who teach English to specific needs students require intensive training and collaboration with professionals who are experts in the field of children with special needs. Teachers not only deepen their knowledge of English for educational Teachers also need the government's support in carrying out their obligations as special education teachers (Iriance, 2018; Stevenson

et al., 2016). Teachers in integrated educational institutions play an important role in teaching these students, but they also face significant hurdles. Teachers try many methods to help them. They focus a significant amount of time on these learners. Remedial teachers face a variety of problems while educating students with developmental disabilities. According to Achyar (2018), several very complicated problems occur in special needs education in terms of English education in Indonesia, such as teachers who do not understand and are not trained in teaching English to special needs students in class, teachers who conduct inappropriate assessments, which leads to failed learning, and it is a big challenge for teachers to implement several appropriate English teaching methods for special needs students.

In addition, English is taught in all academic departments. As a result, Indonesian students must begin learning English at an early stage (Gawi, 2012). Due to the huge need for English language skills in various sectors, including for inclusive education which is directed specifically at students with disabilities, it is hoped that English language education can be carried out from an early age for students with disabilities whose education is specifically designed for special educational needs, things like this are very useful for them when they want to continue their education to a higher level, such as studying at a university. The good thing is that there are several scholarship programs specifically for students with disabilities as stated by (LPDP) Institut Pengelola Dana Pendidikan (Indonesia) and (AAS) Australian Awards Scholarship. Having English language skills is a vital need, especially for those students who want to apply for scholarships to study abroad. Because children who have special needs have limits, educators must nevertheless help them achieve their academic targets (Puspitasari, 2019). As a result, a teacher who teaches pupils with special needs will confront unique teaching obstacles when compared to teachers who teach in regular

classrooms. Not all educators are qualified to teach pupils with special needs. Teachers must be certified to teach courses for students with exceptional needs. Teachers must have at least four skills: pedagogic, social, personal, and professional abilities (Al Hakim et al., 2024). However, based on several studies conducted, it is shown that teachers have very complex difficulties when teaching English to students with special needs. Therefore, researchers will focus on major guiding questions for this purpose:

1. What challenges are found by English teachers when teaching English to students with special needs at SLB Negeri 2?
2. How do English teachers at SLB Negeri 2 Indramayu deal with the challenges of teaching English to students with special needs in terms of appropriate teaching methods?

## METHOD

Drawing on a descriptive case study research design (Creswell, 2014), the current study focused on investigating the teachers' challenges in teaching English to students with special needs in SLB Negeri 2 Indramayu. This study involved 5 teachers in SLB Negeri 2 Indramayu to fill out questionnaires (open and closed questions), and 2 teachers to conduct in-depth interviews. They were chosen since they are certified teachers with a few years of teaching experience.

The researchers applied a descriptive case study (Creswell, 2014) as the research design for this study. The researchers also adopted open and close-ended questions through questionnaires from Mathers et al. (2007) and involved structured interviews (Bailey, Hennink, & Hutter, 2011), after obtaining the data needed by this study, the next step is the process of analyzing the data using the method from (Braun & Clarke 2006) namely the Six basic steps of thematic data analysis method. This study involves 6 basic ways to analyze data, which are carried out after obtaining primary data, namely by reviewing the transcriptions extensively, Generation of initial codes, Utilizing themes, and Analyzing the themes. Themes will be defined and given names, and a report (real situation).

This study addressed all aspects of validity and reliability. Questions for the study's interview guide will be discussed during its preparation. A pilot study will assess interviewees' comprehension of the questions and the usage of Indonesian for data collection, as this language is widely understood by informants. A language professional will check the translation from English to Indonesian. The researchers' familiarity with the field and culture enhances validity and reliability. Triangulation is an important aspect of this research since it demonstrates the level of validity and reliability of the research by employing multiple data collection methods such as structured interviews, and open and closed questions through questionnaires, as the theory of Polit and Beck (2012).

## RESULTS AND DISCUSSIONS

In addressing the issue of teachers' challenges in teaching English to students with special needs, this study involved two English teachers at the School of Special Education Needs (SLB). This section presents the data gathered from both teachers, which are then mentioned as Teacher A and Teacher B.

### Teacher A experience

Teacher A is an English teacher at a special school (SLB Negeri 2 Indramayu). As an English teacher for special needs students, who have been in this career for many years, being an SLB (teacher for special education) teacher is very challenging. She believes that this is not just a profession, more than that, this is a humanitarian profession. She also explains that there are many challenges she faces while she is in this profession such as teaching methods. According to her, it is very problematic when she has to choose which method is appropriate to apply. There may be many powerful teaching methods out there, but they can only be applied to non-special needs children, so teachers in special schools must consider the teaching methods used. She also added that to be an educational teacher you have to be patient and be full of extraordinary

understanding since there are lots of incidents in class that are emotionally draining. Therefore, it would be better if a teacher has a great interest, knowledge, and concern for special education and teaching.

"In my personal view, yes, all teaching is a noble profession, and of course, everyone has their own challenges, but the teachers who teach in special schools are extraordinary, why? because we are all required to be patient. We also have to try this and that method because we can't use a single method. Maybe for teachers in public schools, it's a good method for them, but in fact, the School of Special Education Needs (SLB) is not like that. Everything is special, everything is different. Of course, some things are different. It requires a bigger effort, in essence, I could even say that this is more of a profession than being a teacher, more than that"

It is clear that many problems seem like nothing but have a big impact on the implementation of special education in schools. Special education teachers also have a lot of effort in carrying out their profession so they have to work more than other general education teachers. Teacher A has been in this profession for about eight years, and she explained that to become a professional in this field takes a long time, requires extraordinary adaptation to start a career as a teacher for special needs education, and holding a professional title in this field is very complicated, isn't it? This means working for years in this field makes it easy to make people around you know that the teacher is professional. It requires recognition from the government, colleagues, and parents of students, especially the students themselves, meaning that there is an impact that a teacher can have. When students' academic performance progresses significantly, it shows the characteristics that the teacher deserves to be labeled a professional in their field, but to achieve this requires a lot of action, a long time, and of course persistent determination.

Teacher A explained there are many challenges faced by special education teachers. She explained that learning a foreign language like English is very difficult for people with non-special needs, and it is also difficult to teach. The

level of difficulty for children with special needs is much higher and teaching it is also much more challenging than teaching non-special needs children. She gave several cases that occurred, such as children with special needs still having great difficulty learning basic vocabulary which might be considered very easy to learn. Children with special needs, because of cases like that, take a lot of time in class, many do not comply with the learning targets that have been prepared in such a way because that is a reality that happens, and like it or not teachers have to deal with that problem.

*"Learning a foreign language is very difficult, very difficult, very difficult to learn, however, it is even more difficult for students with special needs, just imagine a 14-year-old child still having difficulty learning basic vocabulary, such as eating, drinking, and going to school. Learning tenses, base verbs, past verbs, and such like is difficult as well. Even one form, even verb 1 is difficult. So, if you teach new vocabulary you can't target it in one meeting. The ABCD indicators are finished in one meeting. It is impossible. It can't be like that. If you teach, it must be repeated continuously until it sticks in their minds. Patience is the key, and it is really difficult if they have to follow the lesson plan 100%. The problem is that everything is slow. Maybe some materials are very simple, and they can do it on time, but many lessons might be more difficult and take time so lessons that should be finished in one meeting, could be 2 or 3 meetings. That's also not the case. This is a fatal thing too, because we know they do have limitations, therefore it is still a big homework for educators"*

Excellent preparation is one of the keys to a smooth learning and teaching process for teaching students with special needs. Teachers do have the obligation to prepare material and all kinds of elements that can support these activities when the teacher is truly prepared from various factors such as teachers who are mentally ready and understand the condition of their students, teachers who have good knowledge of the material to be taught, and teachers who have prepared teaching methods that are appropriate to the existing situation and conditions, these are factors that must be met.

"Try a lot of different teaching methods, and keep looking for the latest information. Being aware and updated, yes, so teachers don't just monotonously follow the existing guidelines but also try to explore further, indeed we have a

curriculum, and we also have recommendations for procedures and lesson plan models which often change, but sometimes the curriculum applies nationally is less effective in small schools in small towns like Indramayu. So, in my opinion, it would be better if teachers were also aware of the latest information, like looking for the latest teaching methods, which we might be able to apply in the classroom.

#### Teacher B Experience

Teacher B is a teacher at a special school who has a high dedication to special education. She stated that she had always had great concern for children with special needs. She felt she wanted to contribute to helping children with special needs. She felt that these children require extraordinary attention from all of us. That's why she decided to pursue this profession. You need to have a level of awareness of the situations and conditions that exist in special schools which are experienced by students with special needs, because with a good level of awareness, teachers will be much better prepared to face challenges that may occur when teaching in class. Students with special needs, such as in daily teaching practice carried out in the classroom. Many things must be understood by a teacher who teaches in a special school, teachers are expected to try various solutions to overcome existing problems, for example, regarding accuracy in teaching. Many things have been designed in such a way and follow the existing education system, but in reality, they do not go according to the initial plan, as explained by Teacher B as follows.

"Because we have shortcomings, so we have to understand all of that, but on the other hand we are also required to meet certain targets, for example, material A must be finished in several meetings, but in reality, many are not on time. For example, when studying writing material, they have a very limited vocabulary. It is also very difficult for them to learn grammar material, such as distinguishing between singular and plural. So, all of this affects their writing in class"

According to Teacher B, it is a big mistake if a teacher does not prepare teaching materials

well. Improvising in class is not recommended because this is a condition where everything must be neatly arranged. With good preparation, it is hoped that the learning and teaching process in the class can run well, of course with thorough teaching preparation it will have a positive impact on students. They will more easily understand the material taught by the teacher in class. Because of that, students' motivation will increase significantly.

*"It's fatal if we as teachers don't prepare well regarding teaching materials, especially if we teach in special schools, we need things to be prepared. For example, bringing posters, bringing toys, bringing this and that, and also when making a lesson plan I need to provide detailed details. Then, keep in mind that student A, student B, what kind of character they have in that class, that also has to be taken into consideration"*

She explained that conducting in-depth and regular classroom observations is very important because a teacher must know the weaknesses in the class. What needs to be improved, what innovations need to be made, and what the students need in the class? She explained that knowing in detail the weaknesses and level of students' English and what learning methods work well in class can be the beginning of a very helpful solution, with this the teacher can adjust several changes or solutions that can be applied in class.

*"Of course, there are many problems that I have faced so far in becoming a professional both in terms of data and real teaching skills. There are several suggestions from the training that I received but in reality, they are not following the existing field conditions. Many problems cannot be resolved according to government directions, and actually, the directions given to all of us are still gray. There is a lot of trial and error, plus this school is a school that is quite behind in the sense that we don't have adequate facilities. We also have difficulty implementing several policies that exist"*

She explained that conducting in-depth and regular classroom observations is very important because a teacher must know the weaknesses in the class, what needs to be improved, what innovations need to be made, and what the students need in the class. She explained that knowing in detail the weaknesses and level of students' English and what learning methods work well in class can be the beginning

of a very helpful solution. With this the teacher can adjust several changes or solutions that can be applied in class.

*"It's all about passion. The point is, if you want to teach in SLB, be patient, that's all. I understand that it doesn't necessarily mean that the children are naughty, but because of the limitations they have, all the children in my class or others, all have different characteristics. For example, if it's Lala, she can't do it if I just give verbal instructions, she can't just talk. First, I called her name several times "Lala, Lala, let's start learning now, where's the book and pen? Come on, try opening the book. Where's the pen? Lala, try looking at the blackboard, what does it say Lala? It says turn to page 13, come on, where is page 13, La? Many factors result in many of the problems that I experience. For example, such as a curriculum that is not clear regarding the teaching system for students with special needs, such as regulations for making lesson plans that change, and that is very annoying. Even for one type of lesson plan, it takes time to implement it. We know that they are not ordinary students in general schools, of course, it takes quite a long time to adapt from one lesson plan to another. Then, it is clear, that I teach for special needs students. Of course, it takes a lot of effort, I have to use various teaching methods, for example, when teaching reading I have to offer at least 5 different methods and then I can know which ones I can apply and which ones I cannot apply in class"*

Based on the findings, show that teachers in special schools SLB Negeri 2 Indramayu experience several problems, such as an unsupportive environment, inadequate teaching facilities, insight into teaching methods that are not yet appropriate, the teaching abilities of teachers that are not yet proper, and the government's special education system that is not yet stable.

### **Challenges Faced by English Teachers in Teaching English to Students with Special Needs at SLB Negeri 2**

The researchers found some challenges encountered by English teachers to teach students with special needs, including lack of awareness, lack of teaching materials, lack of special needs teachers, and poor teaching environment. It is presented in detail as follows.

#### **1. Lack of awareness about students with special needs and special education**

This qualitative investigation indicated a severe problem: a lack of awareness regarding children with special needs and their education. Based on the findings of questionnaires and in-depth interviews, this study demonstrates that it is forbidden and conventional to address this topic; many teachers, parents of students, and the general public in the area are unaware of the situation of children or students with special needs. Even in instructional settings, many actors are unaware of this. According to the findings of this study, educators and parents of students must educate themselves about what students with special needs require. Many educators are not aware of this, they have zero ideas about what they should do, therefore this condition is in line with the experts' theory that educators need to carry out in-depth and regular observations to educate themselves about children or students with special needs by conducting direct observations in class, increasing reading literacy related to this issue, the ultimate goal of which is for teachers for special education.

This qualitative study reveals that educators must understand the conditions of students with special needs in the classroom. Teachers are encouraged to know what the classroom is, teachers are encouraged to know what the student's strengths and weaknesses are, teachers are also expected to be able to determine what teaching methods and teaching styles are suitable for them, and the condition of the students in class. This is in line with what has been stated by Baker and Wright (2018) and Yildirim and Genc (2019). Therefore, teachers must care about these things, so that they can have professional teaching performance and of course have a tremendous impact on their students' academic achievements.

#### **2. Lack of teaching materials**

Based on the findings in this study, show that the teaching material at SLB Negeri 2 Indramayu still has not reached educational standards, and there are still many deficiencies experienced in field conditions, this qualitative study reveals that the government designs the

curriculum and education system in such a way with the aim that schools can provide the best facilities for students with special needs.

However, this certainly doesn't go that smoothly, of course, in reality, there are lots of obstacles that occur, such as teachers who carry out regular classroom observations and find more effective teaching methods but these cannot be applied by teachers because of limited material resources for learning, for example, the limitations of textbooks and many other types of books that can support learning and teaching activities in the classroom are not yet fulfilled, and there are many books that are not updated with the new curriculum and are forced to still be used.

### 3. Lack of special needs teacher

Data shows that one teacher in a class is not appropriate. It takes more than one teacher to handle one class, at least 2 teachers, namely the main teacher and assistant. Based on interviews, participants explained based on their real experience of teaching English for students with special needs in a special school. They find it very difficult to face all the students in one class alone. The class becomes ineffective and not conducive. It is very difficult to direct these students with all the shortcomings they have, and it is very time consuming to direct each student to follow the learning instructions in class. A lesson plan often does not work properly and does not achieve learning targets because the teacher is busy and spends a lot of time directing students to the learning material. However, due to the number of educators at SLB Negeri 2 Indramayu is very limited, like it or not, learning and teaching activities must be carried out in such conditions every day.

### 4. Poor teaching environment and facilities

Poor teaching environments and facilities are still a problem that has not been resolved, there are still many facilities that are inadequate or even not available, so they become a real obstacle to the learning and teaching process in the classroom. This qualitative study reveals that teachers find it difficult when they want to apply several new teaching methods because there are no supporting facilities.

Several school facilities can be used, but they are all facilities that are usually used for traditional and less attractive teaching methods. even categorized as outdated for today's teaching methods, teachers also stated that the role of technology is very important in learning and teaching activities in the classroom, such as using the internet which makes it easier for teachers to browse information about education and search for unlimited sources of teaching materials in internet, but unfortunately, students don't have that freedom to access it. As stated by Grigorenko and Stenberg (2017) and Sari and Rahmawati (2022), the challenges encountered by teachers in the classroom are lack of facilities. There are many other things where when teachers want to try to apply certain material with modern teaching methods and it can't be realized well because of existing limitations. Even if the school has facilities that can used for learning and teaching activities in class, the amount is inadequate, so teachers and students are forced to prepare them independently. Ironically, there are many good methods but they cannot be applied because of limited facilities in schools.

## **How English Teachers at SLB Negeri 2 Indramayu Deal with the Challenges of Teaching English to Students with Special Needs in Terms of Appropriate Teaching Methods To Support Their Professional Competence**

Based on open and closed-ended questionnaires, the participants claimed that they had been teaching students with special needs at SLB Negeri 2 Indramayu for over 5 years. The participants responded that every day they encounter new phenomena connected to problems with the learning capacities of students with special needs, teaching methods, and so on. The most identical problems recur again, implying that these problems are difficult to solve with a single solution. It necessitates a variety of solutions and a lengthy process to resolve.



Teachers have explored a variety of strategies to address current issues, including teaching methods, instructional media, and lesson plan improvement. However, this does not always result in positive outcomes. There are instances when some of the answers presented do not work as intended. Teachers must continue to investigate and seek the best options available. For example, when teachers discover that the teaching method they are using is not functioning effectively, they will experiment with numerous new ways until they find the approach that best meets the needs of the children in the classroom. Ironically, there are numerous difficulties in the process, such as when teachers find a method that meets the needs of their pupils but the school's facilities do not support it, or it requires too much money to adopt, which is impossible.

The teachers also indicated that it was difficult to consider what approaches could be employed with the available facilities; the class would still function even without special media, but the results would be not optimal. There is also a dilemma in teaching students with special needs. Several methods are used, but these methods can only be applied to some students and not to others, because students with special needs are unique and very specific, and teachers have difficulty selecting a teaching method that can be applied to all students. Of course, it is very different in the application of English teaching methods for students with special needs and students with no special needs. In this condition, teachers need to apply teaching methods that are intended for students with special needs. Teachers must know the conditions of the class and the students so that teachers can use the most appropriate teaching methods. The teachers also stated that teaching preparation is an absolute obligation, teachers are required to make lesson plans and prepare what teaching media will be used, good teaching preparation it will produce good results too, and teachers will not have too much difficulty when teaching in class if everything is well prepared.

The use of media in teaching is something that is needed in general, but for special education, it is almost like an obligation, because

children will have a much better learning performance when using the right media, students' motivation will increase, and it will also make it easier for students. When teaching in class, the teachers stated that of course they had many ideas for using varied learning media and teaching in creative ways, but the problem was that schools did not always provide what was needed when teaching, it was true that schools also provided several facilities, but it is very limited. The teachers also try to apply a variety of teaching methods so that they are not monotonous, even though the facilities are limited, the teachers try to make the best use of them.

Based on the experience of teachers, they state that the role of parents of students is also very important apart from the role of teachers and the government. Parents of students who have high awareness of their children's condition will educate themselves about children with special needs and special education. They will monitor and also guide their children's learning progress at home and this type of parent will be easy to collaborate with the school to mutually support the students' academic performance. In reality, teachers still lack the confidence to teach English to students with special needs, because they still encounter several difficulties in teaching and face problems in special education, therefore they are well aware that they have to continue learning and exploring the development of knowledge. In teaching students with special needs, they also stated that they need professional training to improve their teaching performance which is in line with their professional competence. The teachers also stated that it took quite a long time to adapt to the conditions in special education, and they also needed a long process to figure out their job as teachers.

## CONCLUSION

The researchers uncovered phenomena in the field of special education which focused on English language education carried out at SLB Negeri 2 Indramayu which specifically only involved participants who meet the criteria for

target participants in this study, namely teachers who have been in the profession as educators in special education for more than 5 years and are officially certified teachers who are expected to be able to provide rich and detailed information to meet the research questions in this qualitative study. The findings show that many factors cause several problems in the topics and contexts discussed in this study, such as Lack of Awareness about Students with Special Needs and Special Education, Lack of Teaching Materials, Lack of Special Needs Teachers, Poor Teaching Environment and Facilities, and The Relationship between Teachers' challenges and their Professional Competence. Findings also show how teachers deal with those issues, teachers always try to educate themselves about how to teach English well to students with special needs, follow developments regarding special education and good teaching methods, they also take part in several training courses for teaching in the realm of special education and in practice they also make optimal use of existing facilities when teaching.

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