

TEACHERS' STRATEGIES FOR TEACHING ENGLISH TO STUDENTS WITH SPECIAL NEEDS

¹Rizky Takriyanti*

¹Universitas Jambi, Indonesia
¹*rizkytakriyanti02@gmail.com*

²Urip Sulistiyo

²Universitas Jambi, Indonesia
²*urip.sulistiyo@unja.ac.id*

³Delita Sartika

³Universitas Jambi, Indonesia
³*delita.sartika@unja.ac.id*

⁴Hamdan

⁴IAI Syekh Maulana Qori, Indonesia
⁴*hamdan@staismqbangko.ac.id*

⁵Fransisko Chaniago

⁵Universitas Islam Negeri Sulthan Thaha, Indonesia
⁵*fransisko@uinjambi.ac.id*

*Corresponding author

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Abstract: This research aims to know the teachers' strategy in teaching English to students with special needs according to their type. The research was designed as a systematic literature review study. The researcher used PRISMA Model for collecting the data. 16 research articles matched the criteria. The data were analyzed through a narrative method. The results of the analysis uncovered various strategies used by teachers. Those are paper braille for reading paper strategies, JAWS App for reading e-text, preview strategy and small group for strategy to obtain the content of instruction, TPR, realia and modeled talk for strategy to obtain the language development, communication games and dictogloss for strategy to encourage active involvement, teacher-mediated, routine-based and specific naturalistic strategies, explained the subject matter, flashcards, pictures, visuals, modifying classroom environment, requested students to always carry the dictionaries, alphabetic signs, patted the students' back to get their attention, repetition strategy, gave examples, song, gave reward, two languages, co-teaching strategy, IEP, differentiated instruction, created oral language comprehension, echolalia, the PECS method to improve communication abilities, direct method, lexical method, SIOP Model, instructional scaffolding, comprehensive support input, posters, real objects, modeling strategies, innovative teaching methods.

Keywords: *teachers' strategies, teaching english, students with special needs*

INTRODUCTION

As educators, we are familiar with students and their various characteristics. Some students were born with special needs. Children with special needs are children who are different in their kind and characteristics from other children, and they have challenges in their growth and development. However, every child born in this world has the right to education regardless of their various deficiencies. According to Article 5 paragraphs (1) and (2) of Law Number 20 of 2003 Concerning the National Education System, "Every person has the equal right to get quality education", citizens with physical, emotional, mental, intellectual, and social impairments have the right to special education. Most schools in formal education have not been able to support their educational needs. Only some schools or institutions and non-formal institutions can support their educational needs. In this case, the government must be able to provide schools for students with special needs. Hopefully, common schools can be accessible for them, because currently, only normal children can get an education with government guarantees easily.

As we knew, the Indonesian government has decided that English becomes a subject lesson that must be learned by all students. It means that there is no exception for learning English as a second language even for students with special needs. The English language has four basic skills, they are listening, speaking, writing, and reading skill (Sadiku, 2015). Teachers need strategies that are suitable for delivering learning materials, especially for children with special needs. Therefore, the teachers' competence in applying the teaching strategies is important not only in teaching lessons but also in guiding students through the strategies applied (Aristiawan & Herman, 2021). Hence, the teacher should choose the most suitable strategy that can be applied in a class with different characteristics of the students.

Having reviewed previous research, the researcher found out that there are only a few studies about students with special needs in English Language Teaching, specifically in English teaching strategies. In her research, Dewi (2021) reports that teachers at SLB Purba Adhi Suta used direct method and drilling method to teach speaking to disabled students there. Suprihatiningsih (2012) also analyzed the teaching of English using cognitive strategies to students at SMALB Bina Mandiri Ciledug. Upa and Mbato (2020) conducted a study which revealed that the use of audio visual strategy was effective to

teach English to students of two special need schools in Yogyakarta. As these studies put a concern on teaching English to students with special needs, the researchers were interested to see which strategies work best to teach English to students with special needs.

As the researchers concluded, most of the results stated that there were still many teachers of special schools using general strategies in teaching English to students with special needs. To find out specific strategies that can be used for language learners with special needs, this study aims to find out the specific strategies that have been used in Indonesia in teaching English to students with special needs by collecting 16 articles from one of the official journals sites, Garuda Portal. Hopefully, the results of this study can help teachers who teach students with special needs to use specific strategies for teaching English, to achieve success in delivering English subject matter to students with special needs.

REVIEW OF LITERATURE

Children with special needs are different from the average, generally caused by problems in thinking, hearing, eyesight, socialization, and movement abilities (Hallahan et al., 2014). Based on the words above, the categories of children who have a disorder vary based on their physical and mental aspects. Abnormalities in physical aspects consist of visual, hearing, speech, and physical impairments. In the mental aspect, there are 2 kinds of children with mental disorders, they are supernatural who have more mental abilities, and subnormal who have very low abilities, and usually we call mental retardation. Children who have difficulty adjusting behavior to their surroundings are unsociable or they need more time and help from others to adapt the society.

Teaching English subjects to students with special needs is a challenge for teachers who have taught these subjects. To deliver the knowledge to the students, a teacher needs specific techniques and strategies that may vary based on the students' uniqueness. The teaching strategy is the proper and optimal utilization of all components involved in the learning process which includes objectives, subject matter, media, methods, students, teachers, learning environment, and evaluation so that the learning process runs effectively and efficiently.

The kinds of English language teaching methods that can be used in delivering English learning materials for students are the grammar-translation method, direct method, and total physical response (Diane Larsen-Freeman and Marti Anderson, 2015). Bilingual method, reading method, situation method (M.F. Patel Praveen M. Jain, 2,008), and lexical approach (Klee et al., 2012).

In addition, a teacher also needs media as a means of connecting a message or speech so the students become easier understand the material being taught. Media refers to a variety of elements in a learner's surroundings that help them learn (Regina Rahmi, 2014). Learning media is a tool that may aid in the teaching and learning process by clarifying the meaning of the message conveyed, allowing it to achieve learning objectives more effectively and efficiently (Kustandi, C & Sutjipto, 2011). The kinds of teaching media were audio, visual, and audio-visual.

METHOD

This research was conducted by using Systematic Literature Review Study (SLR). Systematic Literature Review research is carried out for various purposes, including identifying, reviewing, evaluating, and interpreting all available research with topic areas of interest to phenomena, with certain relevant research questions (Piper, 2013). The articles used as research data in this research were available on the Garuda Portal at <http://garuda.ristekbrin.go.id/>. The name “Garuda” stands for The *Garba Rujukan Digital* (or “Digital Resource Portal”). This is a scholarly resource platform available for Indonesian scholars and managed by the Ministry of Education, Culture, Research, and Technology of Indonesia. The researcher used the PRISMA Model protocol. It was used to simplify the process of gathering the data and getting the desired articles to be researched. The data analysis technique used by the researcher is the narrative method. This method is used to group the results found and similar. Research articles that meet the inclusion criteria were collected. Then, a summary of each of the selected articles was written. The summaries of research articles were entered into a table sorted by the articles' titles, the kinds of strategies that have been used by teachers, leaf vel education, and names of authors. In this research, the articles selected used as data were articles that matched the criteria for the research purposes. These include: (a) the research was conducted in Indonesia, (b) the article was published in the year 2012 to 2021, and (c) the

article's title or abstract contained keywords or themes related to the topic of this research. Content analysis was used to analyze selected articles that were taken as data. The results of the analyses were further discussed by using a theoretical framework. Lastly, a conclusion was drawn as the final step of the analysis.

FINDINGS AND DISCUSSION

Findings

The Kinds of Teaching Strategies Used by Teachers in Teaching English for Students with Special Needs

Table 1. Visual Impairments

Articles Title	Teaching Strategies	Level of Education	Authors
Strategies in Teaching Reading to Visually Impaired Students	Reading paper strategies (paper braille with pen reglet), Using JAWS App for reading e-text	Special Junior High School	(Setiawan et al., 2020)
The Strategy of Teaching Speaking to The Low Vision Students	Strategy to obtain the content of instruction (preview strategy, small group), strategy to obtain the language development (total physical response, realia strategy, modeled talk), strategy to encourage active involvement (communication games, dictogloss).	Special Senior high school	(Yessie Aldriani, 2013)
Teaching English to Students with Learning Disabilities	Teacher – mediated, Routine- based and Specific Naturalistic Strategies	Special School	(Dwi Settya Mahaputri, 2015)

Table 2. Hearing Impairments

Articles Title	Teaching Strategies	Level of Education	Authors
Teaching English towards the Hearing-Impaired Students (A Teacher's Lived Experience)	Visualization	Special School	(Setyawan, 2020)
Teachers' Strategies In ELT For Students With Disabilities	Explaining the subject matter, using flashcards, and asking the students to color the pictures	Special School	(Dhermawati et al., 2019)
Teaching English to Children with Hearing Impairment: A Case Study in Special School	Using pictures, using visual media, and modifying the classroom environment	Special Junior High School	(A. A. Dewi et al., 2019)
Teaching Special Students: English Lessons for Deaf Students in Indonesian Special Junior High Schools	Requesting students to always carry the dictionaries, and alphabetic signs, patting the students' backs to get their attention, using computer dictionary software	Special Junior High School	(Susilo Adi et al., 2017)

Table 3. Mentally Retarded

Articles Title	Teaching Strategies	Level of Education	Authors
Teachers' Strategies In ELT For Students With Disabilities	Repeating the material, giving examples, using songs, giving reward	Special School	(Dhermawati et al., 2019)
The Special Education Needs Students and Teaching of English Vocabulary	Using flashcards, repetition	Special Junior High School	(Susanto et al., 2020)
Teaching Reading for Mentally Disabled Using Repetition Method	Repetition	Orphanage	(Rohmah et al., 2018)

Table 4. Autism Spectrum Disorders

Articles Title	Teaching Strategies	Level of Education	Authors
Teaching English to a Student with Autism Spectrum Disorder in Regular Classroom in Indonesia	Two languages (Indonesian and English), Co-teaching strategy, IEP, Differentiated instruction	Elementary School	(Padmadewi & Artini, 2017)
English Language Teaching Strategy for ASD (Autism Spectrum Disorder) Students	Creating oral language comprehension, echolalia, and the PECS method to improve communication abilities	Special Junior High School	(Lasintia et al., 2021)
English language teaching for Autism Spectrum Disorders (ASD) learners during the pandemic era	The direct method, TPR, and lexical method	Informal School	(Sophya, 2021)
Teaching Vocabulary by Using Picture for Autism Students	Using pictures	Elementary School	(Neviyanti et al., 2013)

Table 5. Learning Disabilities

Articles Title	Teaching Strategies	Level of Education	Authors
A Library Research: Teaching English to English Language Learners with Learning Disabilities	SIOP model, instructional scaffolding, comprehensible support input, and differentiated instruction	English Language Learners	(Karmila & Harrison, 2019)
The Media and Ways to Teach Vocabulary for Students with Special Needs	Pictures, posters, real objects, TPR method with imitating and modeling strategies	Senior High School	(Najakh, 2020)
Dyslexia and EFL Teaching and Learning: A case study in Bali Children Foundation, Singaraja- Bali	Innovative teaching methods, pictures in the bilingual story	Elementary School and Junior High School	(Mirani & Dewi, 2012)

According to the previous table, we can see that there are many strategies used by the teacher for teaching English to students with special needs. First, the strategies are paper braille with pen reglet for reading paper strategy, JAWS App for reading e-text, strategies to obtain the content of instruction (preview strategy, small group), strategies to obtain the language development (total physical response, realia strategy, modeled talk), strategies to encourage active involvement (communication games, dictogloss), teacher-mediated strategy, routine-based and specific naturalistic strategies for teaching English to students with visual impairment. Second, the teachers used visualization, explained the subject matter, used strategy to explain the meaning of words (flashcards, pictures, visual), asked the students to color the pictures, modified the classroom environment, used strategy to define words (by asking students to always bring dictionaries and using computer dictionary software), used strategy to spell out some words (alphabetic signs) and patted the students' back to get their attention for teaching English to students with hearing impairment. Third, the teachers used a repetition strategy, gave examples, taught vocabulary (by using songs), and gave rewards and flashcards for teaching English to students with mentally retarded. Fourth, the teacher used two languages (Indonesian and English), a co-teaching strategy, IEP, differentiated instruction, oral language comprehension, echolalia, the PECS method to improve communication abilities, strategy in imitating the right pronunciation in English (direct method, TPR, lexical method) and pictures for teaching English to students with autism spectrum disorders. And the last, the teachers used the SIOP Model, instructional scaffolding, comprehensive support input, differentiated Instruction, pictures, posters, real objects, TPR method with imitating, modeling strategies, innovative teaching methods, and pictures in a bilingual story in teaching English to students with learning disabilities.

Discussion

Based on the result of the data analysis, the total articles that have been found by the researcher are sixteen articles. These articles discussed students with special needs. The three articles discussed the strategies that have been used by teachers in teaching English to children with special needs or visual impairments type. In this case, the theory that the researcher used explains that visual impairment is someone whose visual sense

does not play a good role as a recipient of the information in carrying out daily activities like normal people in general (Atmaja, 2018). The strategies used by teachers in teaching English to students with visual impairment are paper braille, small group, preview strategy, total physical response, realia strategy, modeled talk, communication games, dictogloss, JAWS application, teacher mediated, routine-based, and specific naturalistic strategies. Ishartiwi et al., (2022), state that learning strategies for students with visual impairment are using braille letters, and auditory, kinesthetic, and tactile forms.

The four articles discussed hearing impairment. According to Dewi et al., (2019), hearing impairment is a broad phrase that refers to any type of hearing disability, ranging from minor to severe. It includes both deaf and hard-of-hearing people. A deaf person is someone whose hearing senses are impaired to the point where they are unable to process linguistic information through their hearing, whether with or without hearing aids, and this affects their daily life (Hallahan et al., 2014). The strategies that have been applied by the teacher in teaching English to hearing impairment students were visualization, explaining the subject matter, flashcards, coloring the pictures, pictures, visuals and modifying the classroom environment, requesting students to always carry the dictionaries, alphabetic signs, patting the students' back to get their attention and using computer dictionary software.

Three articles discussed teaching English to mentally retarded students. Apart from that, the researcher also found a variety of strategies that have been used by teachers to improve the quality of the English language of mentally retarded students, to foster a pleasant classroom atmosphere so that students are more enthusiastic to learn the lesson and to be more active in learning activities. As has been done by the teachers in Dhermawati et al., (2019) and Susanto et al., (2020) articles, the strategies are using songs, flashcards, and giving rewards. But other than that, Dhermawati et al., (2019), Rohmah et al., (2018), and Susanto et al., (2020) have used the same strategy in teaching English, which is repetition. The repetition strategy is very useful for students with mentally retarded disabilities.

Mentally retarded students refer to someone that has a low intellectual function. This is accompanied by problems with behavior adjustment and symptoms that appear during growth. They can read the phrase well before it, but they have trouble identifying consonants and forget how to write letters like A, B, C, and so on article (Rohmah et al.,

2018). Thus, it can be concluded that repetition is the best strategy for mentally retarded students. As stated by (Dhermawati et al., 2019) in their article, mentally disabled students may have different abilities to recall and comprehend the content presented by the teacher. As a result, repeating the lesson is one of the most effective strategies to recall and evaluate previously taught material.

Since the network and brain functions are not synchronized, children with autism disorder have difficulty fostering social relationships, cannot communicate normally, and do not understand the emotions and feelings of others. The teachers should use strategies in teaching students with autism and be accompanied by appropriate methods to provide learning for students with autism. Teaching strategies for students with autism are still conceptual in nature, to apply the right strategies, it is necessary to execute them through specific learning approaches to apply the proper strategies. In other terms, a strategy is “a plan of action for doing something,” but a method is “a way for accomplishing something (Wina Sanjaya, 2020).

In this case, of course, the strategy for teaching autistic students requires the right method in implementing it through a measurable and directed method. From the findings of Sophia , there are strategies for teaching autistic students to implement using direct methods, TPR, and lexical methods. This is in line with the theory of Diane Larsen-Freeman and Marti Anderson, (2015), which states that the methods used in teaching English are using the grammar-translation method, direct method, bilingual method, silent way, TPR, and others.

There are differences and similarities in the use of teaching strategies for students with autism. The similarities with the theory that the researcher used are in the form of the direct method, TPR, lexical method, and bilingual method. The differences between the theory that the researcher used with the findings of Padmadewi & Artini, (2017) and Lasintia et al., (2021), are co-teaching strategy, IEP, differentiated instruction, creating oral language comprehension, echolalia, and the PECS method to improve communication abilities. The theory that the researcher used so that there is a difference is according to Ishartiwi (2011) which stated the strategies that have been used are video, film, picture, simulation, and demonstration in teaching students autism.

Learning disability is a neurological illness that impairs the capacity to receive, process, analyze, or retain information. These neurological variations can severely

impede learning to read, write, remember, reason and motor abilities, as well as mathematical issues (Cook et al., 2018). And learning disabilities are divided into 3 types, namely dyslexia, dysgraphia, and dyscalculia. The researcher found that there were some differences and similarities in the methods used by teachers. There are differences between the method used by the researcher and used by the teacher. Karmila & Harrison (2019) and Mirani & Dewi (2012) state that the teacher used the SIOP model, instructional scaffolding, comprehensible support input, differentiated instruction, and innovative teaching methods in teaching students with learning disabilities. And as for the similarity of the method that the researcher used by Najakh (2020), the teacher has applied various methods and media in teaching English to students with learning disabilities. The following media and methods have been used including pictures, posters, real objects, TPR method with imitating and modeling strategies. In general, the level of education or research places of researchers are at the special junior high school and special senior high schools. And there was only one article on the place of research in an orphanage.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The conclusion is the teaching strategies for normal students with disabilities are different. Teaching strategies can be suitable for students after the teachers know their students' needs and abilities. But so far, Indonesian teachers have done well in teaching English to children with special needs. For, they have used a lot of strategies, media, and methods to make the teaching and learning process successful in the classroom. And the use of strategies in teaching English to students with special needs has been by the type of disability.

Suggestions

Based on the results of the research, the researcher proposed several suggestions, namely: first, the English Teacher Organization, or MGMP, hosts conferences and seminars that can include discussions or presentations on creating teaching strategies for students with special needs. Second, as school principals, it is advisable to be able to seek facilities and infrastructure that can support a better learning process by holding intensive

meetings with the central government. Third, for future researchers, the researcher hopes that future researchers can develop this research with a broader discussion.

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