

CHAPTER I

INTRODUCTION

In this section, the researcher would like to present a discussion of the background of the study, problem statement, limitation of the problem, objectives of the research, research question, assumptions, and benefits of the research.

1.1 Background of Study

Every student has the right to receive equal educational opportunities regardless of their individual characteristics and learning needs. Inclusive education ensures that all students, including those with disabilities, have the opportunity to participate in the learning process and develop their academic potential. Inclusive practices also emphasize removing barriers in education and creating supportive learning environments for all learners (UNESCO, 2023).

Inclusive education allows students with special needs to learn alongside other students in the same classroom setting. This approach promotes participation, interaction, and equal opportunities. However, teachers must adapt their teaching strategies to meet diverse learning needs in inclusive classrooms (OECD, 2022). An English teacher also plays an important role in creating a learning environment that supports student engagement and active participation. A supportive classroom environment can improve students' motivation, interaction, and learning outcomes. Therefore, teachers must design learning activities that are flexible and accessible for all learners, including those with special needs.

Teaching English to a student with Autism Spectrum Disorder (ASD) presents specific challenges. Students with ASD often experience difficulties in communication, social interaction, and understanding instructions during lessons. These challenges may influence their participation and learning process in English classes. According to the Centers for Disease Control and Prevention (2024), students with ASD may show differences in communication,

behavior, and interaction that impact classroom learning.

In addition, teachers often face challenges such as limited training, lack of resources, and difficulties in managing inclusive classrooms. These challenges influence how teachers implement teaching strategies and support students with ASD effectively. According to the World Health Organization (2023), inclusive education requires proper teacher preparation and support to address the needs of students with developmental conditions such as ASD. However, previous studies mostly focus on general inclusive education and do not specifically discuss English teaching for students with Autism Spectrum Disorder (ASD) at the junior high school level. Therefore, it is important to explore the challenges and strategies experienced by teachers in this context to gain a better understanding of inclusive English teaching practices.

The main purpose of this qualitative study is to explore the challenges faced by an English teacher when teaching a student with Autism Spectrum Disorder (ASD) at the junior high school level. This study also aims to understand the teaching strategies used by the teacher to support the student with ASD in learning English. In addition, this study also aims to understand the teaching strategies used by the teacher to support the student with ASD in learning english. These aspects become the main focus of this study in understanding inclusive English teaching practices.

However, many English teachers still face difficulties in teaching students with Autism Spectrum Disorder (ASD) due to limited training, lack of appropriate teaching strategies, and the diverse needs of students in inclusive classrooms. Therefore, it is important to explore the challenges faced by teachers and the strategies they use to support students with ASD in learning English.

1.2 Identification of the Problems

Many English teachers face difficulties when teaching students with Autism Spectrum Disorder (ASD) because these students often experience challenges in understanding

instructions, processing language, maintaining attention, and engaging in classroom interaction during lessons. These challenges can affect the effectiveness of English teaching and learning processes in inclusive classrooms. One of the causes of this problem is that not all teachers are fully trained or prepared to handle students with special needs, especially students with ASD who require specific teaching approaches. As a result, teachers may experience difficulties in delivering appropriate instructions and maintaining students' engagement during lessons.

This problem needs to be studied because teachers require better understanding and support in teaching students with ASD, particularly in English classes. By investigating this issue, the research can provide useful insight into teacher experiences and identify effective strategies that can help teachers teach more effectively in inclusive classrooms, especially at the junior high school level.

1.3 Limitation of the Study

This research is limited to describing the difficulties that an English teacher faces when teaching a student with Autism Spectrum Disorder (ASD), particularly in English classes at the junior high school level. The study involves an English teacher who has experience teaching a student with ASD in an inclusive classroom setting. The focus of this research is kept narrow to match the main purposes of the study, which are to understand the challenges experienced by the teacher and the strategies used in teaching English to the student with ASD. The research was conducted from July 13 to August 4, 2026, in an English learning program that included students with special need educational needs.

1.4 Research Question

Based on the background and the limitation of the problem, this study focuses on answering the following research questions:

1. What challenges does an English teacher face when teaching a student with Autism Spectrum Disorder (ASD) in English classes?

2. What teaching strategies does the teacher use to support a student with Autism Spectrum Disorder (ASD) in English learning?

1.5 Objectives of The Study

To answer the research questions above, the objectives of this study are as follows :

1. To identify the challenges faced by an English teacher when teaching a student with Autism Spectrum Disorder (ASD) in English classes.
2. To examine the teaching strategies used by the English teacher to support the student with Autism Spectrum Disorder (ASD) in English learning.

1.6 Significance of the Study

Based on the objectives of the study, this research is expected to give both theoretical and practical benefits.

A. Theoretically

For Students: This research is expected to provide theoretical understanding about how students with Autism Spectrum Disorder learn in English classes within an inclusive classroom.

For Teacher: This research provides theoretical insight into English teaching in inclusive classrooms, particularly in understanding students with Autism Spectrum Disorder.

For Future Researchers: To contribute theoretical references related to inclusive education, English teaching for students with special needs, and learning in inclusive classroom contexts.

B. Practically

For Students: This research may help students with Autism Spectrum Disorder experience more engaging and less stressful English learning in inclusive classroom settings.

For Teacher: This research offers practical insights for English teachers in handling learning challenges of students with Autism Spectrum Disorder in junior high school English classes.

For Future Researchers: This research may serve as a reference for future studies on inclusive English education and students with special educational needs in junior high school settings.