

**NEGOTIATING ENGLISH TEACHING STRATEGIES FOR
SPECIAL NEEDS STUDENTS DURING THE COVID-19
PANDEMIC
(A CASE STUDY IN: SLB PKK BANDAR LAMPUNG)**

A Thesis

**Submitted in Partial Fulfillment of the Requirements for S-1
Degree**

**By:
CITRA PUTERI UTAMI
NPM : 1911040294**

Study Program : English Education



**FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1444 H / 2023 M**

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ABSTRACT

NEGOTIATING ENGLISH TEACHING STRATEGIES FOR SPECIAL NEEDS STUDENTS DURING THE COVID-19 PANDEMIC: A CASE STUDY IN SLB PKK BANDAR LAMPUNG

By:

Citra Puteri Utami

This research was about negotiating English teaching strategies for special needs students during the covid-19 pandemic. Negotiation in this case was the way the teacher adapted to the situation while teaching English to students with special needs, especially hearing impairment students during the covid-19 pandemic. English teaching strategies were various actions taken by teachers to students in teaching English to achieve learning objectives. Students with special needs were students who had certain limitations in various ways that must get more attention and serious assistance during learning. COVID-19 was an infectious disease caused by a newly discovered type of corona virus. COVID-19 was a pandemic that has hit almost all countries in the world. During the pandemic of covid-19, there were two types of learning namely online learning and offline learning. Based on preliminary research, in teaching English to special needs students, the teacher underwent some changes in teaching strategies. This research aimed to know the strategies that had been used by the teacher in negotiating English teaching strategies for special needs students during the covid-19 pandemic at SLB-PKK Bandar Lampung in the academic year 2022/2023.

The research design of this research was qualitative research using a case study approach. The samples of this research were two homeroom teachers who taught English at hearing impairment class at SLB-PKK Bandar Lampung in the academic year 2022/2023. The researcher used purposive sampling technique to collect the sample. In collecting the data, the researcher used in-depth interviews and observation of the respondents. Then, the researcher analyzed the data by organizing the data, reading through all the data, coding the data, and interpreting the meaning of the themes.

According to the result of the research, it was found that participant one negotiated strategies for teaching English during the

Covid-19 pandemic in case of place and time of learning, the way of sharing learning videos from YouTube, and the assignment given. Meanwhile participant two negotiated strategies for teaching English during the Covid-19 pandemic in case of media platforms used and the way of teaching. Participant two only used the Whats App Group and let the students studied themselves by using textbooks. Furthermore, Participant one still guided students through Google Meet or Zoom Meet in order to discuss the assignments given, but Participant two only conducted questions and answers through the Whats App group and let them studied by themselves.

Keywords: Covid-19 Pandemic, English Teaching Strategies, Negotiating, Special Needs Students,



FREE-PLAGIARISM LETTER

I hereby certify that this thesis entitled “Negotiating English Teaching Strategies for Special Needs Students during the Covid-19 Pandemic: A Case Study in SLB-PKK Bandar Lampung” is completely my own work. I am completely responsible for the content of this thesis. Other people or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, March 10, 2023.

Declared by,



Citra Puteri Utami

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ADMISSION LETTER

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MOTTO

لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيمٍ ﴿٤٥﴾

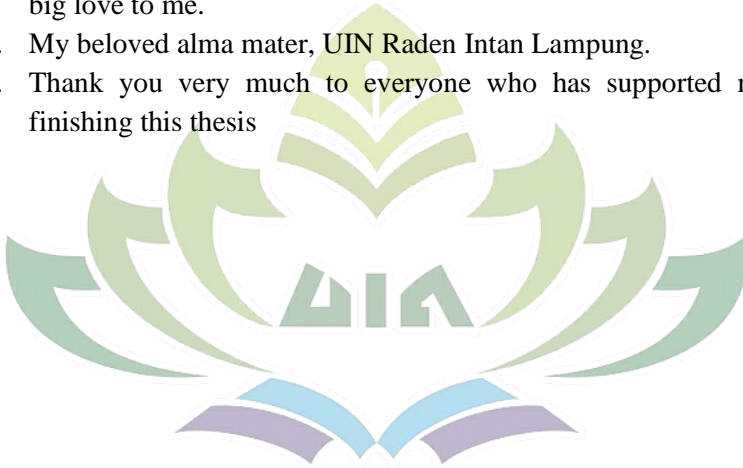
Meaning: *We have certainly created man in the best of stature*
(Q.S At- tin 4:95)



DEDICATION

Praise be to Allah who has bestowed His blessings on me, and from the bottom of my heart and a great sense of love, I dedicate this thesis to:

1. The Greatest Allah SWT.
2. My beloved father and mother, Mr. Henri Faisal and Mrs. Armawati who always pray for my success. Thank you for all the motivation, love, and support.
3. My beloved brother, Fajri Ramadhan.
4. My beloved grandmother and all of my family who always give a big love to me.
5. My beloved alma mater, UIN Raden Intan Lampung.
6. Thank you very much to everyone who has supported me in finishing this thesis



CURRICULUM VITAE

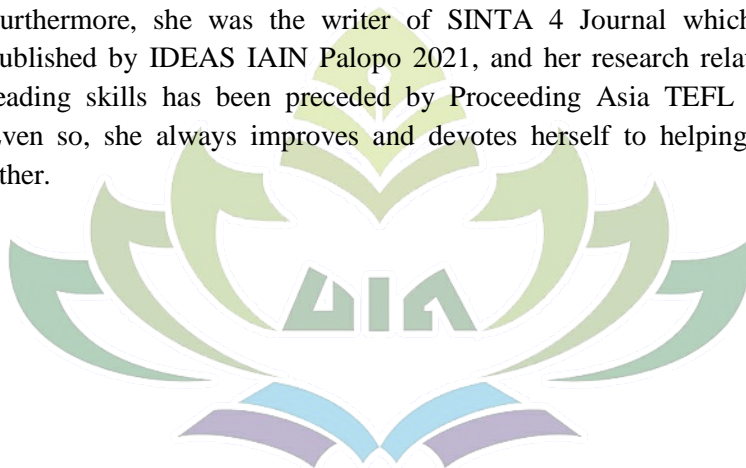
The name of the researcher is Citra Puteri Utami, she was born on September 26, 2001 in Baturaja, South Sumatra, Indonesia. She is the daughter of Mr. Henri Faisal and Mrs. Armawati. She has a brother named Fajri Ramadhan.

The researcher is a seventh-semester student majoring in English Education at UIN Raden Intan Lampung. She was known as a girl who was persistent in achieving her goals. Even though she often failed, it did not make her give up at all. She could work well in a team. She has participated in competitions in the academic and non-academic fields from the regency, provincial, and national levels. At elementary school, she has been active in the activities of little doctor and scout activities. In 2012, she became the representative of little doctor in the National Healthy School Competition and won 1st place at the province level. Furthermore, she was a representative of her school in the English Speech Competition. In 2015, she became the triple winner in the same year, a winner of the Storytelling competition at FLS2N, a winner of the speech competition held by LSM-KPP OKU, and a winner of the storytelling competition held by English Academy Baturaja.

In high school, she was active in extracurricular activities at school, which was dance, English debate, and religious activity. She was also a member of the English Community in Baturaja called EVO (English Virus Organization). In 2017 she represented OKU Regency in the Citizen Student Ambassador Selection Competition for the Province of South Sumatra. In the competition, she carried out an inspiring project entitled "Improving the English Language Skills of the citizen in OKU regency." The target that was focused on was the population of children around the house and school. In realizing her inspiring project, she implemented several work programs starting from the first week to the seventh week. As a result, there was an increase in interest and talent in English language skills among the population. Moreover, she got an award as the 1st winner of the speech contest as well as the 2nd winner of the storytelling contest in

the same event, namely Campus in Action of Baturaja University 2018.

At the university level, she was active in an internal organization called UKM Bahasa UIN RIL and an external organization called IKMA OKU. She was a winner of the Essay competition held by the English Education Study Program UIN Raden Intan Lampung 2019. In the same year, she became the 2nd winner of the Speech competition held by State Polytechnique of Lampung. When she was a fifth-semester student she became a presenter at the 9th international conference held by ELITE, the 20th AsiaTEFL-68th TEFLIN-5th iNELTAL Conference, 1st ICP & 10th ELITE Hybrid International Conference “Global Cross Culture Practices”. Furthermore, she was the writer of SINTA 4 Journal which was published by IDEAS IAIN Palopo 2021, and her research related to reading skills has been preceded by Proceeding Asia TEFL 2022. Even so, she always improves and devotes herself to helping each other.



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Bismillahirrohmanirrohim,

Alhamdulillah, First of all, let's pray to Allah because of His mercy and grace so that the researcher can finish the thesis without any obstacles. Sholawat and salam always deliver to the big Prophet Muhammad SAW who has guided humans from the darkness into Goodness. This thesis entitled "Negotiating English Teaching Strategies For Special Needs Students During The Covid-19 Pandemic: A Case Study In SLB-PKK Bandar Lampung" is submitted as a compulsory fulfillment of the requirements for S1 degree of English Language Education at Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.

Without praying, support, and help from several people and institutions this thesis would never come into existence. Therefore, the researcher would sincerely thank to:

1. Prof. Dr. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.
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3. M. Ridho Kholid SS. M.Pd, the Secretary of English Language Education of UIN Raden Intan Lampung
4. Nunun Indrasari, M.Pd, the Advisor who has shrewdly and wisely in provided solutions for the researcher
5. M. Nawawi, M.Pd, the Co-Advisor who has patiently guided and directed the researcher until the researcher completed of this thesis.
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7. My family, who has been kind and supportive to me because getting through this thesis required more than academic support. This work stands as a testament to your unconditional love and encouragement.
8. All of the teachers and students at SLB-PKK Bandar Lampung

9. All of my friends in the English Language Education of UIN Raden Intan Lampung, especially class H.

May Allah blesses and rewards them for every help they have done to researcher. Finally, the researcher realizes that this thesis is still far from being perfect, therefore the researcher expects constructive criticism and suggestions. Every correction, comment, criticism for the improvement of this thesis is always received with pleasure.

Bandar Lampung, March 10, 2023

The researcher,

Citra Puteri Utami
1911040294



TABLE OF CONTENTS

COVER.....	i
ABSTRACT.....	ii
FREE-PLAGIARISM LETTER.....	iv
APPROVAL LETTER.....	v
ADMISSION LETTER.....	vi
MOTTO	vii
DEDICATION.....	viii
CURRICULUM VITAE	ix
ACKNOWLEDGEMENT	xi
TABLE OF CONTENTS.....	xiii
LIST OF TABLES	xv
LIST OF FIGURES.....	xvi
LIST OF APPENDICES.....	xvii

CHAPTER I INTRODUCTION

A. Title of Confirmation	1
B. Background of the Problem	4
C. Focus and Sub-focus of the Research.....	14
D. Problem Formulation	14
E. Objective of the Research	15
F. Significance of the Research	15
G. Relevant Research.....	16
H. Research Method	20
1. Research Design	20
2. Research Subject	21
3. Source of Data	22
a. Informants	22
b. Event.....	22
c. Document.....	23
4. Data Collecting Technique.....	23
a. Observation	23
b. In depth-interview	23
c. Document Analysis	25
5. Research Procedure.....	26
6. Trustworthiness of the Data	26
7. Data Analysis.....	27
I. Systematic of the Discussion	29

CHAPTER II LITERATURE REVIEW

A. Teaching English	31
B. Special Need Students.....	32
1. Hearing Impairment.....	32
C. Education Purpose of Special Need Students	34
D. Theory of English Teaching for Special Needs Students	35
1. Teaching Strategies for Hearing Impairment Students.....	35
a. Lip-Reading	35
b. Sign-Language	36
c. Media.....	37
E. Theory of English Teaching Problem for Special Needs Students.....	38
1. The Problem in Teaching English for Hearing Impairment Students.....	38
F. Inclusive School.....	39
G. UNESCO and Indonesia Policy in Online Learning	42

CHAPTER III DESCRIPTION OF THE RESEARCH OBJECT

A. General Description of the Object.....	49
B. Facts and Data Displays.....	50

CHAPTER IV RESEARCH ANALYSIS

A. Data Analysis.....	51
1. Data Condensation.....	51
a. The English Teaching Strategies for Hearing Impairment Students during the Covid-19 Pandemic.....	51
1) The English Teaching Strategies for Hearing Impairment Students while Offline Learning	52
2) The English Teaching Strategies for Hearing Impairment Students while Online Learning.....	59
2. Data Display	62
a. The English Teaching Strategies for Hearing Impairment Students during the Covid-19 Pandemic	62

1) The English Teaching Strategies for Hearing Impairment Students while Offline Learning	62
2) The English Teaching Strategies for Hearing Impairment Students while Online Learning.....	68
3. Data Verification (Negotiating)	71
a. Participant 1	71
b. Participant 2	73
B. Research Findings.....	74

CHAPTER V CONCLUSION AND RECOMMENDATION

A. Conclusion	85
B. Recommendation	86

REFERENCES

APPENDICES



LIST OF TABLES

Table	Page
1. Blue Print of Interview	24



LIST OF FIGURES

Figure 1 Creswell’s (Data Analysis in Qualitative Research)..... 28

Figure 2 Types of hearing aid..... 33

Figure 3 Sign language: Alphabet and numbers 37



LIST OF APPENDICES

- APPENDIX 1** : Interview Guidelines
APPENDIX 2 : Interview Transcription
APPENDIX 3 : Research Time Table
APPENDIX 4 : Control Card
APPENDIX 5 : Field Note
APPENDIX 6 : *Surat Izin Penelitian*
APPENDIX 7 : Documentations
APPENDIX 8 : Syllabus and Lesson Planning



CHAPTER I

INTRODUCTION

In this chapter, there were several points described, namely title of confirmation, background of the problem, focus and sub-focus of the research, problem formulation, objective of the research, significance of the research, relevant research, research method, and systematic of the discussion. These points were described as follows:

A. Title of Confirmation

The researcher deemed it to explain some of the words in the title of this thesis as a first step toward comprehending the title and avoiding misunderstandings. The title of the intended thesis was “Negotiating English Teaching Strategies for Special Needs Students during the Covid-19 Pandemic: A Case Study in SLB-PKK Bandar Lampung”. In the title of this thesis, various terms had their definitions explained in detail.

By means of negotiation, two or more parties come to an agreement on a course of action. After first expressing divergent views, both parties eventually came to an agreement. It is common practice for parties to negotiate an agreement through a process of nonverbal coordination. Because the causes of disagreements are generally investigated and addressed during negotiations, this process can be seen as a type of conflict resolution. Therefore, the negotiation process serves to resolve conflicts and its non-violent nature.¹ Moreover, the negotiation process included negotiating activities behavior, cognition, emotion, and motivation. In the negotiation, individuals must work together to avoided the stalemate and reached a mutual agreement, but competed for sufficient resources for themselves.² The term "negotiation" is used to describe the process through which two or more parties can discuss and potentially resolve

¹ Dean G. Pruitt. *Negotiation Behavior*. (Academic Press.Department of Psychology, State University of New York at Buffalo, 1981), 1

² Leigh L. Thompson, et. al. *Negotiation*. (Annual Reviews. Northwestern University, Evanston, 2009), 493

differences in order to reach an agreement. Complex social considerations, such as power, time, and situational limits, further add to the difficulty of developing effective negotiation abilities.³

To sum up, negotiation is an exchange of views between two or more parties with the goal of resolving one or more points of contention. Concerning subjects of mutual interest, negotiations are held in order to reach an understanding. The agreement may benefit all or some of the parties involved. The objectives of the negotiations are as follows: reaching a collective agreement that has the same perception, understanding and agreement, reaching a solution or way out of an existing problem, achieving mutually beneficial conditions, so that no one feels disadvantaged. Negotiation in this case was the way the teacher adapted to the situation while teaching English to students with special needs, during the Covid-19 pandemic especially for hearing impairment students.

Strategy is any set of measures taken to advance student learning. One definition of a learning strategy is "a plan that contains a series of activities designed to achieve certain learning objectives," such as employing specific instructional methods and making use of a variety of learning resources or student strengths to accomplish predetermined lesson objectives. Meanwhile, developing a learning strategy is an activity that both instructors and students must engage in if they are to successfully complete their course work.⁴ Other than that, Strategy was an action taken by the teacher to achieve one or more learning objectives. Furthermore, teaching strategies could make various teaching methods and techniques easier to apply in learning activities.⁵ So, it can be concluded that English teaching strategies were various actions taken by teachers to students in teaching English to achieve learning objectives. In this context, the

³ Y. Jiang, et.al. Do you know your partner's personality through virtual collaboration or negotiation? Investigating perceptions of personality and their impacts on performance. *Computers in Human Behavior*, 141 (107608), 2023: 0747-5632 <https://doi.org/10.1016/j.chb.2022.107608>.

⁴ Karwono, et.al. *Strategi Pembelajaran dalam Profesi Keguruan*. (Depok: PT Raja Grafindo Persada, 2020), 25

⁵ Yulia, et.al., "An Analysis of English Teacher's Strategies in Teaching Reading Comprehension," *JALL (Journal of Applied Linguistics and Literacy)*, 4 (1), (2020): 21, <https://jurnal.unigal.ac.id/index.php/jall/index>

researcher provided the English teaching strategies during the Covid-19 pandemic for hearing impairment students.

Special education was one form of schooling often used to describe the instruction of children with disabilities. For various reasons, both internal and external, these children faced unique challenges that made it difficult for them to participate fully in traditional classroom settings. There are two types of children with special needs, distinguished by the underlying causes for their conditions. (2) the two children with special needs who encounter temporary disturbances incapacity (1) children with special needs owing to persistent abnormalities in children (internal or physical elements in children) (external factor or caused by environmental situation)⁶ In addition, a need as anything essential to one's wellbeing. A person with special needs has any variety of challenges that necessitate the provision of supplementary or alternative support services or accommodations. In this context, "special need" almost always refers to a disabled person. Adults and kids alike can all be described by this label.⁷ Students with special needs, it follows, are those who, for various reasons, require additional time, resources, and care in the classroom.

At the time, Covid-19 was a recently identified corona virus that was causing an outbreak of an infectious disease, as reported by the Wealth Health Organization. The coronaviruses were a group of pathogenic viruses that may infect humans or animals. Multiple corona viruses are responsible for a wide variety of human respiratory illnesses, from the common cold and cough to severe acute respiratory syndromes like Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). The recently identified virus was found to be responsible for the Covid-19 sickness. The first case of Covid-19 was reported in December 2019 in Wuhan, China,

⁶ Maryanti et al., Science Education for Students with Special Needs in Indonesia: From Definition, Systematic Review, Education System, to Curriculum. *Indonesian Journal of Community and Special Needs Education* 1 (1) (2021): 1-8

⁷ Kathleen M. Cleaver, Special and Special Needs - Are These Labels Helpful or Harmful?. Published on: 2021-12-01 Accessed in Disabled World. <https://www.disabled-world.com/disability/education/special/kmc-labels.php>

and by the following year, the virus had spread to nearly every country in the world.⁸

Since March 11, 2020, the World Health Organization has recognized the spread of Corona Virus Disease 2019 (Covid-19) as a global pandemic. This has resulted in the declaration of a public health emergency in accordance with Presidential Decree No. 11 of 2020 Concerning the Stipulation of a Public Health Emergency Due to the Spread of Corona Virus Disease 2019 (Covid-19) and of non-natural disasters pursuant to Presidential Decree No. 12 of 2020 Concerning the Stipulation⁹

It can be concluded that the title of the thesis about “Negotiating English Teaching Strategies for Special Need Students during the Covid-19 Pandemic: A Case Study in SLB-PKK Bandar Lampung” was a research to gain an in-depth understanding of single case in English teaching strategies performed by the teacher for students with special needs that occurred at SLB-PKK Bandar Lampung during the covid-19 pandemic.

B. Background of the Problem

The World Health Organization declared the corona virus an international emergency at the beginning of the March. The virus attacked the human respiratory; to solve this problem some government in the world implemented a lockdown system consequently many problems appear. One of them was teaching-learning process. To respond the policy, Education system has been changed to be online learning system where the teachers and the students interacted only in online media. Today's technological gains would not be able to defeat the teacher's role in educating and inculcating character of pupils. Teacher's had a main role in education. Great teachers mad great students too. Furthermore, no

⁸“Corona virus related questions and answers,” World Health Organization Indonesia, 2022, Accessed in <https://www.who.int/indonesia/news/novel-coronavirus/qa/qa-for-public>,

⁹ Maritime and investment sector, “Penetapan Status Faktual Pandemi Covid-19 di Indonesia,” JDIH KEMENKO, 2022, Accessed in <https://jdih.maritim.go.id/id/penetapan-status-faktual-pandemi-covid-19-di-indonesia>, published on January 5, 2022

student was foolish they just have not found the right teacher. This solution to respond the pandemic resulting other problems in education, they were the readiness of the teachers, students, parents, and absolutely the system of education itself.

During the pandemic, new policies emerged from the government in every country, one of which was Indonesia. The Government of Indonesia through the Minister of Education and Culture implemented an online learning system policy in which all activities were carried out online, including learning activities. Certainly, not all schools in Indonesia could implement it; some of them must face some obstacles both in terms of facilities and infrastructure, capabilities, networks, and even finances. There may be some difficulties for them as a result of the rapid adoption of technology; many students are not yet prepared to learn online. Some students' lack of technological literacy, challenging course materials, procrastination, ineffective group communication, late submissions, poor time management, unclear lecturer guidelines, redundant assignments, and exam cheating are just some of the challenges students face when attempting to learn online during the Covid-19 pandemic. More so, the situation deteriorated in a school for children with special needs.¹⁰

As we know, special schools were schools that were devoted to special needs students such as the students of hearing impairment, insight impairment, mentally impairment, physically disabled, and so on. Moreover, children with special needs were defined as children who, throughout normal development, exhibit emotional or intellectual impairments or disorders that, when compared to their peers, necessitated the provision of specialized care and instruction. Other terms used in terms of referring to students with special needs such as handicapped, disabled, and impairment.¹¹

¹⁰ Herwiana, et.al. Exploring Benefits and Obstacle of Online Learning during the COvid-19 Pandemic in EFL Student's Experiences. *Qalamuna -Jurnal Pendidikan, Sosial, dan Agama*. 14 (1), (2022): 61-72, DOI: 10.37680/qalamuna.v14i1.1259

¹¹Setiawan, Imam, *A to Z Anak Berkebutuhan Khusus*, (Sukabumi: CV Jejak, 2020), 81

Students with special needs were considered have limitations in several ways, including in terms of learning. Isolated Case Students with unique qualities and challenges called for individualized forms of special education services; for those with insight impairments, for instance, this meant adapting reading material into Braille.¹² Students with special needs learned in special schools according to their respective specialties. Article 54 of Law No. 39 of 1999 on Human Rights states, in relevant part: *"Every child who is physically and/or mentally disabled has the right to receive special care, education, training, and assistance at the expense of the state, to ensure that his life is in accordance with human dignity, to improve him, and to have the ability to participate in the life of society and the state."*

Section A of the *SLB* is for students with an intellectual disability, Section B is for those with a hearing loss, Section C is for those with a developmental disability, Section D is for those with a physical disability, Section E is for those with a social disability, and Section G is for those with more than one disability. Every child is susceptible to having learning difficulties; however, some of these difficulties are minor and do not necessitate special attention from others because they can be overcome by the person concerned, while others have more severe learning difficulties and therefore require attention and help from others. But there were some aspects that needed extra attention from instructors and schools to gain the best learning outcomes from their interactions with their classmates at ordinary schools.

In order for children with special needs to learn, an approach that is tailored to their specific circumstances is necessary. Teachers were expected to have individual student information while developing curriculum for each subject area. A person's profile included details about their strengths and shortcomings, their skill set, and where they were in their development. In general, the level of functional development was correlated with the unique characteristics of pupils with special needs. The degree to which one's sensory motor, cognitive, linguistic, self-skills, self-concept, social interaction, and creative capacities have developed were all factors considered. In

¹² Ibid, 20

order to get a full picture of each student's strengths and weaknesses, teachers typically start with a screening or evaluation. School staff members developed a learning model for children with special needs with the goal of improving their kids' ability to engage with others in a natural way. The curriculum was competency-based, and students were encouraged to learn by testing their own abilities. Physical capability, emotional capability, situational capability, and academic capability are the four components of this competency that must be assessed.¹³

With conditions that were still a Covid-19 pandemic, *LPP TVRI* played a role as educational television through learning programs from home. This was evidenced by Tommy and Lakshmi's research (2021) which found that *LPP TVRI* was capable provide content and learning materials that quality for broadcast to the public especially school children through the Learning from program home. This could be achieved because of the role monitoring, interpretation, relationship, and dissemination mark. The conclusions in this study were of four indicators taken from the function of mass communication that *LPP TVRI* played a role in content supervision broadcast, interpretation in the dissemination of insights audiences, relationships in uniting society Indonesia in educational broadcasts, as well as dissemination of implicit and explicit noble values in the content of Learning from Home.¹⁴

In addition, in countries like Turkey, the Ministry of National Education ensured that all students, including those with special needs, were able to complete their schooling at home with the help of distance learning resources like *EBA TV* and the Ministry's website. In addition, students said that some teachers used What Sapp groups to hold virtual classes and distribute student materials. However, other problems had also been highlighted, including the fact that students with special needs had trouble following the courses on television, that many of them did not attend online lessons, and that their teachers

¹³ Greenspan, 1997: 131, in Mahyatun et al., 2022: 44

¹⁴ Tommy and Laksmi's, Role of *LPP TVRI* as Educational Televisioan Through Learning From Home Program During The Covid-19 Pandemic. *Journal of Communication Dialectics*, 9 (1), 2021: | I-SSN:2338-4751 E-SSN: 2716-4012

rarely provided comments on the students' progress. Furthermore, there was a complete lack of communication and collaboration between educators, parents, and children, and thus, no special education pupils received the support education services to which they were entitled. Also, the results showed that students were resistant to and unable to benefit from distant learning.¹⁵

When asked about their approach to teaching students with special needs in the midst of the Covid-19 pandemic, 67.5% of teachers strongly agreed that involving parents in their children's online learning would be an effective strategy. This strategy relied on the collaboration between teachers and parents, who functioned as a single unit to provide students with special needs with the support they needed in all areas of their education: accompaniment, guidance, motivation, innovation, and media.

The findings of this study highlighted the need for additional investigation into the impact of the Covid-19 pandemic on the social environment, social relations, physical activity exercises, children's characteristics, stakeholders, and the educational process.¹⁶ Furthermore, students with special needs adapted their learning to their existing knowledge through habits of mind and the use of straightforward instructional strategies and concrete materials. Students' comprehension was significantly impacted by environmental data.¹⁷

However, during the covid-19 pandemic, special education for children with special needs was provided using a combination of online and face-to-face instruction using the visiting teacher approach, as well as through limited face-to-face instruction. The Covid-19

¹⁵ Yazcayir, G., & Gurgur, H. Students with Special Needs in Digital Classrooms during the COVID-19 Pandemic in Turkey. *Pedagogical Research*, 6 (1), em0088, 2021: <https://doi.org/10.29333/pr/9356>

¹⁶ Jariono, G., ET al Strategies to teach children with special needs amid COVID-19 pandemic. *Linguistics and Culture Review*, 5 (S1), 2021: 633-64, <https://doi.org/10.37028/lingcure.v5nS1.1448>

¹⁷ Maryanti et.al. Understanding COVID-19 Particle Contagion through Aerosol Droplets for students with special needs. *Journal of Engineering Science and Technology*. 15 (3), (2020): 1918
https://jestec.taylors.edu.my/Vol%2015%20issue%203%20June%202020/15_3_31.pdf
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pandemic has exacerbated a number of preexisting issues in special education, including but not limited to the following: (1) educators had difficulty keeping a distance from students; (2) there were still many obstacles and they were not used to the new protocol habits health (new normal); (3) some types of impairment impede ordered new life habits (new normal); (4) the habit of students still shopping in the canteen school; (5) the delivery of material was not optimal; (6) several students and some parents did not have a computer or smart phone; (7) some types of disabilities experience difficulties in operating a computer or Smart phone; (8) lack of knowledge and care for parents to help their children in ICT-based Distance Learning.¹⁸

Traditional online instruction has been found to be ineffective for those who require it most, those with learning differences. Online education was shown to be inefficient and poorly implemented in studies by Irfan and Iman (2020). They made this case by pointing to a number of problems, including unsuitable internet access, teachers who lacked the skills to implement online instruction, and the unwillingness of parents to participate. Teachers understood the context of online learning, according to the findings of this study; however, a number of issues were discovered in practice, such as those related to 1) facility availability, 2) network and internet use, 3) lesson planning, implementation, and evaluation, and 4) parent-teacher partnerships. In spite of its usefulness during the Covid-19 pandemic, online learning is often not well received by educators. In fact, 80% of teachers report being unsatisfied with their online professional development opportunities.¹⁹ That student having access to computers or smartphones and the internet in their homes is a message also communicated by Zulaikha et al. (2021). Not only that, but a large majority of people (>93%) reported feeling confident and competent when using a computer. On the other hand, only 41.5% were very motivated to learn online, and only 66.7% were able to

¹⁸ Hasan, et.al., “Model, Strategi, Dan Metode Pembelajaran Anak Berkebutuhan Khusus (ABK) Era Pandemi Covid-19 Di SLB Provinsi Kalimantan Tengah in *Prosiding Webinar Nasional IAHN-TP Palangka Raya*, No. 5 Tahun 2021, <https://prosiding.iahntp.ac.id>

¹⁹ Fauzi, I., & Khusuma, I. Teachers' Elementary School in Online Learning of COVID-19 Pandemic Condition. *Jurnal Iqra' : Kajian Ilmu Pendidikan*, 5 (1), 2020:58-70. <https://doi.org/10.25217/ji.v5i1.914>

work well in groups. Nearly all of them (98%) also acknowledged the value of traditional classroom instruction.²⁰

Teachers made home visits to pupils with special needs as a means of adjusting their curriculum to the pandemic. Teachers agreed that this home visit strategy was superior to online alternatives because it allowed for more personalized instruction. Instructors have begun leading online classes. Students made it incredibly challenging for their online teacher to convey their instructions. This resulted in a shift away from traditional classroom activities to home visits, where teachers provided instruction and assessed student progress up close. Those students who did not have access to their teachers' online lessons benefited greatly from the home visit method through increased connection and communication with their instructors. This was what makes home visits more appropriate in teaching English for students with special needs.²¹ It could be concluded that teaching English in the pandemic era was certainly still experiencing difficulties. In regular schools, there were still many obstacles, especially in special schools, which in fact were children with special needs. Furthermore, based on a pre-survey conducted by researchers to SLB-PKK Bandar Lampung which was located right next to the UIN Raden Intan Lampung campus, researchers found a similar problem with teaching English during the pandemic to students with special needs. Moreover, for the high school level, the school only had two teachers in the field of study, namely a Religion Teacher and a Sports Teacher, while the English teacher was guided by a homeroom teacher and during online learning they used the zoom application where there were two types of disabilities in the school, they were hearing impairment and mentally-impaired students.

The teacher who taught English at the school was a homeroom teacher who was a special graduate majoring in deafness.

²⁰Zulaikha et.al. The Effectiveness and Challenges of Online Learning for Secondary School Students – A Case Study. *Asian Journal of University Education (AJUE)*, 17 (3), (2021) : 119, <https://doi.org/10.24191/ajue.v17i3.14514>

²¹Harits, et al., Pemenuhan Hak Pendidikan bagi Difabel SLB Sekar Teratai Selama Masa Pandemi Covid-19 (Studi Kasus : SLB Sekar Teratai Srandakan Trimurti Bantul). *JURNAL PENGABDIAN KEPADA MASYARAKAT*, 2 (2), (2021): 78-84, <https://journal.unilak.ac.id/index.php/Fleksibel>

They lack English teachers, not even just English teachers, they also lack classroom teachers. Some of them taught and became homeroom teachers in two classes at once, such as T3, she taught as well as homeroom teacher for grade nine and grade ten for the hearing impairment. How to teach when face-to-face learning, the teacher explained first in grade nine then after that she was given assignments and explained the subject matter in grade ten along with exercises. Almost all homeroom teachers taught all subject areas including sports, religion, and English. It was done by not only one or two teacher but almost all the teachers there. The English teacher was their homeroom teacher of each class. So, there were three teachers who taught English at SMALB-PKK Bandar Lampung, namely one homeroom teacher in tenth grade, one homeroom teacher in eleventh grade, and one homeroom teacher in twelfth grade specifically for the hearing impairment students.

SLB-PKK Bandar Lampung was a school that still lacked teachers. The teachers had on average been teaching for more than twenty five years and some had even taught for thirty-four years. For the high school level specifically for the hearing impairment, the tenth grade teacher has been teaching for thirty-four years, while the eleventh and twelve graders have been teaching for thirty-three years. Specifically for the hearing impairment there were nine students in grade ten, there were nine students in grade eleventh, and there were nine students in grade twelve. The maximum number of students in each class was five-eight students. The average English proficiency at this school, especially for the high school level, was at the basic level; they only understood some English vocabulary and uttered short sentences in English. However, on the other hand, some of them had achievements in sewing, cooking, and robotics. In one class the student was permanently hearing impairment since birth, not due to illness or accident.

The large number of senior teachers who would retire and the absence of recruitment of *CPNS* and *P3K* teachers at the school was one of the obstacles in teaching at this special school. In addition, learning facilities and infrastructure were inadequate; when learning required LCD they would combine several classes with the same

disability to learn together. For English subjects, there were two hours of lessons a week. For the curriculum used, this school applied an independent learning curriculum for grades ten and *k-13* revisions for grades eleven and twelve starting during the new school year, while online learning still used revised *k-13*, while the modules used were very different from the English module in public schools. There was a special English learning module for hearing impairment student used by the homeroom teacher to teach English. The teacher used special textbooks for the hearing impairment; the material taught was also somewhat lighter than the English material in public schools.

Since the English teacher was not a specialist in that field but rather a homeroom instructor, she lacked the specialized training necessary to fully grasp the concepts she was presenting to her students. In fact, some of the instructions in the textbook were not understood by the homeroom teacher who taught English, which made her need to ask his child who understood English. It was certainly made the teacher a little overwhelmed, plus the learning turned online and then turned into face-to-face again.

When online learning used the zoom application, of course the learning was less effective because hearing impairment students saw lip movements or sign language spoken by the teacher but due to network constraints, as a result, many students were apprehensive about pursuing education via digital means and instead completed tasks that necessitated teachers' home visits since students just could not comprehend the content being provided to them. Some of them admitted that they were not enthusiastic when learning online; they were more enthusiastic when studying face to face and meeting friends at school. They thought that learning should be done at school not at home when learning was done face-to-face again, making them so enthusiastic and excited to learn again and met their friends at school.

Based on this phenomenon, the researcher concluded that some of the obstacles faced in teaching English to students with special needs during the covid-19 pandemic were as follows: There were still some disabilities that necessitate guidance when using a computer or smart phone during online learning; digital media still

needed to be equipped so that it could be used by teachers to teach English to students with special needs; the knowledge and care of parents needed to be improved so that they could assist their children in using digital media in online learning; and during the Covid-19 pandemic, there was a need for better communication and collaboration between teachers, families, and students.

Thus, it may be argued that the World Health Organization (WHO) proclaimed Covid-19 a global pandemic in early March 2020, prompting a number of governments to institute a lockdown system. There was a repercussion in the academic community as a result of this pandemic. Indonesia's government established regulations about education during the pandemic, including the widespread adoption of online courses and the cancellation of standardized tests in response to the country's lockdown system. Offline learning has changed to an online learning. Certainly, this condition raised new problems such as teaching English in normal schools experienced a number of problems such as internet problems, inadequate devices, and Human Resources who were not skilled enough in using technology. Discipline issues, scheduling commitments, a lack of student enthusiasm, student absences (especially in online classes), and parental disinterest are just a few of the issues that teachers face every day.²² Even so, teaching English to students who have special needs such as the hearing impairment students.

Based on the phenomena that existed at the research, many teachers and students experienced problems when learning during the Covid-19 pandemic, such as not all students had cellphones and laptops to use during learning, signals and networks that were not supportive, students assumed that schools should be in schools instead at home, and the lack of interest and enthusiasm of students when learning during the covid-19 pandemic.

Therefore, the researcher wanted to get an in-depth understanding of a single case about how the teacher at the school in this context was a homeroom teacher who taught English (not a

²² S.Wulandari, et.al. Problems in teaching and learning English online during the Covid-19 pandemic. *English Education Journal (EEJ)*. 13 (1), (2022): 140-157, <https://doi.org/10.24815/eej.v13i1.21702>

graduate from the English education department) negotiated with English teaching to hearing impairment students in the covid-19 pandemic at SLB-PKK Bandar Lampung.

C. Focus and Sub-focus of the Research

Based on the background above, the researcher focused and limited the research on the causes of negotiating English teaching strategies in teaching English for special needs students during the covid-19 pandemic at SLB-PKK Bandar Lampung:

Sub-focus of the research:

1. The subject of the research

The subject of the research was the Senior High School Teachers at SLB PKK Bandar Lampung which consisted of two Expert Teachers of homeroom teachers (less than twenty years teaching experience and more than twenty years teaching experience).

2. The object of the research

The object of the research was the English teaching strategies in teaching English during the covid-19 pandemic for the hearing impairment students.

3. The place of the research

The place of the research was conducted at SLB PKK Bandar Lampung.

4. The time of the research

The research time was conducted at SLB PKK Bandar Lampung in the Academic Year of 2022/2023.

D. Formulation of the Problem

Based on the background and the limitation of the problems above the researcher formulated the problems as followed:

How do the teachers negotiate English teaching strategies with the situation during the COVID-19 pandemic in teaching English to students with special needs at SLB PKK Bandar Lampung?

E. Objective of the Research

In accordance with the formulation of the problems above, the objective of the research was:

The research was aimed to get a deeper understanding of the strategies used by teachers in teaching English to students with special needs during the covid-19 pandemic.

F. Significance of the Research

1. Theoretically

Due of the pandemic's effect on students' ability to absorb new information, a phenomenon known as learning loss has become widespread as a result of the shift from face-to-face to online schooling.²³ Lost learning was defined as learning that did not occur when schools were closed and learning was forgotten. Loss of learning had long-term impacts on students. Many pupils who, under normal conditions, would have been unable to keep up with the curriculum pace were further behind after school cancellations. There's also the possibility that children from different socioeconomic backgrounds experience varied levels of learning loss. This was for students who required individualized education plans.²⁴ Further, the phrase "learning loss" refers to the phenomenon wherein pupils lose academic knowledge and abilities as a result of interruptions in their formal education. There were inefficiencies in the learning process, which led to subpar outcomes in terms of knowledge gained and skills acquired by the students. The quality of the human resources born during the Covid-19 epidemic was diminished due to the prevalence of learning loss.²⁵

²³ R. Donnelly and H. A. Patrinos, "Learning loss during COVID-19: An early systematic review," Covid Econ. Vetted Real-Time Pap., 2021.

²⁴ Ç. Haser, et.al. Tracing students' mathematics learning loss during school closures in teachers' self-reported practices. *International Journal of Educational Development*. 88, 2022 (102536), (2021): 2. <https://doi.org/10.1016/j.ijedudev.2021.102536>

²⁵ Munawaroh et.al. Student Resilience After Pandemic: Learning Loss Recovery. *Psikoeduko: Jurnal Psikologi Edukasi dan Konseling*, 1 (2), (2021) : 1-10, <https://ejournal.upi.edu/index.php/Psikoeduko/article/view/40509>

From the pandemic that has occurred, we can learn that it was very possible that classes were taught online, offline or a combination of both (hybrid learning), not only for class learning but also for evaluation. Before the pandemic we were familiar with online learning but not as extensive as this but after the pandemic we needed knowledge about online learning and a pandemic could happen again in the following years so this research purposed when a pandemic occurs again we have preparations because the teachers gave examples of what which they did when negotiating teaching English for special needs students during a pandemic, not only the Covid-19 pandemic but other pandemics in the future.

2. Practically

a) For teachers

This study aided educators in determining the most effective strategies of teaching English for students with hearing impairment during the Covid-19 pandemic.

b) For students

This research assisted students in determining the appropriate English teaching strategies and helped students learnt English effectively and efficiently.

c) For further research

Some of the findings from this study were used as a reference for additional research by other researcher. It was also anticipated that future researcher will expand upon this work by investigating related topics; for example, the utilization of a variety of digital media as a means for educators to deal with obstacles to both traditional and online learning.

G. Relevant Research

It is known that researchers have looked into this topic because the topic of "Problems of students who need special education and their families throughout the Covid-19 pandemic process" was covered in the 16th issue of the Cypriot Journal of Educational Science. The study's participants, a group of parents, reported seeing their children with special needs become more anxious and angry

during the pandemic. The researcher evaluated data gathered using a semi-structured interview form with five questions. Twenty-nine parents were surveyed for this study, with 21 females and 8 males participating in the telephone and online interviews that provided the study's data.²⁶

In addition, a study titled "Strategies to Teach Children with Special Needs during the Covid-19 Pandemic" was published in *Linguistics and Culture Review*, 5 (S1). This study set out to do just that by examining and detailing approaches to education for students with exceptionalities. The case study method was used in this investigation. The participants in this study were 30 people: 10 teachers and 20 parents of *SLBN* Karanganyar and Sukoharjo students. Methods such as participant observation, in-depth interviews, and survey instruments were used in this study. Collection of data, verification of data, and inference were the three main components of data analysis. Teachers' usage of online-based learning with parental participation in the midst of the Covid-19 pandemic was rated as good (67.5%), with teachers firmly agreeing to involve parents in their students' education. Online education for students with special needs requires a collaborative effort between educators, parents, and students themselves to get the best possible outcomes in terms of support, guidance, motivation, design, new approaches to education, and media for learning. In this study, more investigation of the social context, social relationships, physical activity training based on children's characteristics, stakeholders, and the instructional method in the midst of the Covid-19 epidemic was required.²⁷

Pedagogical Journal, Volume 6, Number 2 published an article titled "Development of English Teaching for Children with Autism," which addressed issues related to pupils with unique needs. The goals of this study were twofold: 1) to provide a detailed account

²⁶Gulkaya, S.&Sorakin, Y. Problems of children who need special education and their families during the COVID-19 pandemic process. *Cypriot Journal of Educational Science*. 16 (5), 2021: 2781-2799, <https://doi.org/10.18844/cjes.v16i5.6372>

²⁷Jariono, G., Nurhidayat, Sudarmanto, E., Kurniawan, A. T., &Nugroho, H. Strategies to teach children with special needs amid COVID-19 pandemic. *Linguistics and Culture Review*, 5 (S1), 2021: 633-64, <https://doi.org/10.37028/lingcure.v5nS1.1448>

of how students with autism at SLB Cahaya Bangsa Pontianak are taught and learn English; 2) to create tools that will hopefully get those students more involved in the process of learning English. This study aimed to develop a set of English teaching materials that were suitable for students with autism. Researchers were aware of the special characteristics of autistic students, several steps must be taken before researchers develop teaching materials. The first step was to review the syllabus, at this stage the researcher evaluated which parts of the syllabus should be developed. Step two involved the researcher creating a lesson plan based on the analyzed curriculum, with the goal of assisting teachers in managing their classrooms. Third, we incorporated student feedback into the development of curriculum. The findings of this study offered evidence of autistic students' engagement and attention to task across a range of academic areas. This could be seen from the multimedia teaching materials made by researchers which contain physical and group activities. Both of these activities were important roles for students to be actively and effectively involved in establishing communication. In this case students conveyed ideas in groups when given assignments and naturally students were more active in physical activity.²⁸

This thesis examines the strategies used to educate children with hearing loss and is titled "The Teacher's Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation." To have some or all of one's hearing damaged was to have hearing impairment. Hearing-impaired students' modes of expression extended to their pedagogical practices as well. When it came to their education, teachers needed innovative strategies to help students learn. Through a case study of Karya Mulia Middle School, this research aimed to better understand how teachers of children with hearing loss approach their lessons and to better understand the difficulties they confront in doing so. The researcher conducted an interview with a high school English instructor to learn about the educator's approach to the classroom and the difficulties his students

²⁸ Sulaiman. Development of English Teaching for Children with Special Needs. *Jurnal Pedagogik*, 6 (2), (2019): 2528-5793 pages
<https://ejournal.unuja.ac.id/index.php/pedagogik>

face while studying English. In addition, academics monitored classroom dynamics. The study's findings revealed that educators prioritized vocabulary instruction over that of other skills, taught basic conversations, differentiated instruction based on individual students' needs, gave students latitude to grow their English skills at their own pace, made use of a variety of media, consulted phonetic transcription to ensure correct pronunciation, and spoke slowly and clearly when communicating in Sign. However, the abilities of the pupils, such as short memory, emotional instability, and varying degrees of hearing, presented difficulties for the teacher of kids with hearing impairments. The results of this study showed that engaging a student with a hearing disability in learning took extra time and enthusiasm, and the methods developed to do so might be applied by other EFL teachers.²⁹

Additionally, "Building a better picture": A practitioner's perspective on adopting a listening strategy with students with special needs was published in Volume 18 Number 1 of the *Journal of Early Childhood Research*. This study looked at how early intervention teachers employ In-the-Picture, a reflective and observant method, with pupils who have special needs. So far, In-the-Picture has mostly been used by academics conducting studies on the topic of early childhood education, namely how children learn from one another, from teachers, and from their parents. Practitioners who took part in the pilot trial said they were keen to try out the instrument for themselves. The goal of the initiative was to get these people interested in the method, help them implement it, and collect data on how it affected their work. In-the-Picture helps adults and kids with learning difficulties communicate and listen to one another. It was founded on the recognition that teachers, students, and parents all play active roles in the development of effective methods of instruction. As a result of using first-person narrative observations, concentrated photography of the kid's attention, and reflective talks with the child, practitioner, and family, this study originated from qualitative research methodologies that allowed the researcher to consider the child's

²⁹ Dianita Megawati, "Teacher's Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation" (Skripsi, English Language Education Department Faculty of Tarbiyah and Teacher Training Universitas Islam Negeri Sunan Ampel Surabaya, 2020), 45-46

perspective. Ten Portage services in the United Kingdom participated in the study by making weekly home visits to the families in which they worked. Eighty or more Portage Home Visitors were trained in these ten services. Twenty practitioners were interviewed twice: once after six weeks and once after three months in focus groups. Even though each participant used In-the-Picture differently and each encountered obstacles, everyone said that the technique was insightful and useful, leading to shifts in both theory and practice, and that it was also surprisingly adaptable and user-friendly. This research also demonstrated how practitioners cherish opportunities to connect with the child's perspective, but how limited those opportunities are under the existing early intervention work practice in the United Kingdom.³⁰

H. Research Method

1. Research Design

The researcher used a qualitative research by using case study approach. The researcher is the primary tool in qualitative research, with triangulation (combined) data collection techniques, inductive/qualitative data analysis, and an emphasis on meaning rather than generalization in the results (as opposed to experimental research), all of which stem from the post positivist philosophy upon which the method is founded.³¹

Case studies were research approaches in qualitative research that used individuals or groups as study materials and usually the case study approach was longitudinal.³² In addition, qualitative research exhibited the following traits: Qualitative research is descriptive in nature since it relies on the natural environment as the primary data source and the researcher as the primary instrument. Qualitative research tended to analyze the data inductively, namely from general

³⁰ Jonathan Rix , John Parry and Memory Malibha-Pinchbeck. 'Building a better picture': Practitioners' views of using a listening approach with young disabled children. *Journal of Early Childhood Research*, 18 (1), (2020): 3–17, <https://doi.org/10.1177/1476718X19885990>

³¹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2016), 9

³² Hikmawati. Fenti, *Dasar Metodologi Penelitian*. (Depok: Rajawali Pers, 2017), 20

to specific, "Meaning" played a major role for qualitative research, and the data obtained was in the form of words and pictures rather than figures.³³ The use of many sources of information and the blurring of boundaries between the phenomena and its real-world setting are hallmarks of a case study, which is an empirical inquiry in and of it.³⁴

The case study used in this study was an interactive case study, and its findings shed light on a number of important issues, including the Indonesian government's policies toward the education of students with special needs during the covid-19 pandemic, online learning systems for students with special needs, and, most importantly, the process of negotiating the English teaching strategy carried out by the teacher for students with special needs during the covid-19 outbreak.

2. Research Subject

a. Sample

In scientific study, a population refers to a statistically significant sample of items or people with a specific set of traits that the researcher is interested in learning more about.³⁵ Later, the sample became a representation of the population as a whole in terms of size and composition.³⁶

However, qualitative research differed from this study in that it did not use a population; instead, it focused on individual cases within a given social context, and the findings could not be generalized to the population as a whole. Rather, they were extrapolated to other locations and contexts where conditions were similar. As opposed to quantitative research, in which the purpose of the sample selection is to generalize, the purpose of the sample selection in qualitative research is to acquire information. There was

³³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2016), 18

³⁴ Robert k. Yin, *Studi Kasus: Desain & Metode*. (Jakarta: Raja Grafindo Persada, 1987), 20

³⁵ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2016), 80

³⁶ Ibid, 81

no statistical analysis that went into choosing the sample. In qualitative studies, the sample was not designated a respondent but rather a resource, a participant, or an informant. Because theory generation was the ultimate goal of qualitative research, the sample was not a statistical one but rather a theoretical one.³⁷

In conclusion, a sample was a smaller group of individuals selected from a population. The sample of the population as the subject and as the source of the data were the English teachers of SLB-PKK Bandar Lampung which were consists of two English teachers who have sub served ten until twenty years' experience in teaching.

3. Sources of Data

This study's data came from the following sources the researcher collected in order to compile them for use in her analysis:

a. Informants

Purposive sampling was used to choose the participants in the study to ensure that their answers would be relevant to the study's objectives. Data sources are determined purposively, namely they were chosen with certain considerations and goals.³⁸

This research participants were two English teachers in SLB PKK Bandar Lampung that were categorized based on their teaching experiences, they were: two Expert Teachers (more than ten- twenty years teaching experience)

b. Event

In addition to interviews with teachers, the researcher also gathered information about the teaching and learning of English during the covid-19 pandemic. The purpose of this research was to examine teachers' practices regarding the adaptation of English-language lessons for students with special needs, with a focus on those with hearing impairments, during the covid-19 pandemic.

³⁷ Ibid, 216

³⁸ Ibid, 216

c. Document

To complete the required data, researchers also collected data from documents. The documents in this research were in the form of a syllabus and lesson plans.

4. Data Collecting Technique

Since the whole point of the research process was to amass a trove of information, the methods used to collect the necessary data were of paramount importance. Research findings were made more accurate, valid, and reliable by using various methods of data gathering. The researcher would not be able to collect adequate data if they were unaware of the proper data collection procedures.³⁹ In this study, researchers used observation, in-depth interviews, and document analysis as data collecting technique.

a. Observation

In addition, the researcher observed English classes three times and recorded the sessions on video in order to document the methods used by the teachers to facilitate students' acquisition of the language. Student and teacher behavior in the classroom during instruction can be gleaned a great deal from these observations. Researchers also recorded video during observations to strengthen the data obtained.

b. In depth-Interview

Face-to-face in-depth interviews were typically lengthy and done over several hours. An in-depth interview is a well-established technique for eliciting previously unavailable information or gaining a thorough comprehension of a topic of interest. Participants in in-depth interviews were required to talk in depth about the topic being studied. More, in-depth interview considered as a qualitative data collection method.⁴⁰ In-depth interviews, which were conducted at the research facility, were a method of excavating in-depth, open, and free

³⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2016), 30

⁴⁰ Showkat, Nayeem. In-depth Interview. Parveen, Humah, 2017
https://www.researchgate.net/publication/319162160_In-depth_Interview

information related to the issues and the research emphasis. An in-depth interview was conducted with a predetermined set of questions.

In-depth interviews were conducted to verify the participants' accounts of the experiment's experimental conditions. The total number of questions asked in this interview was 34 questions. This study involved in-depth interviews with two English teachers at SLB PKK Bandar Lampung's Senior High School level.

Table 1 Blue Print of In depth-Interviews

No.	Indicator	Number of Questions
	Theory of English Teaching for Children with Special Needs Students	
1.	Teaching Strategies for Deaf Students	
	a. Lip-reading	1,2, 3,4,5
	b. Sign Language	6,7,8,9,10
	c. Media	11,12,13,14,15,16,17,18
	Theory of English Teaching Problem for Special Needs Students	
2	English Teaching Problem for Deaf Students	
	a. The teachers needed to adapt and to consider the proper media and material which is appropriate for deaf students.	19,20
	b. The teachers had some issues in creating the proper media for deaf students.	21,22
	c. The students sometimes made mistakes in understanding words because	23,24

	of the teachers' similar lip movements to other words, and it is hard for deaf students to guess the words saying by the teacher.	
	d. The teachers had difficulties in grabbing the Students' attention to be hears what the teacher said.	25,26
	(5) The students' limited vocabularies; the teacher first needs to give definitions and examples of words before continuing the next materials.	27,28
	(6) The next challenge was the lack of students' Background knowledge which was affecting the students in learning the material.	29,30
	(7) The students' difficulties in differentiating similar words.	31,32
	(8) The students needed much repetition in delivering the material.	33,34

c. Document Analysis

To complete the required data, researchers also collected data from documents. The documents in this study were syllabus and lesson plans.

Hence, by applying those three data collecting techniques, it was anticipated that the information gathered using those methods would provide answers to the predetermined research questions. Then, it could be said that the data collected for the sake of this study were valid and trustable.

5. Research Procedure

For Case Study research, the following steps can be used as guidelines, namely:

- a. Determining the focus of study, which included activities chose a problem that met the eligibility requirements and meaningfulness,
- b. Development of theoretical sensitivity by reviewing library materials relevant and the results of previous studies,
- c. Determination of the case or study material, which included selecting activities where and from whom the data were obtained,
- d. Development of data acquisition and processing protocols, which included activities to determine tools, steps and techniques data acquisition and processing used,
- e. The implementation of data collection activities, which consisted of: collected field data or did script reading studied,
- f. Processing of acquisition data, which included encoding activities (coding), categorizing (categorizing), comparison (comparing), and discussion (discussing),
- g. Negotiating the results of the study with the subject of the study, and
- h. Formulation of study conclusions, which included interpretive and interpreting and integrating findings into prior knowledge building, as well as suggestions for studies next.⁴¹

6. Trustworthiness of the Data

In order to reach good trustworthiness of the data, the researcher applied triangulation techniques in conducting this research. Triangulation was defined as checking data from various sources in various ways and at various times. In this study, the concept of triangulation referred to efforts to increase the validity of research

⁴¹ Raharjo, Mujia, "Studi Kasus dalam Penelitian Kualitatif: Konsep dan Prosedurnya," Universitas Islam Negeri Maulana Malik Ibrahim Malang, 2017, <http://repository.uin-malang.ac.id/1104/1/Studi-kasus-dalam-penelitian-kualitatif.pdf>

data by using a combination of data sources, data collection methods, and times.⁴²

In addition, the researcher involved many sources of data to facilitate it so that it had multifaceted aspects in the interpretation and conceptualization of research data. The data sources used from two research participants or informants who referred to several teachers who taught English, events that referred to their English teaching learning process during the Covid-19 pandemic, and documents that referred to the syllabus and lesson plan that had been prepared.

Furthermore, the researcher used several methods or techniques of data collection in uncovering each problem raised in this study. The formulation of the problem on how teachers negotiate in teaching English to students with hearing impairments during the Covid-19 pandemic was revealed using observation, in-depth interviews and document analysis. Thus, it was clear that the problem faced has investigated using more than one method or technique of data collection. Data obtained from more than one technique or methods were then cross-checked with each other to obtain valid research data and reduce research data bias. Finally, researchers also used some time in checking the data. Data checking was taken by observation, in-depth interview, and document analysis of the two research participants in different times and situations.

7. Data Analysis

The Creswell model of data analysis was used to conduct a thorough qualitative analysis of the information gleaned from the in-depth interviews and observations conducted for this study. There were four levels of investigation based on this paradigm. They included gathering and sorting information, reading it all, classifying it into themes and descriptions, connecting those descriptions and themes, and deducing what they meant. After all of that was done, the researcher arrived at his or her conclusion. The method of data

⁴² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta, 2016), 273

analysis used in this study is illustrated by the accompanying diagram and explanation. Qualitative Data Analysis

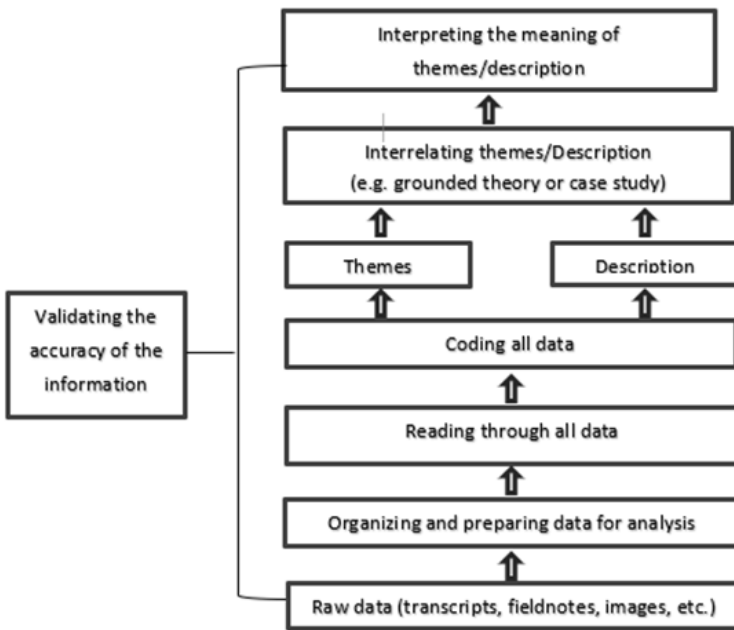


Figure 1 Steps of Data Analysis

(Source: Creswell, *Data Analysis in Qualitative Research*, 2006, p. 185)

In analyzing the data of the research by using this model, the very first preparation was that draw data from observation and in-depth interview were ready. The followings were the steps to analyze the data after they were ready:

a. Organizing and preparing the Data

Interviews were transcribed, documents were scanned, field notes were typed, and data was sorted and organized into several sorts at this stage.

b. Reading through All the Data

The researcher had to take in the big picture and consider what it all meant at this stage. In addition, she had to grasp what the participants' overarching ideas were. When discussing these issues, what was the general mood? How would you rate the overall breadth,

veracity, and application of the data? Therefore, the researcher began documenting their initial impressions of the data at this stage.

c. Coding the Data

Step one of the in-depth analysis involves the researcher starting to code the data. In this study, "coding" referred to the step of breaking down the text into manageable bits before assigning meaning to the data. Data collecting involved separating out individual phrases, paragraphs, and photos into distinct categories, and then assigning each category a name. The majority of the time that used the person's own words.

d. Interrelating Themes/Description and Interpreting the Meaning of Themes

In this process, all the data which had been processed would eventually be made logically conclusive. Confirming back the conclusive data to the pre-existing theories in the literature was also important in this sense to ascertain the position of research result in the existing literature. In addition, confirming the conclusive research findings with grounding them to the existing related literature would help the researcher sensitized some findings which were interesting and novel as to fill new insights for the existing literature.

The last, this kind of data confirmation to the existing literature also became one of techniques of triangulation so-called theoretical triangulation which was used to prove that the findings and the conclusive data have been discussed meticulously.⁴³

I. Systematic of the Discussion

Title of Confirmation, Background of the Problem, Focus and Sub-focus of the Research, Problem Formulation, and Objective of the Research, Significance of the Research, Relevant Research, and Research Method that were employed to conduct the research were all covered in Chapter 1. In Chapter II, we go into the Literature Review of the research, discussing topics like Teaching English, Special Need

⁴³ Samuel, Andre, "Qualitative Data Analysis", samuellearning.org, 2011, http://samuellearning.org/research_methods/week_8_analyzingqualitativedata_2011.pdf

Students, Education Purpose of Children with Special Needs, Theory of English Teaching for Special Needs Students, Theory of English Teaching Problem for Special Needs Students, Inclusive Education, and UNESCO's Policies on Online Learning. Additionally, in Chapter III, we discussed the Description of the Object, which included both the General Description of the Object and the Facts and Data displays. In addition, the data analysis and findings of the study were presented and discussed in Chapter IV and the conclusion and recommendations were presented and discussed in Chapter V



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher presented several literature reviews related to this research topic. The literature reviews include teaching English, special need students, education purpose of children with special needs, theory of English teaching, theory of English teaching problem, inclusive school, and UNESCO and Indonesia policy in online learning.

A. Teaching English

Teaching is a social activity that modifies an individual's actions through interaction.⁴⁴ Teaching is sometimes understood as a process that takes place during particular activities and involves two-way communication between the instructor and the students. Strategies used in the classroom can have a significant impact on students' ability to learn. There are four phases of instruction. As a first step, classes focus on training students to analyze and identify information in order to write with a clear goal in mind. Second, providing examples of methods used in the classroom that are effective in achieving stated objectives. The third step is to determine effective methods of instruction and assessment. The fourth area is the administration of classroom instruction, with an emphasis on the evaluation of students' progress toward learning goals and the provision of resulting feed-back to both instructors and students.⁴⁵

Following are some of the defining features of the teaching profession: The definition of teaching is the process of fostering meaningful connections between the educator and their students. To educate is to engage in an art and a science. As a profession that calls for one to apply their skills and imagination, teaching can be considered an art form. There are many different types of teaching, including the more common formal teaching and the more

⁴⁴ Isola Rajagopalan. "Concept of Teaching." *Shanlax International Journal of Education*, 7 (2), (2019): 5, <https://doi.org/10.34293/>

⁴⁵ Ibid, 6

conversational informal teaching. Communication abilities are the most important ones for a teacher to have. Educational objectives, learning activities, and student behavior modification all contribute to the teaching process. Teacher preparation includes deliberate selection of learning outcomes, instructional strategies, and assessment procedures. When you teach, you provide suggestions rather than give orders. A democratic classroom is one in which students have a voice and teachers actively participate by answering their questions and fostering classroom dialogue. Teachers inspire their pupils by showing them the way. Teachers should encourage student participation in all aspects of the learning process. Teachers foster a sense of emotional steadiness in their students. Teaching is corrective in nature; it is the responsibility of the educator to ensure that all learning objectives are met. A teacher's job is to facilitate a child's healthy growth as a person. Instruction encourages critical thinking and guides students toward self-study. Educator performance can be measured and assessed. Educators and teachers have a unique responsibility toward their students.⁴⁶

It follows that teaching is the process of creating an environment where students can effectively learn and apply new information presented by the instructor. Meanwhile, teaching English is an activity carried out by the teacher in distributing the knowledge to the students in the class.

B. Special Need Students

1. Hearing Impairment

Students with hearing impairment were student who have state of hearing loss covering all gradations for light, moderate, heavy, and very heavy, which even though they have given hearing aids still require services special needs education. Based on the above understanding, Hearing loss is not a disease that can be cured by using a hearing aid. So, even though they were already using hearing aids, the hearing impairment students must continue to receive special education to be able to communicate with normal students in general.

⁴⁶ Ibid, 6-7

Deafness is a general term to show someone who was hearing impairment and hard of hearing, caused by due to damage or malfunction of the tool hearing, resulting in language development hampered and require a special service in develops its potential. Hearing impairment into two types, they were deaf and hard of hearing. Furthermore, “deaf” as those who have a hearing impairment within the 70 dB ISO level or more, so as not to understand other people's speech result in difficulty in processing language information through his hearing so that he cannot understand other people's conversations by wearing or not using hearing aids. While people who are “less” hear” are those who have a hearing disability within the level of 35 to 69 dB. When referring to students, “deaf” refers to those whose hearing is so severely impaired that it interferes with daily life, whereas “hard of hearing” refers to those whose hearing organ has been injured but which nevertheless functions for hearing, regardless of whether or not they use hearing aids.⁴⁷ According to the above description, people with hearing impairment are those who have difficulty hearing in general, whether or not they use hearing aids.

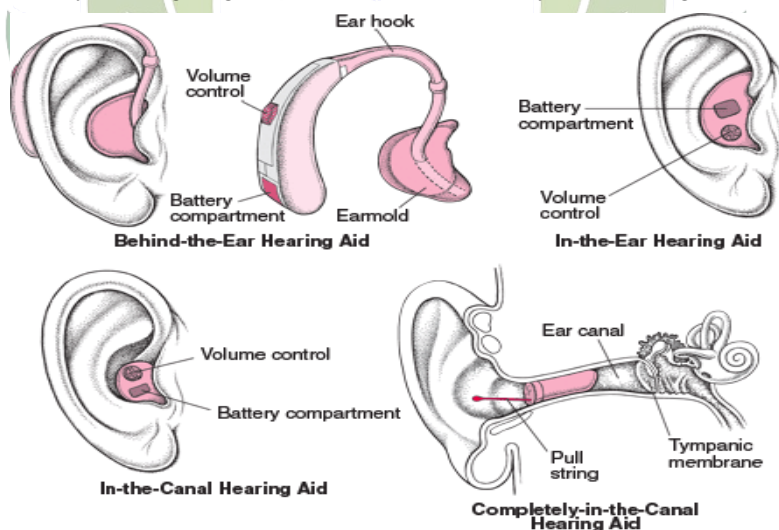


Figure 2 Types of hearing aid

⁴⁷Amka, *Strategi Pembelajaran bagi Anak Berkebutuhan Khusus*. (Sidoarjo: Nizamia Learning Center, 2021): 116

(Source: Wasil, 2013: https://www.researchgate.net/figure/Illustration-of-different-hearing-aid-types-edited-from-Wiki_fig11_235418964)

As a result of partial or complete hearing impairment, hearing becomes difficult / less functioning as it should. As a result, they have difficulty capturing sounds, especially the sounds of language through hearing; as a result children cannot imitate or repeat words until they become language. In conclusion, hearing impairment students experience communication disorders, especially verbal/oral communication.⁴⁸

C. Education Purpose of Children with Special Needs

Article 54 of Human Rights Law No. 39 of 1999 states that every child with a physical and/or mental disability has the right to receive special care, education, training, and assistance at the expense of the state to ensure that his life is in accordance with human dignity, to improve him, and to give him the opportunity to participate in the life of society. A child with special needs has the legal and government-backed right to an appropriate public school education, as guaranteed by this law. Those children who meet the criteria laid out in Article 5 of Law No. 20 of 2003 regulating the National Education System ("UU Sisdiknas") are entitled to receive special education (2).

"Citizens who have physical, emotional, mental, intellectual and/or social disorders are entitled to special education"

Article 32 of the National Education System Law further defines special education as an alternative form of education for pupils who face barriers to regular schooling as a result of their physical, emotional, mental, social, and/or prospective intelligence and special talents.

Extraordinary Elementary Schools (SDLB), Extraordinary Junior High Schools (SMPLB), and Extraordinary High Schools (EHS) are only a few examples of the types of primary and secondary schooling options available to kids with exceptionalities (SMALB).⁴⁹

⁴⁸ Ibid, 117

⁴⁹ Pasal 38 Ayat (4) Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan

D. Theory of English Teaching for Children with Special Needs

1. Teaching Strategies for Hearing Impairment Students

As we know that a good teacher other than a true learner is a teacher who has a good teaching strategy. The Teaching Strategy helps all prospective teachers to acquire the basics of professional knowledge that is needed to facilitate learning for all children of the nation. The term strategy implies careful planning to do something. Each of these aspects stems from a broader and more encompassing model. It should be noted, in the learning strategy that the basis for consideration is learning itself, because the goal to be achieved is that students experience changes in behavior.

The term "strategy" is commonly used in the field of education since it describes a coordinated set of actions used to bring about a desired outcome in the classroom. Learning strategies refer to the methods and approaches that have been selected for use in a given classroom setting.

Lip reading, sign language, and the utilization of media are only few of the methods utilized to teach kids with hearing loss. The following are methods that can be used to further facilitate English instruction and student comprehension:

a. Lip-Reading

Students with hearing loss can learn to understand spoken language by watching their teacher's lips while they talk slowly and clearly. It is common for students to "listen" to a teacher by watching his or her lips in order to decipher the teacher's facial expressions, vocal inflections, and grammatical structures as they speak. To better understand the material and what the teacher is trying to impart, students should work on honing the abilities necessary to read lip movements.

It is the goal of this method, as well, to ensure that each and every one of your students fully comprehends what you are teaching them. In the absence of auditory audible information, those with partial or complete hearing loss must rely on visual audible

perception.⁵⁰ To communicate with the hearing and non-hearing communities, students who are deaf or hard of hearing frequently use lip reading. They feel it facilitates better communication between them. Pupils with hearing loss are unable to understand students who omit certain sounds from their speech, such as the letters f, k, s, sh, and t.⁵¹ In addition, teaching kids with hearing loss how to speak through the use of lip reading is a common practice. The primary objective is to expand students' vocabularies. Teachers take their time pronouncing words clearly and precisely so that their students can mimic them as closely as possible.

b. Sign-Language

Indonesians employ two sign languages: BISINDO (Indonesian Sign Language) and SIBI (Sign Language of the Indonesian Bible) (Indonesian Sign Language System). Similar to spoken language, sign has no clear syntax or grammatical structure. In order to express themselves, the deaf community has developed its own language through the use of sign songs. Letter by letter, deaf students will spell out the language's structure. International Sign Language is also used by deaf pupils (ISL). To that end, in 1994, Allsop, Woll, and Brauti analyzed the efforts of a working group to adopt ISL. What this demonstrates is that there are other sign languages utilized by the deaf community besides ASL (American Sign Language). It has been reported that British Sign Language (BSL) and other sign languages are utilized in various regions of Africa, Asia, and Australia. Deaf Norwegian pupils performed best on tests of vocabulary, grammar, and BSL (English Sign Language) receptive abilities conducted by Patricia Pritchard. The fact that deaf students with linguistic origins other than English score well on the BSL (English Sign Language) admission test is fascinating. Most commonly, teachers of the deaf will employ the usage of sign language. It has been shown that pupils who study signature-related

⁵⁰ Dianita Megawati, "Teacher's Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation" (Skripsi, English Language Education Department Faculty of Tarbiyah and Teacher Training Universitas Islam Negeri Sunan Ampel Surabaya, 2020), 11

⁵¹ Ibid, 11

vocabulary have a greater chance of success in learning to read and write than students who focus on associating written words with visuals. This will be a more powerful tool in the arsenal of English teachers everywhere. Signs that spell out words phonetically can help those with sign language difficulties. Lip reading will help students focus on the teacher's intended emphasis of words.⁵²

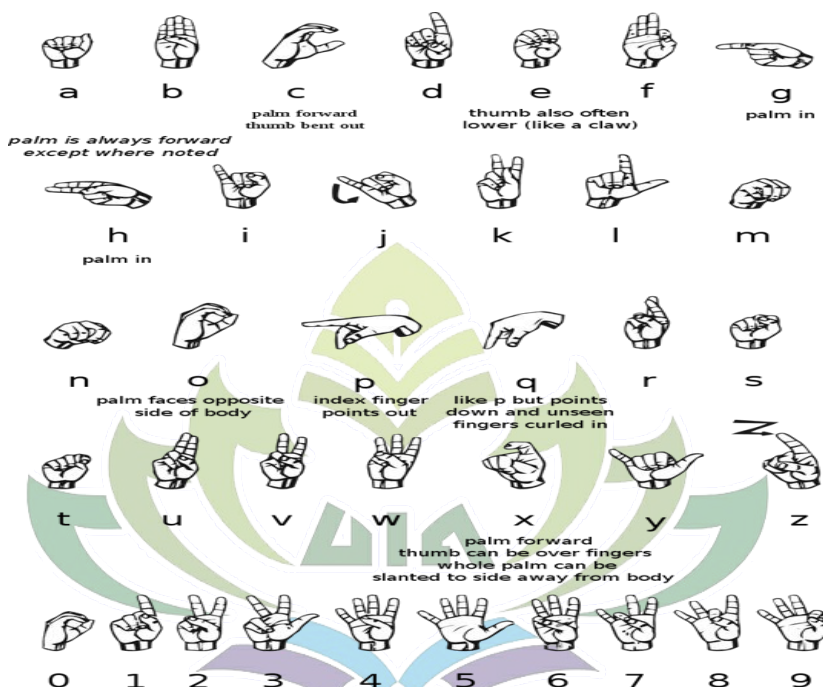


Figure 3 Sign language: Alphabet and numbers.

(Source: ASL-Alphabet, 2018:

<https://www.kaggle.com/grassknotted/asl-alphabet>)

c. Media

It has been over 15 years since speech-to-text services were first employed to help students gain access to course materials by

⁵² Dianita Megawati, "Teacher's Strategies in Teaching English for Deaf Students: A Case Study at SMP Luar Biasa of Karya Mulia Foundation" (Skripsi, English Language Education Department Faculty of Tarbiyah and Teacher Training Universitas Islam Negeri Sunan Ampel Surabaya, 2020), 11-12

translating spoken words into written language. In classrooms with deaf students, operators of speech-to-text systems act as interpreters. Perhaps the first to study print media's pivotal role as sign language translation in the classroom was the trio of Stinson, Meath-Lang, and MacLeod. They discovered that when information was delivered in written type rather than being interpreted via sign language, deaf university students produced more information. In reality, print media (text or pictures) can be a useful medium for deaf students studying English. Furthermore, educators can supplement their lessons with the usage of media visuals and print media. Transcripts of oral discussions can be written by teachers to help pupils learn the correct spelling of unfamiliar terms. Teachers of the deaf instruct their students in the English language through the creation of specialized teaching materials, the implementation of media suited to the needs of the deaf, the provision of numerous illustrative examples, and the cultivation of an atmosphere conducive to effective and creative learning.⁵³

E. Theory of English Teaching Problem for Special Needs Students

1. The Problem in Teaching English for Hearing Impairment Students

For students with hearing loss, there were a few frequent challenges in the classroom. The following are eight challenges that arise while instructing English to children with hearing loss:

- a. The teachers needed to adapt and to consider the proper media and material which is appropriate for hearing impairment students.
- b. The teachers had some issues in creating the proper media for hearing impairment students.
- c. The students sometimes made mistakes in understanding words because of the teachers' similar lip movements to other words, and it is hard for hearing impairment students to guess the words saying by the teacher.

⁵³Ristiani, A. Challenges in Teaching English for the Deaf Students". Malang. *Journal of English Language, Literature, and Teaching*. 3 (1), (2018): 16-20, <http://jurnal.unmuhjember.ac.id/index.php/ELLITE/article/view/1773>

- d. The teachers had difficulties in grabbing the students' attention to be hear what the teacher said.
- e. The students' limited vocabularies; the teacher first needs to give definitions and examples of words before continuing the next materials.
- f. The next challenge was the lack of students' background knowledge which was affecting the students in learning the material.
- g. The students' difficulties in differentiating similar words.
- h. The students needed much repetition in delivering the material.⁵⁴

In addition, students with hearing loss have trouble learning the English language because they have fewer cognitive abilities, including the ability to plan and execute tasks effectively, as well as fewer motor abilities, such as the ability to write legibly and quickly, and the ability to memorize and understand what they read.⁵⁵

F. Inclusive School

Education that is "inclusive" does not separate children with exceptional needs from typically developing pupils. All children, regardless of their physical, mental, emotional, linguistic, or other abilities, should have access to a quality education in a school that provides an inclusive environment. This demonstrates that inclusive education is a framework that enables students with special needs to receive appropriate educational support. Article 2 letter an of Regulation of the Minister of National Education No. 70 of 2009 Concerning Inclusive Education for Participants with Disabilities and Potential Intelligence and/or Special Talents ("*Permendiknas 70/2009*") defines inclusive education as follows: The goal of

⁵⁴ Adi, et al. Teaching special students: English lesson for deaf students in Indonesia special Junior High School. *International Journal of Education and Research*. 15 (12), (2017): 128-129, <https://www.ijern.com/journal/2017/December-2017/10.pdf>

⁵⁵ William Omondi Kodiango - Anne Syomwene. "Challenges Faced by The Hearing Impaired Learners in Composition Writing and in Answering Comprehension Questions in English Language Lessons". Kenya. *European Journal of Education Studies*. 2 (10), (2016): 2-11, <http://dx.doi.org/10.46827/ejes.v0i0.327>

inclusive education is to ensure that all students who meet the criteria for special education (those with physical, emotional, mental, or social disorders) or intellectual disability (those with the potential for intelligence and/or special talent) have access to a high-quality education.⁵⁶

When students of different socioeconomic statuses and skill levels are educated together, the school is better able to meet the needs of all of its students. Inclusive education is based on respect for human rights as well. In addition, the term "inclusive education" refers to a social movement that promotes certain ideals and tenets concerning youth, schooling, equality, and the elimination of bias and prejudice in both decision-making and the provision of services. The Universal Declaration of Human Rights from 1948, the United Nations Convention on the Rights of the Child from 1989, the World Declaration on Education for All from 1990, the Regulatory Standards on Equal Opportunities.

Foundational documents for inclusive education have been ratified by many countries, including Indonesia. These include the Convention on the Rights of Persons with Disabilities from 1993, the Salamanca Statement and Framework for Action on Special Education Needs from 1994, and the World Education Congress Declaration from 2005.

In theory, when inclusive education is put into practice, children with special needs are free to attend any school they choose. However, in reality, not many schools in Indonesia are ready to accept *ABK* for various reasons, both technical and non-technical. The lack of specialized tools, the instructor's lack of familiarity with *ABK*, and the possibility that *ABK* will disrupt the classroom's normal activities are common arguments against incorporating it. To broaden access to education, we can use objects. Education for children who are blind or visually handicapped that is accessible to all (total blind). Students who are blind or visually impaired can benefit from an inclusive education by having the JOS software program installed on a personal

⁵⁶ "Pendidikan Inklusi, Pendidikan untuk Semua", bemfip, 2021, <http://bemfip.student.uny.ac.id/2021/05/01/pendidikan-inklusi-pendidikan-untuk-semua/>

computer or laptop. Deaf inclusion is inclusive education for children who have lost all or part of their hearing power so that they experience verbal communication disorders. The tools used are mimic language or sign language. Inclusion of people with disabilities is inclusive education for children who have physical disabilities in the form of not having limbs (hands and feet) or if they have legs or hands they cannot function properly.

However, inclusive education is not the sole option for serving the educational requirements of children with disabilities. Separate but equal classrooms are another example, as are schools that welcome students of all backgrounds. What follows is a brief synopsis of the key distinctions between the three models. Separate educational facilities for students with disabilities are known as segregated schools. Separate schools for students with behavioral issues are called special education units or special schools in Indonesia. Some examples include *SLB/A* (for visually impaired children), *SLB/B* (for children who are deaf), *SLB/C* (for children who are mentally retarded), *SLB/D* (for children with disabilities), and *SLB/E* (for children who are blind). There are four different types of *SLBs* (special learning blocks): *TKLB*, *SDLB*, *SMPLB*, and *SMALB*. When it comes to the curriculum, the teaching and educational personnel, the facilities, and the learning and evaluation system, everything about a special education unit is different from a typical school.

However, students with exceptional needs can also attend mainstream classrooms at integrated schools, where they would get no separate, individualized support. The school continues to use the curriculum, infrastructure, teaching and educational staff, as well as a regular learning system for all students. If there are certain students who have difficulty in attending education, then the consequences are the students themselves who have to adapt to the system demanded in regular schools. In other words, integrated education requires children who must adapt to the system required by regular schools. One of the problems with this model of inclusive education is that students with special needs do not receive services tailored to their specific circumstances.

In addition, Inclusive schools represent a recent improvement in the field of bilingual and multilingual education. By adapting each facet of the educational experience to meet the needs of each individual student, inclusive schools are able to provide the highest quality education to all of their students. This includes everything from the curricula and facilities to the instructional methods and support staff, and even the ways in which students are evaluated. In other words, inclusive education requires the school to adapt to the demands of the individual needs of students, not students who adapt to the school system.

The benefit of inclusive education is that it allows children of all abilities to learn and grow together, with the ability to engage with one another in a way that is appropriate for their developmental levels and the demands of everyday life in society.⁵⁷ Therefore, it can be concluded from the preceding that all children, including those with special needs, have the basic entitlement to an appropriate educational experience. A choice for parents who want to enroll their children in school is the availability of inclusive education programs. With an inclusive education system in place, students with special needs have the option of attending either a special education unit or a normal school.

G. UNESCO and Indonesia Policy in Online Learning

Lockdown system or "physical distance" as it is more commonly known in Indonesia, has been implemented in response to the Covid-19 outbreak. Thus, the community is pursuing this policy to reduce the rate at which the Corona virus spreads. The Indonesian Ministry of Education and Culture responded to the pandemic by suspending the National Examination and implementing a policy of homeschooling via internet resources.⁵⁸ Students are encouraged to participate in meaningful learning activities at home through online

⁵⁷ "Pendidikan Inklusif," UNNES, t.t, <https://sites.google.com/a/students.unnes.ac.id/pus/page/pendidikan-inklusif>

⁵⁸ "Pembelajaran Online di Tengah Pandemi Covid-19, Tantangan yang Mendewasakan" Pusdatin.kemdikbud. 2020, <https://pusdatin.kemdikbud.go.id/pembelajaran-online-di-tengah-pandemi-covid-19-tantangan-yang-mendewasakan/>

learning or distance learning in accordance with "Circular from the Ministry of Education and Culture Number 04 of 2020" concerning the Implementation of Education Policies in the Emergency Period of the Spread of Covid.

Learning that takes place over a networked computer system and the internet is referred to as "Online Learning." The "2003 National Education System Law Part 10 Article 31" specifies the rules for distance learning itself as follows: (1). All schools, all grade levels, and all subject areas now provide some form of distance learning. (2). Individuals or communities that are geographically or logistically unable to participate in traditional classroom settings may benefit from distance learning. (3). Many different types of classrooms, various forms of technology, and a stringent testing and grading system are all used to facilitate distance learning and guarantee that students fulfill or surpass the minimal competency requirements set by their individual national education authorities. (4). Paragraphs (1), (2), and (3)'s reference to a Government Regulation for further provisions governing the implementation of distance education (2003 National Education System Law).

Learning through distance education also requires students to learn independently and makes use of media to disseminate information to them. Because of the growing variety of communication media options, online learning programs are becoming increasingly effective at facilitating two-way communication between teachers and students as well as between students and each other and between teachers and professional colleagues. Learning films and recordings can be used as a direct communication medium for educators to offer instruction. As a follow-up step, if there is any content in the video or recording that the students are having trouble grasping, they can simply play it back to themselves as a learning tool.

Nadiem Anwar Makarim, the country's Minister of Education and Culture, has issued Circular Number 4 of 2020, "Implementation of Education in the Emergency Period of Corona Virus Disease," which officially abolishes the National Examination (Covid-19). The circular letter includes several key announcements, including the cancellation of the 2020 national test (*UN*). Nadiem stated that the

National Examination was no longer needed for either graduation or admission to a higher education institution because it had been canceled. A portfolio of reports and accomplishments gathered beforehand, and/or other types of distant assessment, can also be used in the School Examination, which is a process related to the School Examination. High school graduation in states that employ the School Exams will be determined by students' performance on the School Exams. The regulations are applicable for schools that have not yet administered the School Examination. (1) The last five semesters of elementary school count toward high school graduation (*SD*) or equivalent (grade 4, grade 5, and grade 6 odd semesters). Grade 6 even-semester grades may be included in addition to passing grades for graduation purposes; (2) the value of the last five semesters is used to determine graduation from Junior High School (*SMP*/equivalent) and High School (*SMA*/equivalent).

In addition to passing grades, students can use their even-semester scores from ninth and twelfth grades; (3) students' final scores in the last five semesters of Vocational High School (*SMK*)/equivalent are based on their report cards, field work practices, portfolios, and practice scores. Passing grades from the even semester of the previous year are also acceptable. Class promotions are administered in accordance with the following rules: (a) Final Semester Exams for class promotion in the form of tests that collect students may not be administered, with the exception of exams administered prior to the issuing of the circular. (a) Students may submit a portfolio of their grades and accomplishments, complete assignments, take online tests, and/or be evaluated in some other way to fulfill the requirements for promotion to the next grade level.⁵⁹

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) and its member nations stress the significance of providing distant learning opportunities for children, college students, and the general public (digital platform learning).

⁵⁹ “Mendikbud Terbitkan SE Tentang Pelaksanaan Pendidikan Dalam Masa Darurat Covid-19,” kemdikbud, 2020, <https://www.kemdikbud.go.id/main/blog/2020/03/mendikbud-terbitkan-se-tentang-pelaksanaan-pendidikan-dalam-masa-darurat-covid19>

National learning portals from UNESCO member nations, including Indonesia's, are represented on UNESCO portals like:⁶⁰

a. Indonesia

- 1) Radio Education - Audio broadcasts aimed at educating the public.
- 2) Rumah Belajar - A system that enables users to collaborate on educational projects, communicate with one another, and manage their own learning remotely by providing them with access to course materials and a learning management system for virtual classrooms.
- 3) SPADA - A web-based educational resource currently offered without cost to those enrolled in postsecondary institutions.
- 4) TV Edukasi - TV Edukasi broadcasts live educational programming on two channels: one aimed towards students and the other for educators.

b. Japan

- 1) Future Classroom – A group of resources for finding various educational resources online.
- 2) MEXT – A system that facilitates online instruction in accordance with the learner's age, academic standing, and area of interest.
- 3) NHK education - A television and radio network whose sole purpose is to augment students' regular education by airing relevant programs in all 50 states.

c. Malaysia

- 1) Mo E-DL - The Ministry of Education's online learning platform, complete with e-textbooks, videos, and educational tools.

⁶⁰ “Respon UNESCO terhadap pandemi COVID-19 dalam bidang Pendidikan”, KWRI UNESCO, 2020, <https://kwriu.kemdikbud.go.id/berita/respon-unesco-terhadap-pandemi-covid-19-dalam-bidang-pendidikan/>

- 2) Eduweb TV - The government's compiled online courses, videos, and resources for educators.
- 3) TV Okey - Radio Televisyen Malaysia (RTM), Malaysia's national public broadcaster, just introduced a new educational television channel called TV Okey.

d. Singapore

Here in Singapore, we have something called the Singapore Student Learning Space, which is a government-run e-learning network that serves as a resource both for students and teachers.

e. Finland

- 1) OPH.fi – In response to the requirements of students, educators, and families in Finland during the recent coronavirus pandemic, the Finnish National Agency for Education has launched a new website.
- 2) OPH resources - The Finnish National Agency for Education's collection of tools and resources for online education.
- 3) Yleisradio - Public television's instructional broadcasts.

f. Netherlands

Lesopafstand is a website created by Kennisnet and the Ministry of Education, Culture, and Science that offers tools to keep education going even while schools are closed.

g. United Kingdom and Northern Ireland

- 1) BBC Bitesize - The BBC offers a wide variety of tools for at-home study.
- 2) DfE Online Education Resources - With the goal of assisting parents in their role as educators, the government of the United Kingdom has compiled a preliminary list of online educational tools to assist children in learning at home.

h. United States of America

- 1) Resources for Learning at Home - References to information posted on the websites of various federal departments.
- 2) TV programs - Some state education agencies have formed joint ventures with television networks to produce educational programming that may be viewed remotely by students.⁶¹

With the learning program implemented by each country, it is hoped that the pandemic that occurs will not hamper teaching and learning activities and help students with special needs.



⁶¹ “Education Response,” UNESCO, 2020, <https://en.unesco.org/covid19/educationresponse/nationalresponses>

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