

ABSTRACT

Miftahul Jannah, 2025, “*Mitigating Challenges for Students with Special Needs in the English Learning Classroom: Exploring Implementation and Implications Strategies in SLB Negeri 1 Makassar.*” Department of English Education. Faculty of Teacher Training and Education. Muhammadiyah University Makassar. Supervised by Sitti Maryam Hamid and Ismail Sangkala.

This study aims to explore the learning strategies used by teachers in overcoming the challenges faced by students with special needs in learning English at Sekolah Luar Biasa (SLB) Negeri 1 Makassar and to examine the impact of these strategies on their learning outcomes. This research employed a qualitative approach with interview and observation techniques as the main instruments. The participants consisted of three students with special needs—namely students with hearing impairments, physical disabilities, and autism—as well as two English teachers. The findings reveal that teachers apply adaptive and individualized learning strategies based on the students’ disabilities. For deaf students, teachers use visual-based learning such as pictures, written text, and captioned videos. For students with physical disabilities, teachers modify tasks to reduce physical strain and support intellectual participation. Meanwhile, for students with autism, teachers use clear and concrete instructions, structured routines, and animated visual media to maintain focus and understanding. Despite the effectiveness of these strategies, teachers still encounter challenges such as communication barriers, limited learning resources, and classroom environmental distractions. Overall, this study concludes that adaptive teaching strategies significantly support the inclusiveness and effectiveness of English learning for students with special needs.

Keywords: inclusive education, learning strategies, students with special needs, English language learning, SLB Negeri 1 Makassar.