

**A Teacher's Challenges in Teaching English to a Student
with Autism Spectrum Disorder (ASD)
in a Public Inclusive Junior High School**

A Final Research Paper



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**ENGLISH LITERATURE STUDY PROGRAM
FACULTY OF ARTS AND LETTERS
UNIVERSITAS PASUNDAN
BANDUNG
2026**

APPROVAL PAGE

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(ASD) in a Public Inclusive Junior High School

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PREFACE

Alhamdulillah, praise to Allah S.W.T., the almighty and the Most Merciful. By His grace and permission, the researcher has successfully completed this research entitle “A Teacher’s Challenges in Teaching English to a Student with Autism Spectrum Disorder (ASD) in a Public Inclusive Junior High School.” This study highlight important issues in inclusive education, particularly the complexities faced by teacher when teaching English to student with ASD, who require specialized approaches and understanding.

The researcher conducted this study to explore the various challenges encountered in the classroom, including communication barriers, behavioral differences, and the need for adaptive teaching strategies. This research aims to provide a clearer understanding of real classroom conditions and contribute to the development of more effective and inclusive English teaching practices. As a student of English literature with a strong interest in education, the researcher finds this topic both meaningful and relevant.

The researcher realizes that this study is still far from perfect du to certain limitations in terms of scope and analysis. Therefore, constructive criticism and suggestions are highly expected for future improvement. Finally, the researcher would like to express sincere gratitude to all parties who have contributed, supported, and assisted in the completion of this research. It is hoped that this study will provide valuable teaching, especially in inclusive education settings, and serve as a useful reference for future researchers.

ACKNOWLEDGEMENT

The researcher would like to deliver tons of gratitude to all of the people that being an important part of the researcher's campus life, and for the completion of this research. The gratitude goes to:

1. **Universitas Pasundan**, the campus where the researcher studied English and Literature major, and learn a lot of life lessons.
2. **Budi Setiawan, S.Li., M. Sn., M.H.**, the Dean of the Faculty of Arts and Letters, Universitas Pasundan.
3. **Angga Maulana, S.S., M.Pd.**, the Vice Dean for Student Affairs of the Faculty of Arts and Letters, Universitas Pasundan., and the researcher's second advisor.
4. **Dr. Hj. Zubaedah Wiji Lestari, M.Pd.**, Head of English Department, Faculty of Arts and Letters, Universitas Pasundan, and the researcher's first advisor.
5. **To my beloved father, Yusep Solihudien.** *Allahu yarham*, the captain who now rests in eternity before seeing this ship finally reach its harbor. This final paper is a letter written in longing, a small tribute to the man whose presence once became my strongest ground. Losing you left a space that can never be filled, yet from that emptiness I learned strength, resilience, and a deeper understanding of life. It still feels unfair that your chair remains empty on the day your daughter finally graduates and proudly holds her degree. Today, with all my prayers and longing, I dedicate this title "S.S" to you as a fulfillment of my promise to become someone who does not easily give up. Thank you for being my first foundation in life, for teaching me responsibility, dignity, and courage. If i appear strong today, it is only because i carry a part of your soul within me. May every prayer I send reach you as the embrace i never got to give, and may Allah place you in the best of places.
6. **To my dearest mama, Enny Siti Nurbaridah.** A remarkable woman who is not only a mother but also someone who embraced the role of both parents with unwavering strength, patience, and endless love. In every prayer you whisper, every tear you hide, and every sacrifice you make, I find the true meaning of perseverance. From you, I have learned that a mother's love is powerful enough to hold everything together, even when the world feels unbearably heavy. Thank you for being my safe place, my source of strength, and the reason I keep moving forward. This achievement is as much yours as it is mine if not more.

7. To my brother, Hanif Mujaddid Al-Adzkiya and my sister in law, Dea Risma Priliani.

Thank you for your support, presence, and encouragement throughout this journey. Your understanding, care, and quiet strength have given me comfort during difficult times. Having both of you by my side reminds me that I am never truly alone in this process. May this small achievement also become a shared joy for us, as a reflection of all the prayers and support you have given along the way.

8. To my little brother, Caesar Dzihni Allubna. Who completes the dynamics of my life.

Behind all the stubbornness and the moments that test my patience, you have taught me so much about acceptance and unconditional love. As your sister, you are a responsibility I will always cherish and protect. Your presence is a motivation in every step I take, including in completing this final paper. And no matter how far I go in life, I hope I can always be someone you look up to and rely on.

9. To my partner, Muhammad Rafi Akbar. Thank you for being my safe place throughout

this journey. In moments of doubt, exhaustion, and overthinking, you were always there patiently listening, supporting, and reminding me of my strength. Your presence, your kindness, and even your simple words have meant more than you realize. You made this challenging process feel lighter and more meaningful, and for that, I am truly grateful because I never walked this path alone, I had you.

10. To my beloved friends : Powerpuff Girls, Gurls, and Lucky 7. Thank you for being my

support system throughout this journey. You made the hard days lighter, the stressful moments bearable, and the good times even more meaningful. I'm truly grateful for every laugh, every talk, and every bit of encouragement you gave me. I couldn't have gone through this without you all.

11. Last but not least is to myself. Thank you for not giving up, even when everything felt

heavy and uncertain. For every silent struggle, every moment of doubt, and every time you chose to keep going instead of quitting. You didn't always feel strong, but you kept moving anyway and that is what strength truly is. *"You're On your Own, kid."* – Taylor Swift.

The researcher would like to thank everyone who contributed, directly or indirectly, to the completion of this thesis. Your kindness, support, and inspiration have demonstrated the power of the beauty of collaboration.

APPROVAL OF PUBLICITY

The one who signed here :

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Permit the Universitas Pasundan English Literature study program to publish the researcher's paper titled "A Teacher's Challenges in Teaching English to a Student with Autism Spectrum Disorder (ASD) in a Public Inclusive Junior High School" on the Universitas Pasundan e-repository.

Bandung,
The researcher

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ABSTRACT

This research investigates the challenges faced by English teacher in teaching a student with Autism Spectrum Disorder (ASD) in a public inclusive junior high school. Using a qualitative case study design, the research aims to identify the difficulties encountered by the teacher and the strategies used to support the student's English learning. Data were collected through interviews, classroom observations, and documentation. The participant was an English teacher who taught a student with ASD in inclusive classroom. The findings reveal several challenges, including communication barriers, maintaining the student's attention, adapting teaching materials, and addressing individual learning needs. To overcome these challenges, the teacher employed various strategies, such as simplifying instructions, repetition, task and material modification, individual guidance, additional time, and peer support. This study highlights the importance of teacher adaptability and inclusive teaching practices in supporting student with ASD. The findings contribute to be a better understanding of English teaching in inclusive education settings.

Keywords : Teacher's challenges, English teaching, Autism Spectrum Disorder (ASD), Inclusive education, case study.

ABSTRAK

Penelitian ini mengkaji tantangan yang dihadapi seorang guru Bahasa Inggris dalam mengajar seorang siswa dengan Autism Spectrum Disorder (ASD) di sebuah sekolah menengah pertama inklusif negeri. Penelitian ini bertujuan untuk mengidentifikasi kesulitan yang dihadapi guru serta strategi yang digunakan untuk mendukung proses pembelajaran Bahasa Inggris siswa tersebut. Penelitian ini menggunakan desain studi kasus kualitatif untuk memperoleh pemahaman yang mendalam mengenai pengalaman mengajar dan belajar di lingkungan kelas inklusif. Data dikumpulkan melalui wawancara, observasi kelas, dan dokumentasi. Partisipan dalam penelitian ini adalah seorang guru Bahasa Inggris yang mengajar seorang siswa dengan ASD di kelas reguler. Hasil penelitian menunjukkan bahwa guru menghadapi beberapa tantangan, termasuk hambatan komunikasi, mempertahankan perhatian siswa, menyesuaikan materi pembelajaran, serta memenuhi kebutuhan belajar individu siswa. Untuk mengatasi tantangan tersebut, guru menerapkan berbagai strategi, seperti menyederhanakan instruksi, pengulangan, modifikasi tugas dan materi, bimbingan individual, pemberian waktu tambahan, dan dukungan teman. Penelitian ini menyoroti pentingnya kemampuan adaptasi guru dan praktik pembelajaran inklusif dalam mendukung siswa dengan ASD. Temuan penelitian ini berkontribusi pada pemahaman yang lebih baik mengenai pembelajaran Bahasa Inggris dalam lingkungan Pendidikan Inklusif.

Kata Kunci : Tantangan guru, Pengajaran Bahasa Inggris, Autism Spectrum Disorder (ASD), Pendidikan inklusif, studi Kasus.

ABSTRAK

Panalungtikan ieu nalungtik tantangan anu karandapan ku saurang guru Basa Inggris dina ngajar saurang murid anu miboga Autism Spectrum Disorder (ASD) di hiji SMP negeri inklusif. Tujuan panalungtikan ieu nyaéta pikeun ngaidentifikasi kasusah anu karandapan ku guru sarta stratégi anu digunakeun pikeun ngarojong prosés diajar Basa Inggris murid éta. Ieu panalungtikan ngagunakeun desain studi kasus kualitatif pikeun meunangkeun pamahaman anu jero ngeunaan pangalaman ngajar jeung diajar dina lingkungan kelas inklusif. Data dikumpulkeun ngaliwatan wawancara, observasi kelas, jeung dokuméntasi. Partisipan dina ieu panalungtikan nyaéta saurang guru Basa Inggris anu ngajar saurang murid ASD di kelas reguler. Hasil panalungtikan nunjukkeun yén guru nyanghareupan sababaraha tantangan, di antarana hambatan komunikasi, ngajaga perhatian murid, nyaluyukeun matéri pangajaran, sarta nyumponan kabutuhan diajar individu murid. Pikeun ngungkulan éta tantangan, guru ngagunakeun rupa-rupa strategi, saperti nyederhanakeun parentah, malikan deui katerangan, ngarobah tugas jeung bahan ajar, bimbingan individual, méré waktu tambahan, jeung dukungan ti babaturan sasama siswa. Ieu panalungtikan nétélakeun pentingna kamampuh guru pikeun adaptasi sarta ngalaksanakeun pangajaran inklusif dina ngarojong murid anu miboga ASD. Hasil panalungtikan ieu dipiharep bisa nambahan pamahaman ngeunaan pangajaran Basa Inggris dina lingkungan pendidikan inklusif.

Kecap Konci: tantangan guru, pangajaran Basa Inggris, Autism Spectrum Disorder (ASD), pendidikan inklusif, studi kasus.

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