

**EFL TEACHING AND CHALLENGES IN IMPLEMENTING GAME-BASED
LEARNING TO STUDENTS WITH INTELLECTUAL DISABILITIES:
A CASE STUDY**

A THESIS

Submitted in partial fulfilment for Magister's degree in English Language Education
Study Program



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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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S.Pd. Institut Agama Islam Negeri Parepare, 2020

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Bahasa dan Sastra

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APPROVAL PAGE

A Thesis

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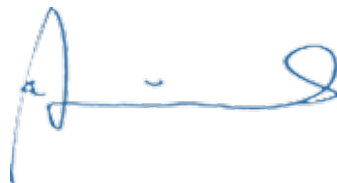
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DECLARATION OF AUTHORIZATION

I hereby declare that this paper entitled “EFL Teaching and Challenges: A Case Study on Implementing Game-Based Learning to Students with Intellectual Disabilities”, under the supervision of Prof. Dr. Nenden Sri Lengkanawati, M.Pd. and Dr. Rojab Siti Rodliyah, M.Ed., submitted in partial fulfilment of the requirements for the Magister’s Degree in English Language Education under the Faculty of Language and Literature Education at Universitas Pendidikan Indonesia is originally my own work, and that to the best of my knowledge it contains no materials previously published or written by another person or substantial proportions of material which have been accepted for the awards of any other degree here or elsewhere. All sources of knowledge used have been duly acknowledged.

Bandung, 23 Juli 2024

SYUKRON FAJRIANSYAH

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ABSTRACT

English is an essential course in the Emancipated Curriculum, which applies to students with intellectual disabilities as well (Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022). The process of learning English for students with intellectual disabilities can be enhanced through the use of play, as suggested by Padurean (2014). Additionally, Krapez (2010) notes that students with intellectual disabilities can achieve communicative abilities in a foreign language through professional teaching approaches. Therefore, it is suggested that EFL teachers need to prepare and implement learning methods that involve learning activities such as playing a game for students with intellectual disabilities, especially in the Indonesian context. In response to this issue, this study aims to investigate the implementation of game-based learning by teachers in teaching English to students with intellectual disabilities and to identify the associated challenges. A qualitative case study approach was employed, utilizing observation, interviews, and document analysis to obtain a comprehensive understanding of the teachers' practices and the challenges they face in an EFL classroom. The findings reveal that teachers follow six steps in implementing game-based learning: selecting the game, explaining the concept, explaining the rules, playing the game, summarizing knowledge, and reflecting. Various challenges were identified through interviews, including students' mood and focus, academic abilities, attendance, classroom environment, and the teacher's educational background. A new challenge identified in this research is students' attendance. Despite the challenges encountered, it is recommended that EFL teachers in special schools consider implementing game-based learning as an alternative teaching method. Game-based learning can enhance the quality of education by making learning more engaging and easier for students to understand, thereby helping teachers address issues related to students' focus and mood.

Keywords: *Teacher's Practices, Challenges, Game-Based Learning, Students with Intellectual Disability, EFL Classroom*

ABSTRACT

Bahasa Inggris merupakan mata pelajaran penting dalam Kurikulum Merdeka, yang juga berlaku untuk siswa dengan disabilitas intelektual (Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 56/M/2022). Proses pembelajaran Bahasa Inggris bagi siswa tunagrahita dapat ditingkatkan melalui penggunaan permainan, seperti yang disarankan oleh Padurean (2014). Selain itu, Krapez (2010) mencatat bahwa siswa tunagrahita dapat mencapai kemampuan komunikatif dalam bahasa asing melalui pendekatan pengajaran profesional. Oleh karena itu, disarankan agar guru bahasa Inggris mempersiapkan dan menerapkan metode pembelajaran yang melibatkan aktivitas bermain untuk siswa tunagrahita, terutama dalam konteks Indonesia. Menanggapi masalah ini, penelitian ini bertujuan untuk menyelidiki penerapan pembelajaran berbasis permainan oleh guru dalam mengajar Bahasa Inggris kepada siswa tunagrahita serta mengidentifikasi tantangan yang terkait. Pendekatan studi kasus kualitatif digunakan, dengan observasi, wawancara, dan analisis dokumen untuk mendapatkan pemahaman yang tentang praktik guru dan tantangan yang mereka hadapi di kelas EFL. Temuan mengungkapkan bahwa guru mengikuti enam langkah dalam menerapkan pembelajaran berbasis permainan: memilih permainan, menjelaskan konsep, menjelaskan aturan, bermain, merangkum pengetahuan, dan refleksi. Berbagai tantangan diidentifikasi melalui wawancara, termasuk suasana hati dan fokus siswa, kemampuan akademik, kehadiran, lingkungan kelas, dan latar belakang pendidikan guru. Tantangan baru yang diidentifikasi dalam penelitian ini adalah kehadiran siswa. Meskipun demikian, disarankan agar guru EFL di sekolah khusus mempertimbangkan untuk menerapkan pembelajaran berbasis permainan sebagai metode pengajaran alternatif. Pembelajaran berbasis permainan dapat meningkatkan kualitas pendidikan dengan membuat pembelajaran lebih menarik dan lebih mudah dipahami oleh siswa, sehingga membantu guru mengatasi masalah yang terkait dengan fokus dan suasana hati siswa.

Kata Kunci: *Pengajaran Guru, Tantangan, Pembelajaran Berbasis Permainan, Siswa Tunagrahita, Kelas Bahasa Inggris*

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