

ABSTRACT

NISRIINA SALMA AZZAHRA 2026. "A CASE STUDY OF ENGLISH TEACHERS' CHALLENGES AND STRATEGIES IN TEACHING A STUDENT WITH AUTISM SPECTRUM DISORDER".

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Teaching a student with ASD in a regular classroom plays a critical role in providing equitable learning opportunities for students with special needs in general education classrooms. However, teachers often encounter unique pedagogical and systemic hurdles when accommodating these learners. This study aims to explore the challenges faced by English teachers and the strategies they used in teaching a student with Autism Spectrum Disorder (ASD) in a regular school setting. Referring to practical frameworks of differentiated instruction and inclusive pedagogy, this study uses a descriptive case study design with data collection techniques in the form of semi-structured interviews with three English teachers at a public junior high school in Tasikmalaya, Indonesia, who had direct experience teaching the same student with ASD both in a regular classroom and in a private tutoring context. Data were analyzed using Braun and Clarke's (2006) reflexive thematic analysis. The findings revealed two major themes. The first theme, Challenges in Teaching a Student with ASD, consisted of three sub-themes: (1) Behavioral and Emotional Regulation Patterns, (2) Expressive Language Challenges, and (3) Institutional and Environmental Challenges. The second theme, Pedagogical Strategies for Teaching a Student with ASD, consisted of three sub-themes: (1) Classroom Management with an Affective Approach, (2) Instructional Learning Media Settings, and (3) Flexibility and Collaboration for Teaching Development. The research findings indicate that teaching practices are heavily shaped by the interaction between personal teaching initiatives and the availability of institutional support. This research contributes to enriching the understanding of English language teaching in a regular junior high school context by comparing both formal classroom and informal private tutoring settings to encourage schools to design better training and learning environments for special needs education.

Keywords: *Teachers' challenges, teachers' strategies, Autism Spectrum Disorder, English teaching, a regular classroom*