

## ABSTRACT

**Rizky Takriyanti. (2022).** “Teachers’ Strategies in Teaching English to Students with Special Needs: A Systematic Literature Review Study” A Thesis. Master Program of English Education, University Jambi. First Advisor Urip Sulistiyo, M.Ed., Ph.D and Second Advisor Delita Sartika, S.S., MA., Ph.D.

Strategies to teach students with special needs have long drawn attention of many scholars and experts in education because they have not yet found the specific strategies in teaching students with special needs that are appropriate for their types. In this case, the teachers still use the same strategies in general to teach students with special needs. Thus, of course, teaching strategies for students with special needs become the center of attention for scholars and experts in education to formulate the appropriate strategies in teaching that are suitable for the types of students with special needs. In this context, this research was designed as a systematic literature review to examine available research publications that have been dedicated to investigate English teaching to students with special needs. Two particular aspects that became the focus of this research are: (1) teaching strategies used by teachers in teaching English to students with special needs, (2) the implementation of those strategies by teachers in dealing with students with special needs in their English class. There were 16 research articles that matched the criteria and were selected for analysis. The researcher used PRISMA Model for collecting the data. The data were analyzed through a narrative method by classifying results based on their similar criteria. The results of the analysis uncovered various strategies used by teachers to teach students with special needs. From the 7 kinds of children with special needs described, there are only 5 kinds of children with special needs that have been researched by previous researchers in the 16 articles that have been analyzed. These include visual and hearing impairment, mentally retarded, ASD and learning disabilities. The strategies used by teachers in teaching English for students with special needs, those are paper braille for reading paper strategies, JAWS App for reading e-text, strategy to obtain the content of instruction (using preview strategy, small group), strategy to obtain the language development (using TPR, realia, modeled talk), strategy to encourage active involvement (communication games, dictogloss), teacher-mediated, routine-based and specific naturalistic strategies, explained the subject matter, flashcards, pictures, visuals, modifying classroom environment, asked students to always bring dictionaries, alphabetic signs, patted the students' shoulders to get their attention, repetition strategy, gave examples, song, gave reward, two languages (Indonesian and English), co-teaching strategy, IEP, differentiated instruction, developed oral language comprehension, echolalia, communication skills enhancement through the PECS method, direct method, lexical method, SIOP Model, instructional scaffolding, comprehensive support input, posters, real objects, modeling strategies, innovative teaching methods.

*Key Words: Teachers’ Strategies, Teaching English, Students with Special Needs*