



Teacher's Challenges in Teaching English Vocabulary Using Flashcards for Students with Intellectual Disabilities: A Case Study

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ABSTRACT

This study aims to find out the challenges faced by a teacher in using flashcards to teach English vocabulary to students with intellectual disabilities. This study was conducted at a special junior high school (SLB) in North Sumatra, focusing on one eighth-grade classroom consisting of 11 students with intellectual disability levels ranging from mild to severe. The participant of this study was one teacher, selected through purposive sampling, with the criteria of having taught English to students with intellectual disabilities for more than three years and having used flashcards in vocabulary teaching. Data were collected through three instruments, namely non-participant observation using an observation checklist, semi-structured interviews, and teacher artifacts such as lesson plans, flashcards, and student worksheets. The collected data were analyzed using thematic analysis based on the six phases developed by Braun and Clarke. The results show that the teacher faced four main challenges, namely (1) maintaining students' attention, which was often affected by their emotional condition before the lesson, (2) managing classroom order, since the teacher had to respond to different student behaviors at the same time, (3) balancing repetition, limited time, and student boredom, and (4) delivering instructions that were simple and easy for students to understand.

Keywords: teacher's challenges, teaching English vocabulary, flashcards, intellectual disabilities

Tantangan Guru dalam Mengajarkan Kosakata Bahasa Inggris Menggunakan Flashcards untuk Siswa Disabilitas Intelektual: Studi Kasus

ABSTRACT

Penelitian ini bertujuan untuk mengetahui tantangan yang dihadapi oleh seorang guru dalam menggunakan flashcards untuk mengajarkan kosakata bahasa Inggris kepada siswa dengan disabilitas intelektual. Penelitian ini dilakukan di salah satu Sekolah Luar Biasa (SLB) di Sumatera Utara, tepatnya pada satu kelas VIII yang terdiri dari 11 siswa dengan tingkat disabilitas intelektual mulai dari ringan hingga berat. Partisipan penelitian ini adalah satu orang guru yang dipilih melalui teknik purposive sampling, dengan kriteria telah mengajar bahasa Inggris kepada siswa disabilitas intelektual selama lebih dari tiga tahun dan menggunakan flashcards dalam pembelajaran kosakata. Data dikumpulkan melalui tiga instrumen, yaitu observasi non-partisipan menggunakan lembar checklist, wawancara semi-terstruktur, dan dokumen pendukung guru seperti rencana pembelajaran, flashcards, dan lembar kerja siswa. Data yang terkumpul dianalisis menggunakan analisis tematik mengikuti enam tahapan yang dikembangkan oleh Braun dan Clarke. Hasil penelitian menunjukkan bahwa terdapat empat tantangan utama yang dihadapi guru, yaitu (1) menjaga fokus perhatian siswa yang dipengaruhi oleh kondisi emosional mereka sebelum pembelajaran, (2) mengelola ketertiban kelas karena guru harus merespons berbagai perilaku siswa secara bersamaan, (3) menyeimbangkan pengulangan materi, keterbatasan waktu, dan rasa bosan siswa, dan (4) memberikan instruksi yang sederhana dan mudah dipahami sesuai dengan kemampuan siswa.

Kata kunci: tantangan guru, kosakata bahasa Inggris, flashcards, disabilitas intelektual, studi kasus

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INTRODUCTION

Vocabulary is widely seen as one of the most important parts of learning English as a foreign language. Nation (2022) explains that knowing vocabulary is not only about remembering word meanings, but also about knowing how to use words in different situations, both in speaking and writing. Alqahtani (2015) states that vocabulary is important for all four English skills: listening, speaking, reading, and writing. Without enough vocabulary, students may find it difficult to understand what they hear or read and to express their ideas in English. Elmahdi and Hezam (2020) also mention that learning vocabulary is still one of the most difficult parts of English teaching, especially in places where English is not commonly used in daily life. These views show that vocabulary is not only one part of learning English, but also an important base for developing language skills.

Vocabulary teaching is important for all students, but it can be more challenging for students with intellectual disabilities (ID). According to the American Psychiatric Association (2022), intellectual disability is a neurodevelopmental condition that involves major limitations in intellectual functioning and adaptive behavior, beginning during the developmental period. Schalock et al. (2021) state that people with ID may have difficulties in reasoning, solving problems, and understanding abstract ideas. Infantri and Lintang Sari (2022) explain that students with ID often have short attention spans, limited working memory, and difficulties in understanding abstract concepts. Because of these conditions, traditional ways of teaching vocabulary may not always work effectively for them. Gomzyakova (2020) also states that teaching a foreign language to children with ID needs methods that use concrete materials and repeated practice. This shows the need for teaching tools that are visual, simple, and suitable for the learning needs of students with ID.

One of the teaching tool that has received attention is the flashcard. Flashcard is a visual

learning tool in the form of a card that shows a word, picture, or symbol. It is used to help students remember information through repeated practice (Aba, 2019). Flashcards are related to Paivio's (1986) dual-coding theory, which explains that learning can be stronger when verbal information and visual information are given together. Saputri and Prasetyarini (2024) found that flashcards can improve vocabulary learning in EFL classrooms because they are concrete, easy to carry, and simple to adjust based on students' needs. Habibi (2017) found that using flashcards in a special school improved vocabulary mastery among students with disabilities. In the same way, Sudiro et al. (2025) reported that flashcard-based teaching effectively improved English vocabulary among students with ID. These studies show that flashcards can be a reasonable choice for teachers who teach vocabulary in special education settings.

However, although flashcards have been widely studied in English vocabulary teaching, most of the studies were conducted in regular classrooms. Research that examines how flashcards are used in special education settings is still very limited, even though the learning approaches and student needs in these classrooms are very different from those in regular classrooms. In addition, although many studies have been conducted in special education contexts, only a few studies have specifically explored the challenges faced by teachers when using flashcards to teach English vocabulary to students with intellectual disabilities. This gap is important because the real difficulties faced by teachers when using flashcards with students with intellectual disabilities are still not clearly explained and need more attention in research.

This study aims to investigate the challenges faced by a teacher in using flashcards to teach English vocabulary to students with intellectual disabilities. The research question guiding this study is: What are the challenges faced by the teacher in using flashcards to teach English vocabulary to students with intellectual disabilities?



To explore this issue in detail, this study uses a qualitative case study design. This design allows the researcher to understand the situation deeply and in its real educational setting. Theoretically, this study adds to previous research on flashcard-based vocabulary teaching, which has mostly focused on regular classrooms. This study shifts the focus to special education and to the teacher's experience, rather than only looking at students' learning results. This focus and setting address an area that has not been directly explored in previous studies. Practically, the findings are expected to give useful information for special education teachers and support the development of vocabulary teaching strategies that are more suitable for students with intellectual disabilities.

Students with Intellectual Disabilities in English Learning

Intellectual disability (ID) is a neurodevelopmental condition that involves major limitations in intellectual functioning and adaptive behavior, which begin before the age of 18 (Association, 2022). Schalock et al. (2021) explain that these limitations affect conceptual, social, and practical adaptive skills. They also state that ID is divided into mild, moderate, severe, and profound levels based on the amount of support a person needs. Patel et al. (2018) add that students with ID often have difficulties in reasoning, problem-solving, and understanding abstract ideas. These difficulties can directly affect their ability to understand and take part in academic learning. Shree and Shukla (2016) also state that ID can be caused by many factors, including genetic and environmental factors. Therefore, each student with ID has different characteristics and may need an individual teaching approach.

Because of these cognitive difficulties, students with ID may face special challenges in classroom learning, especially when learning English. Infantri and Lintang Sari (2022) explain that students with ID often have limited working memory and short attention spans. This makes it difficult for them to remember new information

without regular repetition and organized practice. Gomzyakova (2020) also argues that developing foreign language skills in children with ID can be very difficult because language learning needs cognitive processes such as memorizing and generalizing information, which may be challenging for these students. Nemes (2024) supports this view by stating that students with mild ID can learn a second language, but they need a learning environment that is highly adapted, concrete, and supportive to make meaningful progress.

In English vocabulary learning, students with ID may face even more difficulties. Widhiastuti (2025) explains that vocabulary mastery among students with special needs strongly depends on the type of teaching tool used because abstract materials or materials with too much text are usually not effective for this group. Sudiro et al. (2025) confirm that students with ID need vocabulary instruction that is visual, repetitive, and connected to real contexts so they can remember and use new words meaningfully. O'Connor et al. (2022) also found that students with disabilities, including students with intellectual impairments, often performed below their peers in vocabulary assessments. This finding shows the need for targeted and well-planned vocabulary teaching strategies in special education classrooms.

Flashcards as a Teaching Tool for Vocabulary

Flashcards are one of the most commonly used visual teaching tools in language learning, especially for learning vocabulary. A flashcard is usually a small card that contains a word, a picture, or both on one or both sides. It is used to help learners recognize and remember new words. According to Aba (2019), flashcards are effective and practical teaching tools that can make vocabulary learning more interesting and meaningful for students. Saputri and Prasetyarini (2024) also explain that flashcards help learners understand the connection between a word and its meaning through pictures or other visual forms. In addition, Paivio (1986), through dual coding

theory, argues that memory becomes stronger when learners process verbal and visual information at the same time. Therefore, flashcards can be useful in EFL classrooms where students need repeated exposure to new vocabulary.

Flashcards have several important functions in vocabulary teaching. Nation (2022) states that learners need to meet a word many times in meaningful situations before they can fully learn it. Flashcards support this process through repeated and organized practice. Syukri and Humaera (2019) found that flashcards in EFL classrooms helped improve students' motivation and involvement during learning activities. Habibi (2017) also explains that flashcards can be used in different activities, such as matching, sorting, and word games, which can make vocabulary practice more interactive. Sudiro et al. (2025) further found that flashcard-based instruction gave positive results in improving English vocabulary among students with intellectual disabilities. This finding suggests that flashcards can be useful not only for general learners but also for students with special needs.

Flashcards are considered suitable for students with intellectual disabilities because they are simple and visual. Pratiwi and Fithriani (2026) explain that EFL teachers see flashcards as a useful tool for students with intellectual disabilities because their visual and repetitive features match the learning characteristics of these students. Mayer (2020) also supports this idea by explaining that visual teaching tools can reduce cognitive load. This is especially important for learners who find it difficult to process abstract information. Hidayati & Amalia (2025) found that differentiated teaching methods using visual tools, such as flashcards, were effective in improving vocabulary learning for children with special needs. Since students with intellectual disabilities often need concrete, simple, and repeated input to understand new words, flashcards can be a practical and easy-to-use tool for teachers in the classroom.

Teacher's Challenges in Teaching English Vocabulary

In education, challenges are difficulties or obstacles that teachers face during the teaching and learning process. These challenges require effort and specific strategies to overcome. Scrivener (2011) explains that teaching is a complex activity because teachers need to make continuous decisions, adjust their methods, and respond to unexpected situations in the classroom. Songbatumis (2017) also describes teacher challenges as different problems that may appear in the classroom and affect the quality of teaching and student learning outcomes. These challenges can come from many sources, such as student characteristics, limited learning resources, and the difficulty of the subject being taught. Understanding the challenges faced by teachers is important because it can help educators find better strategies and improve their teaching practice, especially in classrooms with diverse student needs.

Previous studies have widely discussed teacher challenges in language teaching. Elmahdi & Hezam (2020) state that teaching English vocabulary to non-native learners can be difficult because vocabulary learning is not only about memorizing words, but also about understanding their meaning, form, and use. Sari and Wardani (2019) found that English teachers often have difficulties choosing vocabulary teaching methods that fit students' learning levels and needs. Similarly, Suardi and Sakti (2019) found that teachers struggle with limited teaching time and a lack of teaching materials when teaching vocabulary. These challenges may become more difficult when teachers need to adapt their teaching methods for students with different learning abilities. In these situations, teachers need extra preparation, creativity, and flexibility in classroom teaching.

Teachers may face additional and more specific challenges when teaching vocabulary to students with disabilities. Lestari et al. (2022) found that English teachers had major difficulties



when teaching vocabulary to students with learning disabilities, especially because students often had short attention spans and limited memory capacity. Alkhawaldeh & Khasawneh (2022) also reported that teachers faced problems such as a lack of suitable teaching materials, limited training in special education, and difficulty keeping students focused during vocabulary lessons. Ahammed (2021) adds that teachers of students with learning disabilities often feel unprepared and experience high levels of stress because they need to continuously adapt their teaching. These findings show that teaching vocabulary to students with disabilities is a complex challenge that requires both teaching knowledge and strong emotional resilience from teachers.

METHOD

This study used a qualitative approach with a case study design to explore the specific challenges faced by a teacher when using flashcards with students with intellectual disabilities. A case study is a research design used to explore a specific situation or phenomenon in depth within its real-life setting (Yin, 2018). This design was selected because this study aims to understand the challenges faced by a teacher when using flashcards to teach English vocabulary to students with intellectual disabilities. This purpose requires detailed and contextual information, rather than data in the form of numbers. Creswell and Poth (2018) explain that a case study is suitable when a researcher wants to understand one specific and limited case in depth, such as one teacher working in a particular classroom. In addition, this design helps the researcher understand the complexity and uniqueness of the teacher's real experiences, especially in situations that cannot be easily measured using numbers.

This study was conducted at a special junior high school, or Sekolah Luar Biasa (SLB), in North Sumatra. The study focused on one eighth-grade classroom for students with intellectual disabilities. There were 11 students in the classroom, with disability levels ranging from mild to severe. One teacher was selected as the participant through purposive sampling. Purposive sampling is a

technique in which participants are selected intentionally based on criteria related to the research question (Cresswell & Poth, 2018). The teacher was selected based on two criteria: she had taught English to students with intellectual disabilities for more than three years, and she used flashcards when teaching vocabulary. The participant was a female teacher with a degree in Special Education. She had eight years of teaching experience in total and had taught students with intellectual disabilities for four years. Using one participant is appropriate in case study research when the case is unique and informative enough to provide rich and detailed data that can answer the research question thoroughly (Yin, 2018).

This study used three methods to collect data: non-participant observation, semi-structured interviews, and teacher artifacts. Non-participant observation was carried out using an observation checklist. The checklist was developed based on categories of teacher challenges found in previous studies. This allowed the researcher to record teaching behaviors and challenges that naturally appeared during classroom activities (Kawulich, 2005). After the observation, a semi-structured interview was conducted to explore the teacher's experiences, views, and reflections about the challenges she faced when using flashcards. Semi-structured interviews were useful for collecting detailed answers because they gave the researcher flexibility while still keeping the discussion focused on the research topic (Kallio et al., 2016). Teacher artifacts were also collected to support and add information to the data. These artifacts included lesson plans, flashcards, and student worksheets. The use of these three methods created method triangulation. Method triangulation strengthens the trustworthiness and credibility of the findings because the researcher can compare and check information from different data sources. This study used thematic analysis to analyze the data. Braun & Clarke (2006) explain that thematic analysis is a method used to identify, analyze, and report patterns or themes in qualitative data. This method consists of six phases: becoming familiar with the data, creating initial codes, searching for

themes, reviewing themes, defining and naming themes, and writing the report. In this study, the themes were first developed from categories of teacher challenges identified in previous research. These categories were then used as a guide to analyze the observation data. The results from the observations were later confirmed or explained further through data from the semi-structured interview. Teacher artifacts were reviewed separately to provide additional classroom context and to support triangulation among the three data sources. This process allowed the researcher to examine in a systematic way whether the teacher experienced the same challenges that had been reported in previous studies, within her own classroom setting.

RESULTS

After analyzing the observation, semi-structured interview, and teacher artifacts, four findings were identified in this study. The analysis identified four challenges faced by the teacher in using flashcards to teach English vocabulary to students with intellectual disabilities: (1) maintaining students' attention, (2) managing classroom order, (3) balancing repetition, time, and students' boredom, and (4) delivering simple and comprehensible instructions. Each finding is presented below.

1. Maintaining Students' Attention

The first challenge faced by the teacher was keeping students focused during flashcard-based vocabulary lessons. During the lesson, students' attention was not always stable. When the teacher was preparing the flashcards, some students were still talking, joking with each other, and making loud noises. A similar situation happened during the vocabulary review. Some students paid attention to the reading activity, while others were busy with their own activities and did not fully focus on the lesson. The teacher also confirmed that keeping students focused was not easy. She explained that students' attention could be affected by their emotional condition before they entered

the classroom. Therefore, the challenge was not only showing the flashcards, but also preparing students mentally to take part in the lesson. She stated:

Yes, it is difficult because it is part of the challenge, but we first have to gain their heart and mind so that they are directed to us. We do not know what their mood was like before they came to school. (Interview with the teacher)

This finding shows that keeping students focused was a continuing challenge for the teacher. Before vocabulary instruction could run well, the teacher needed to deal with students' attention and emotional readiness. Both the classroom observation and the teacher's explanation show that these conditions needed to be handled before flashcards could be used effectively.

2. Managing Classroom Order

Another challenge faced by the teacher was managing the classroom during flashcard activities. This challenge appeared when the teacher gave flashcards to each student. At that time, the students became noisy, and the teacher had to remind them by saying, "be quiet, listen, only I should be speaking." Another situation showed that one student had started writing before the teacher gave the instruction. These situations show that the teacher had to deal with classroom conditions that were not always easy to control during the vocabulary activity. The teacher confirmed that keeping the classroom in a good condition was one of the most difficult parts of teaching. She explained that every student could show different behavior, so she had to respond to several situations at the same time. She stated:

It is difficult, it is very difficult, because we have to know how to position ourselves in the classroom. If one student is acting like that, we need to know how to respond, and if another student is acting differently, we need to know how to respond to that as well (Interview with teacher)



These situations show that managing the classroom was closely connected to the challenge of teaching vocabulary using flashcards. The teacher had to observe and respond to different student behaviors at the same time, not only focus on reducing noise in the classroom.

3. Balancing Repetition, Time, and Student Boredom

The teacher also faced a challenge in balancing repetition, limited time, and student boredom during flashcard activities. Repetition was important because students often forgot the vocabulary they had learned before. Therefore, the teacher needed to repeat the same words several times. However, class time was limited, so the teacher could not spend too much time only repeating vocabulary. This made the lesson difficult to manage because repetition was necessary, but the available time was also limited. At the same time, repeating the same vocabulary many times could make students less interested. The teacher had to handle this situation while continuing the lesson. Although repetition helped students remember words, too much repetition could also make students lose focus. The teacher explained this situation clearly during the interview:

Yes, if we look at the time, it is not enough, but we cannot study until late afternoon because schools have schedules, and special schools are the same. Because of repetition, the lesson becomes longer, but even when repeated, students also get bored. Even after repetition, there is no guarantee that 75% of them understand. (Interview with the teacher)

This finding shows that balancing repetition, limited time, and student interest was a separate challenge in this classroom. Repetition was needed to help students remember vocabulary, but it also used up class time and could reduce students' interest when done too often.

4. Delivering Simple and Comprehensible Instructions

The last challenge faced by the teacher was giving simple and understandable instructions during flashcard-based vocabulary activities. The classroom observation showed that instructions could not always be given once and followed by all students at the same time. When the teacher asked students to take out their English notebooks, some students prepared their materials immediately, while others responded more slowly and needed closer support. Before continuing the lesson, the teacher also had to check students' readiness several times by asking, "done?" and "ready?" This situation shows that the teacher needed to make sure students understood the instructions before the vocabulary activity continued. The teacher also explained that giving instructions was not always easy because students could not always understand formal language or complex sentences. The challenge was related to how the teacher needed to adjust her language so students with intellectual disabilities could follow the lesson. She stated:

Yes and no. The difficulty is that when giving instructions, we cannot use formal language, and we cannot use sentences that they do not understand. So, we need to use simple words and simple instructions, as if we were teaching children younger than their actual age, but their condition requires us to teach as if we were teaching elementary or kindergarten students (Interview with the teacher)

This finding confirms that clear instructions, not only visual teaching tools, were an important challenge for the teacher. Both the classroom observation and the teacher's explanation show that adjusting language was something the teacher had to do repeatedly during flashcard activities.

DISCUSSION

This study shows that the challenges faced by the teacher when using flashcards were not only related to the flashcards themselves. The challenges were also related to how the teacher managed the learning process for students with intellectual

disabilities. Several difficulties appeared during vocabulary lessons, such as keeping students focused, managing the classroom, balancing repetition with limited class time and student boredom, and giving instructions in a simple and clear way. These findings show that using flashcards well requires more than only showing visual materials to students. The teacher also needs to manage students' attention and behavior, adjust the learning pace, and give instructions that students can understand easily. Therefore, the success of flashcard-based vocabulary teaching depends not only on the teaching tool, but also on the teacher's ability to adjust teaching strategies based on students' needs, abilities, and classroom conditions.

The difficulty of keeping students focused in this study is similar to previous studies that identified student attention as one of the main challenges when teaching students with intellectual disabilities. Lestari et al. (2022) found that teachers often had difficulty keeping students focused during vocabulary lessons in special school settings. This condition may be connected to the characteristics of students with intellectual disabilities, who often have short attention spans and limited working memory (Infantri & Lintangari, 2022). Although flashcards provide visual support that can reduce cognitive load and make learning easier (Mayer, 2020), this study shows that visual teaching tools alone are not enough to keep students focused during the whole lesson. One important point from this study is that students' attention was also affected by their emotional readiness and changing moods before and during classroom activities. Previous studies about attention problems in special education have not specifically discussed this aspect. This means that keeping students focused is not only about making flashcards interesting, but also about helping students become emotionally ready to join the learning activity.

Managing the classroom in this study supports the idea that classroom management is an important part of teaching, especially when

working with students with intellectual disabilities. However, this challenge was not only about keeping the classroom quiet or making students follow rules. It was also about how the teacher responded to different student behaviors during flashcard-based vocabulary activities. This finding is in line with Scrivener (2011), who explains that teaching requires teachers to keep adjusting and responding to different classroom situations. It is also similar to Sab'na et al.'s (2024) finding that classroom management was one of the main challenges faced by a teacher of students with mild intellectual disability in a special school. For students with intellectual disabilities, a learning environment that is organized and supportive is very important (Nemes, 2024). Interestingly, Saputri and Prasetyarini (2024), who studied flashcard use with general learners, reported positive results without mentioning classroom order as a problem. This suggests that the classroom management challenges found in this study are more related to the context of intellectual disability than to flashcard use itself.

The challenge of balancing repetition, time, and student boredom in this study shows that teaching vocabulary to students with intellectual disabilities is not always simple. Repetition is important because these students may have difficulty remembering new vocabulary and often need repeated practice to keep the information in their memory (Infantri & Lintangari, 2022). This supports Nation's (2022) view that learners need to meet words repeatedly before they can fully understand and remember them. This finding is also similar to Sab'na et al.'s (2024) study, which found that repetition was an important strategy used by teachers to help students deal with short-term memory difficulties. In comparison, Suardi and Sakti (2019) found that teachers in a mainstream junior high school mainly struggled with choosing vocabulary and checking students' understanding, not with balancing repetition and limited time. This suggests that the problem of balancing repetition, time, and boredom may be more specific to teaching students with intellectual



disabilities. This study also shows that too much repetition can make students bored and less interested. Therefore, teachers need to keep deciding whether repetition should continue, be changed into another activity, or be reduced. This shows that repetition is not only a teaching strategy, but also a challenge in managing learning within limited classroom time.

The challenge of giving simple and understandable instructions in this study supports the idea that students with intellectual disabilities need communication that matches their abilities. According to the American Psychiatric Association (2022), limitations in intellectual functioning and adaptive behavior can affect how students understand, process, and respond to information during classroom activities. This helps explain why giving instructions during flashcard-based vocabulary lessons can be difficult. This finding is in line with Nemes (2024), who emphasizes the importance of concrete, supportive, and adapted instruction for students with intellectual disabilities. It is also similar to Sab'na et al.'s (2024) finding that helping students understand vocabulary was a continuing challenge for teachers who taught students with mild intellectual disability. However, this study gives more detail by showing that teachers need to keep simplifying their language, use familiar words, and check students' readiness before continuing to the next task. Although flashcards provide useful visual support, they cannot replace clear verbal instructions. The main challenge is making sure that students with different levels of understanding can follow the instructions successfully.

CONCLUSION

This study aimed to find out the challenges faced by a teacher in using flashcards to teach English vocabulary to students with intellectual disabilities. Based on the observation, interview, and teacher artifacts, four main challenges were found. First, the teacher found it difficult to keep students focused, since their attention was often

affected by their mood and emotional condition before entering the classroom. Second, managing the classroom was also challenging because the teacher had to respond to different student behaviors at the same time. Third, the teacher had to balance repetition, limited class time, and student boredom, since repetition was needed but could also make students less interested. Fourth, giving simple and understandable instructions was another challenge, as the teacher had to keep adjusting her language so students could follow the lesson. These findings show that using flashcards effectively depends not only on the tool itself, but also on how the teacher manages students' attention, behavior, and understanding.

However, this study only involved one teacher and one classroom, with students at different levels of intellectual disability, ranging from mild to severe. Because of this, the challenges found in this study may not fully represent what other teachers experience when working with students who have more specific conditions. Therefore, it is suggested that future researchers explore the challenges faced by teachers in using flashcards for students with a more specific or single level of intellectual disability, or even for students with other types of disabilities, such as autism or specific learning disabilities. Since each disability has different characteristics and needs, the challenges in using flashcards may also be different depending on the students' condition. Investigating this topic further can give a clearer picture of how flashcards should be adapted for different student conditions, and it can help teachers design more suitable vocabulary teaching strategies for various special education settings.

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