

English Teaching and Mastering for Learners with Intellectual Disabilities: A Literature Review

Ilham Rizky Infantri, Brawijaya University, Malang, Indonesia
Alies Poetri Lintangari, Brawijaya University, Malang, Indonesia

Corresponding author:

Ilham Rizky Infantri,
ilhaminfantri15@gmail.com

Article history:

Received: October 29, 2022

Revised: November 16, 2022

Accepted: December 29, 2022

Published online at
ijds.ub.ac.id

Copyright © 2022 PSLD UB

Publishing. All Rights

Reserved

Abstract

The purpose of this research is to find out the challenges and obstacles that arise in teaching through analysis of review papers over the last 10 years with a traditional literature review approach. This study aims at investigating English Teaching and Mastering for Learners with Intellectual Disabilities according to a literature review that the researchers found in a reputable journal. The researcher used traditional literature review. Based on the ten articles analysis, teaching and mastering English for learners with intellectual disabilities have some challenges, obstacles and methods depending on the grade level. Several challenges and obstacles in teaching and mastering have been solved. This study aims to reveal English Teaching and Mastering for Learners with Intellectual Disabilities. Knowing the teaching and mastering process in teaching English for learners with Intellectual Disability is important in order to know what to change from our educational system. Problems inevitably happen in teaching English, especially when teaching learners with disabilities.

Keyword: english teaching and mastering, student with intellectual disabilities

1. Research Background

English is a world language of great importance in its interdisciplinary dimension, as it is established as an international language. English is the primary language of communication, business, science, technology and culture. Songs, chants and rhymes can be used to introduce learners to English through early childhood English mastering. Article 31 of the 1945 National Constitution states: This means that the State applies, without exception, to both normal and developmental disabilities such as physical, mental, emotional, social or behavioral disorders. " The education of learners with intellectual disabilities in Indonesia was regulated by the Minister of Education and Culture Decree. No. 0491/U/1992 is concerned with special education for learners with physical, intellectual, behavioral and social disabilities.

Intellectual disability can be defined as a significant reduction in the ability to comprehend new or complex information, acquire new skills, or manage independently, including social functions. Intellectual disability is usually discovered

in childhood and has a lasting effect on an individual's development. Learners with unique wishes, especially those with intellectual disabilities (id), face extreme language acquisition and developmental challenges. Lack of ability to without difficulty accumulate a language is a first-rate symptom in their intellectual battle, and coaching them to gather a 2nd language turns into tedious (Klin, 2007).

It is characterized by a lack of cognitive function and adaptive behavior. Considering some learners, intellectual disability can only be diagnosed based on below average intelligence/IQ, learners with intellectual disabilities cannot study or take care of themselves, but in reality, Learners with intellectual disabilities have low IQs and have some difficulty in daily life.

Teaching and mastering English to learners with intellectual disabilities poses significant challenges to language acquisition and development. Not only do these learners need extra time and patience, but to make a difference in the lives of these learners, mastering in a properly-structured ecosystem that expands and improves their mastering perspective. A specific educational strategy is also required. Sometimes the process of giving instruction to these learners is more necessary than expected, and teachers find teaching learners with intellectual disabilities a tedious and unpromising task. Responsible for teaching learners, including learners with disabilities. Helping learners with intellectual disabilities think differently about what they learn is no easy task (Cited in Crombie, 2003; Hasanah, 2014). The purpose of this study is to find the challenges and barriers that arise in education by analyzing reviews from the last decade using traditional literature review approaches.

2. Literature Review

2.1 Teaching and mastering English

Teaching and mastering English is based on a system of grammatical patterns and tends toward formal and literal language, where learners form only sentences and are not literate. concentrate (Teevno RA 2011). English is the lingua franca and is taught at nearly all levels of education worldwide, from kindergarten to tertiary (Baird & Baird, 2018; Deniz et al., 2016; Nunan, 2003). Teachers agree on the importance of teaching educational capabilities through green tactics. The question, therefore, is what are effective teaching strategies for coaching learners' expert talents and information, and which methods were proven to be powerful, mainly while used with learners with intellectual disabilities. (Ross, 2008; Fagan, 2015).

2.2 Learners with Intellectual Disabilities

Intellectual disability is a term used when there is an apparent limitation in intellectual functioning or skills such as communicate, private hygiene and social abilities (Inclusion Ghana, 2011). Year). Learners with highbrow disabilities, from time to time known as cognitively impaired or intellectually disabled, might also take longer to research to talk, stroll, and attend to individual needs which include dressing and eating (Ozmen and Atbasi, 2016). You are probably having a hard time studying at school. They will learn, but there may be things they cannot learn, but it will take longer, show difficulty with a wide range of academic achievements (Slikker, 2009).

Measuring a person's IQ is the most not unusual manner to assess a person's mental abilities. Vasconcelos states that a person is considered normal if he or she scores 85 points or more on an IQ test, and that a score between 71 and 84 on the test describes the limits of intellectual capacity, a score less than 70 is considered mentally retarded (Vasconcelos, 2004). Iqbal and Tomac were classified as slight highbrow incapacity with IQ stages 50-70, moderate intellectual disability with IQ degrees 35-49, extreme highbrow incapacity with IQ ranges 20-34, and intellectual disability based totally on IQ level. Classifying humans. Severe intellectual disability with an IQ level of 20 or much less (Iqbal et al., 2016; Tomac et al., 2017). Characteristics of college learners with intellectual Disabilities. People with intellectual disabilities are physically and emotionally one of a kind. Based on Shree and Shukla, traits of people with intellectual disabilities can influence their educational mastering (Shree & Shukla, 2016).

3. Research Methodology

3.1 Research Design

This study aims to examine English teaching and mastering in learners with intellectual disabilities through a literature review that researchers found in reputable journals. Researchers used conventional literature studies. Traditional literary studies are comprehensive, critical, and objective analysis of current knowledge about a topic (Onwuegbuzie, A.J. & Frels, R., 2016). Traditional review is a literature review method commonly used by researchers, and its results can be found in many existing research papers. Peer-reviewed academic papers are hand-picked by researchers on their research topic and selected based on the researcher's knowledge and experience.

3.2 Data Analysis

In connection with the data analysis used in this study is thematic analysis. This technique is used to determine trends at the descriptive level of studies conducted on a particular subject, namely years of publication, title, author and country, publisher, research themes and findings summarized in table 1.

Table 1. Article Review Results

Title	Author	Publisher	Research Themes	Findings
English Language Mastering for Mild Intellectual Disability Learners During Pandemic, 2022	Zubaedah Wiji Lestari, N. Dede Khoeriah & Nani Nur'aeni.	Journal of English Education and Teaching (JEET)	Teaching and mastering	This has a look at has strategies applied for slight highbrow disability beginners. Among others are social interplay, language capability and English gaining knowledge of techniques (carry out an evaluation, understand

				some nouns, some English vocabulary, educated to combine 2-3 more simple phrases and skilled to be able to add new data in accordance to the ongoing subject matter.)
English Language Education and Learners with Intellectual Disabilities, 2018	Al-hassan Bawa & Mavis Osei	International Journal of Development and Sustainability	Teaching and mastering	This study has indicators. There are how general discipline affects teaching methods adopted. They were largely teacher centered, teachers had been not using suitable and equal academic substances, teachers had know-how approximately multiple intelligence theory and mastering styles.
Teaching English to intellectually challenged learners in a special system of schooling on the basis of the Polish education programme, 2015	Monika Skura	Academia.edu	Challenges and Obstacles	Adapting the program to the specific needs and pastimes of pupils with respect to the topics, texts, vocabulary, and the very methods of labor, is a totally tedious process, and one now not continually powerful.
The Practices and Obstacles of English Language Teaching in Intellectual Disability Classroom: A Case Study at Special School (SLB) in Palembang, 2021	Dalilan, Eka Sartika & Deyana Indah Lestari	ELITE Association Indonesia.	Challenges and Obstacles	The studies showed that the stairs of English coaching in highbrow disability magnificence consisted of pre activities, at the same time as-sports, and put up-activities. Then, the lecturers used the lecturing method and media which include realita and pix to support the academic procedure. The practices of English language coaching and studying in an intellectual disability study room have been extra oriented to beginners' wishes. It changed into due to the fact they had decrease cognitive

				capability than everyday freshmen.
Teachers' Beliefs about Effective Foreign Language Teaching of Learners with Intellectual Disability in a Greek EEFL Context, 2021	Dana Rapti, Mina Koukou and Spyridon-Georgios Soulis	European journal of foreign language teaching	Teaching and mastering	Regarding teachers' beliefs about whether rookies with identification are capable of learn a overseas language, all the participants had high quality ideals. All of the individuals careworn the significance of choosing the suitable technique and specialized strategies for teaching EFL to beginners with identification. Most people of the pattern (n=nine) held wonderful beliefs approximately era, stressing its usefulness in the foreign language teaching of novices with identity. All of the individuals said that the EFL faculty textbook is not suitable for learners with identity and it does not cater for their wishes.
EFL Teachers' Problems and Solutions in Teaching English to Learners with Intellectual and Developmental Disability, 2021	Revita Putri Utami, Suharyadi & Utari Praba Astuti	Indonesian Journal of English Language Teaching and Applied Linguistics	Challenges and Obstacles	Instructors' English proficiency teachers use films from YouTube to give an explanation for the substances in detail and supply examples. Instructors use English learning programs on smartphones to offer the instance of the pronunciation. Methods and media utilized by the teachers use drilling. Teachers use storytelling to give an explanation for. Teachers use handmade colorful posters. Teachers use videos from YouTube. Instructors use English learning programs on smartphones. Teachers use BSE given by using the authorities. Rookies' ability in studying

				teachers use drilling to allow the newcomers don't forget vocabulary. Teachers use songs while showing the real object. Instructors provide examples in speak and allow the learners attempt. Teachers ask novices who recognize better to train the alternative newbies.
English Language Acquisition of Learners with Intellectual Disabilities at Special Junior High School in Bengkulu, 2019	Silvia Erlin & Yenni Rosana	Edulitics journal	Teaching and mastering	The componential analysis of the semantic acquisition of human beings with highbrow disabilities may be concluded that the level of acquisition of the rookies are in all five stages, that's the level of acquisition of excellent, top, first-rate, Low and really Low. From fifteen contributors determined 7% were labeled excellent, appropriate 33%, satisfactory 13%, Low 20% and very Low 27%.
Integrating Drawing in Teaching English Language at Yumba Special School for Learners with Intellectual Disabilities, 2020	Alhassan, Bawa; Osei, Mavis	ERIC (Institute of Education Sciences)	Teaching and mastering	In the course of the intervention degree wherein drawing turned into incorporated into teaching English, the researchers, all the usage of the same commentary checklist, found that pupils have been keenly inquisitive about the instructions, due to the fact they engaged them in activities and supplied superb advantages for learning. Scholar interest become received and sustained for the duration of the lessons
Challenges in Teaching Human Anatomy to Learners with Intellectual	Lílian Fernanda Pacheco, Matias Noll, and Carolina	PubMed Central® (PMC)	Challenges and Obstacles	We used the Zoom platform to train anatomy lessons. This proved to be a first-rate tool, because it was viable to engage with beginners in

Disabilities During the Covid-19 Pandemic, 2020	Rodrigues Mendonça			a direct and great manner. We had been capable of without problems share movies and content material whilst viewing the learner.
A preliminary investigation of a school-based musical theater intervention program for learners with intellectual disabilities, 2017	Olena Zyga, Sandra W Russ, Heather Meeker & Jodi Kirk	JODI (Journal of Intellectual Disabilities)	Teaching and mastering	From this have a look at advice that gains being made in certain socioemotional domain names seem to be depending on factors relating to the specific faculty web sites or character newbies' capability degree while coming into the program.

This section is presented to provide a general description of the table articles review result. Based on the table, articles published from 2015 to 2022 and the most published articles in 2021. The authors come from various countries, consisting of Indonesia, Ghana, Poland, Greece, California, Brazil and the USA but most of the article authors come from Indonesia. Journal publishers also vary from the Journal of English Education and Teaching (JEET), International Journal of Development and Sustainability, Academia.edu, ELITE Association Indonesia, harnessed around ELT, European journal of foreign language teaching, Indonesian Journal of English Language Teaching and Applied Linguistics, Educational journal ERIC (Institute of Education Sciences), PubMed Central® (PMC), JODI (Journal of Intellectual Disability). The themes of the 10 journals above are divided into: teaching and mastering and challenges and obstacles. Also, the most important themes are teaching and mastering.

First article title is English Language Mastering for Mild Intellectual Disability Learners During Pandemic. It was published in 2022 by Journal of English Education and Teaching (JEET). The authors' names are Zubaedah Wiji Lestari, N. Dede Khoeriah & Nani Nur'aeni from Indonesia. Findings of this study have a look at has strategies applied for slight highbrow disability beginners. Among others are social interplay, language capability and English gaining knowledge of techniques (carry out an evaluation, understand some nouns, some English vocabulary, educated to combine 2-3 more simple phrases and skilled to be able to add new data in accordance to the ongoing subject matter.)

Second article title is English Language Education and Learners with Intellectual Disabilities. It was published in 2018 by the International Journal of Development and Sustainability. The authors' names are Al-hassan Bawa & Mavis Osei

from Ghana. Findings of this study have each indicator. There are how general discipline affects teaching methods adopted. They were largely teacher centered, teachers had been not using suitable and equal academic substances, teachers had know-how approximately multiple intelligence theory and mastering styles.

Third article title is Teaching English to intellectually challenged learners in a special system of schooling on the basis of the Polish education programme. It was published in 2015 by Academia.edu. The author's name is Monika Skura from Poland. Finding of this study is adapting the program to the specific needs and pastimes of pupils with respect to the topics, texts, vocabulary, and the very methods of labor, is a totally tedious process, and one now not continually powerful.

Fourth article title is The Practices and Obstacles of English Language Teaching in Intellectual Disability Classroom: A Case Study at Special School (SLB) in Palembang. It was published in 2021 by ELITE Association Indonesia. The author names are Dalilan, Eka Sartika & Deyana Indah Lestari from Indonesia. Finding of the studies showed that the stairs of English coaching in highbrow disability magnificence consisted of pre activities, at the same time as-sports, and put up-activities. Then, the lecturers used the lecturing method and media which include reality and pix to support the academic procedure. The practices of English language coaching and studying in an intellectual disability study room have been extra oriented to beginners' wishes. It changed into due to the fact they had decrease cognitive capability than everyday freshmen.

Fifth article title is Teachers' Beliefs about Effective Foreign Language Teaching of Learners with Intellectual Disability in a Greek EEFL Context. The authors are Dana Rapti, Mina Koukou and Spyridon-Georgios Soulis from Greece. It was published in 2021 by the European journal of foreign language teaching. Finding of this study Regarding teachers' beliefs about whether rookies with identification are capable of learn a overseas language, all the participants had high quality ideals. All of the individuals careworn the significance of choosing the suitable technique and specialized strategies for teaching EFL to beginners with identification. Most people of the pattern (n=nine) held wonderful beliefs approximately era, stressing its usefulness in the foreign language teaching of novices with identity. All of the individuals said that the EFL faculty textbook is not suitable for learners with identity and it does not cater for their wishes.

Sixth article title is EFL Teachers' Problems and Solutions in Teaching English to Learners with Intellectual and Developmental Disability. The author names are Revita Putri Utami, Suharyadi & Utari Praba Astuti from Indonesia. It was published in 2021 by Indonesian Journal of English Language Teaching and Applied Linguistics. Findings of this study Instructors' English proficiency teachers use films from YouTube to give an explanation for the substances in detail and supply examples. Instructors use English learning programs on smartphones to offer the instance of the pronunciation. Methods and media utilized by the teachers use drilling. Teachers use storytelling to give an explanation for. Teachers use handmade colorful posters. Teachers use videos from YouTube. Instructors use English learning programs on

smartphones. Teachers use BSE given by using the authorities. Rookies' ability in studying teachers use drilling to allow the newcomers don't forget vocabulary. Teachers use songs while showing the real object. Instructors provide examples in speak and allow the learners attempt. Teachers ask novices who recognize better to train the alternative newbies.

Seventh article title is English Language Acquisition of Learners with Intellectual Disabilities at Special Junior High School in Bengkulu. The authors are Silvia Erlin & Yenni Rosana from Indonesia. It was published in 2019 by Edulitics journal. Finding of this study is the componential analysis of the semantic acquisition of human beings with highbrow disabilities may be concluded that the level of acquisition of the rookies are in all five stages, that's the level of acquisition of excellent, top, first-rate, Low and really Low. From fifteen contributors determined 7% were labeled excellent, appropriate 33%, satisfactory 13%, Low 20% and very Low 27%.

Eighth article title is Integrating Drawing in Teaching English Language at Yumba Special School for Learners with Intellectual Disabilities. It was published in 2020 by ERIC (Institute of Education Sciences). The author's names are Alhassan, Bawa; Osei, Mavis from California. Finding this study, the course of the intervention degree wherein drawing turned into incorporated into teaching English, the researchers, all the usage of the same commentary checklist, found that pupils have been keenly inquisitive about the instructions, due to the fact they engaged them in activities and supplied superb advantages for learning. Scholar interest become received and sustained for the duration of the lessons.

Ninth article title is Challenges in Teaching Human Anatomy to Learners with Intellectual Disabilities During the Covid-19 Pandemic. It was published in 2020 by PubMed Central® (PMC). The authors are Lílian Fernanda Pacheco, Matias Noll, and Carolina Rodrigues Mendonça from Brazil. Finding of this study used the Zoom platform to train anatomy lessons. This proved to be a first-rate tool, because it was viable to engage with beginners in a direct and great manner. We had been capable of without problems share movies and content material whilst viewing the learner

The last article title is A preliminary investigation of a school-based musical theater intervention program for learners with intellectual disabilities. It was published in 2017 by JODI (Journal of Intellectual Disabilities). The author names are Olena Zyga, Sandra W Russ, Heather Meeker & Jodi Kirk from the USA. Findings of this study have a look at advice that gains being made in certain socioemotional domain names seem to be depending on factors relating to the specific faculty web sites or character newbies' capability degree while coming into the program.

Based on an analysis of 10 articles, teaching and mastering English to learners with intellectual disabilities presents several challenges, obstacles, and methods, depending on grade level. Several challenges and obstacles in teaching and mastering have been resolved. Teachers' English proficiency divided into two teachers use YouTube videos to detail material and provide examples. Instructors use an English

studying app on their smartphones to offer examples of pronunciation. Rachmawati and Cahyani (2020) also said that the usage of YouTube as a medium in the study room extensively improves pronunciation capabilities with the aid of imparting audio recordings or pics that listeners can better apprehend and imitate. This allows instructors keep away from mispronouncing words to newbies and facilitates newcomers understand a way to pronounce words successfully. Techniques and Media utilized by instructors use drills. This approach is often utilized by found instructors due to the fact newbies discover it difficult to apprehend, motive, and bear in mind things (Al Hazmi & Ahmad, 2018). The trainer explains using storytelling. Instructors use hand-crafted colourful posters. The colorful posters that the teacher made appeared to attract the attention of the inexperienced persons. Ulva (2018) showed that the use of posters as a medium genuinely increased beginners' willingness to speak up. The instructor uses her BSE furnished by means of the government. In keeping with Wehmeyer (2006), using books should also be followed by using synchronized textual content highlighting or text-to-speech using an avatar capable of displaying information. The teacher uses the song while showing the real thing. A study by Hayes (2009) found that learners who have difficulty retaining information often find mastering easier with rhythmic and musical mnemonics.

4. Conclusion

The motive of this look at is to demonstrate techniques of coaching and learning English to inexperienced persons with highbrow disabilities. To understand what desires to change in our training gadget, it is critical to know the prose used in teaching and learning English to newbies with highbrow disabilities. There'll always be issues while teachers are teaching, specifically whilst teachers are coaching inexperienced persons with disabilities. Problems can come from each instructor and inexperienced persons. I encountered limitless troubles within the path of studying and teaching, but the teachers tried their best to overcome the issues. Effects show that teachers faced very comparable issues. Thinking about those troubles, each instructor developed unique solutions to stand these problems in their training. Some of the above answers may be useful for a few lessons, however it is crucial that instructors take note of the magnificence situation first. Because of different studying patterns, teachers may additionally want exclusive techniques for each magnificence and even for every pupil. It's far recommended for instructors to explore and strive distinct techniques in the classroom, to look which one suits the fine for the novices. If feasible, English schooling have to additionally be furnished by the school, which will enhance the English talents of the teachers.

In the meantime, for future researchers, in addition related research is lots wished for the reason that studies related to this topic isn't much, especially in Indonesia. It's far hoped that in addition research the use of experimental or car method related to this subject matter can be completed to help instructors discover extra and higher strategies and media for teaching learners with intellectual disabilities.

Bibliography

- Klin A, Saulnier CA, Sparrow SS, Cicchetti DV, Volkmar FR, Lord C. (2007) *Social and Communication Abilities and Disabilities in Higher Functioning Individuals with Autism Spectrum disorders: the Vineland and the ADOS*. Journal of Autism Development Disorder. 37(7):748-59.
- Hasanah, U. (2014). *Teaching English for special needs learners*. (Master's thesis) Syiah Kuala University, Banda Aceh
- Teevno R. A. (2011). *Challenges in teaching and mastering of English at secondary level class X*. International Journal of Human Resource Studies, 1 (2): 27-35.
- Baird, R., & Baird, M. (2018). *English as a lingua franca*. *The Routledge Handbook of English as a Lingua Franca*, 531–543. <https://doi.org/10.4324/9781315717173-43>
- Fagan, L.M. (2015) *Elementary School Teachers' Perception of Art Integration to Improve Student Mastering*. (Unpublished PhD Thesis) – Walden University.
- Inclusion Ghana (2011) *Report on The Level of Stigmatization, Discrimination and Exclusion of Persons with Intellectual Disability and Their Families in Ghana*, Accra.
- Slikker, J. (2009), *Attitudes Towards Persons with Disability in Ghana*. Voluntary Service Overseas Ghana Report, Accra
- Kuyini, A.B. (2015), *Disability Rights Awareness and Inclusive Education Training Manual*. CEVS - Ghana, GES Special Education Division, & Pathfinders Australia.
- Ozmen, E.R. and Atbasi, Z. (2016), “*Identifying Interventions for Improving Letter Formation: A Brief Experimental Analysis of Learners with Intellectual Disabilities*”, International Electronic Journal of Elementary Education, Vol. 9 No. 1, pp. 197-209.
- Vasconcelos, M. M. (2004). *Mental Retardation*. Journal De Pediatria, 80(2), 71–82.
- Iqbal, M., Baig, M. A., Bhinder, M. A., & Zahoor, M. Y. (2016). *Factors Causing Mental Retardation*. Asian Journal of Natural and Applied Sciences, 5(3), 28–37.
- Tomac, V., Puseljic, S., Skrlec, I., Andelic, M., Kos, M., & Wagner, J. (2017). *Etiology and The Genetic Basis of Intellectual Disability in Pediatric And Population*. Southeastern European Medical Journal, 1(1), 144–153
- Shree, A., & Shukla, P. C. (2016). *Intellectual Disability: Definition, Classification, Causes and Characteristics*. *Intellectual Disability: Definition, Classification, Causes And Characteristics*, 7(1), 9–20.

Onwuegbuzie, A. J., & Frels, R. K. (2016). *Seven steps to a comprehensive literature review: A multimodal and cultural approach*. London, England: Sage.

Ulva, S. (2018). *The Use of Poster Media in Improving Learners' Speaking Ability (A Case Study at MTsN 2 Banda Aceh)* [Undergraduate Thesis, Ar-Raniry State Islamic University]. <https://repository.ar-raniry.ac.id/id/eprint/9224/>

Rachmawati, R., & Cahyani, F. (2020). *The Use of Youtube Videos in Improving Non-English Department Learners' Pronunciation Skills*. *Alsuna: Journal of Arabic and English Language*, 3(2), 83–95. <https://doi.org/10.31538/alsuna.v3i2.916>

Al Hazmi, A. N., & Ahmad, A. C. (2018). *Universal Design for Mastering to Support Access to the General Education Curriculum for learners with Intellectual Disabilities*. *World Journal of Education*, 8(2), 66-72. <https://doi.org/10.5430/wje.v8n2p66>

Hayes, O. C. (2009). *The Use of Melodic and Rhythmic Mnemonics to Improve Memory and Recall in Elementary Learners in the Content Areas*. [Master Thesis, Dominican University of California]. <https://eric.ed.gov/?id=ED504997>

Wehmeyer, M. L. (2006). *Universal Design for Mastering, Access to the General Education Curriculum and Learners with Mild Mental Retardation*. *Exceptionality*, 14(4), 225–235. https://doi.org/10.1207/s15327035ex1404_4