Teachers' Strategies to Teach English for Young Learners with Special Needs in Inclusive School

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Abstract: Most schools in Indonesia do not consider English to be a compulsory subject. English is considered local content and an additional subject, especially in elementary schools. However, even though English is not the main subject, the English subject has a strategic role in preparing students from an early age to face global association. This study aims to analyze the strategies teachers apply to young learners with special needs in introducing and teaching English to them. This study employed the case study qualitative research design. In this study, the researchers collected data using interviews and observation guides. The research subjects in this study were three teachers, three parents, a headmaster and an inclusion coordinator. This study found that teachers' teaching strategies vary depending on the conditions of young learners with special needs. This research implies that accompanying teachers for young learners with special needs become more aware of the importance of teaching strategies adapted to students' abilities. Apart from that, teachers also get new ideas in implementing various teaching strategies.

INTRODUCTION

In the study by Curtain and Dahlberg (2004), young learners are divided into four age groups: (1) preschoolers aged 2-4 years who still attend kindergarten; (2) elementary school students aged 5-7 years; (3) middle school students aged 8-10 years; and (4) early adolescent students aged 11-14 years who attend formal junior high school. The status of English in elementary school is as local content and an additional subject. Most schools in Indonesia, especially elementary schools, do not consider English a compulsory subject. English is designated as an extracurricular or optional subject. The removal of English as a compulsory subject makes the position of English uncertain at the primary school level, resulting in differences in its implementation between schools (Wahyuningsih & Ni'mah, 2023). However, even though English is not the main subject, it has a strategic role in preparing students from an early age to face global association because English is the language of international communication between various countries. English material in elementary schools covers four

main aspects that must be mastered by all young English learners, which are speaking, reading, writing, and listening (Sadiku, 2015). Therefore, elementary school students can improve their overall English skills more efficiently so that English is no longer a scourge that young learners are afraid of.

Teaching English to young learners is different from teaching English to adults. English teachers for young learners in elementary schools need to understand language teaching and learning theories and be able to apply them in language classroom management. Teachers for young students must also be able to teach well and design materials so that they can apply English teaching and learning approaches, methods, and techniques appropriately (Sukarno, 2008). Children with special needs require more attention than other children in general. Children with special needs can also be called children who experience physical, mental, intelligence, and emotional disorders. Based on the category, two types of children with special needs exist which are children with temporary special needs and children with permanent special needs (Siahaan, 2022).

In Indonesia, Article 15 of Law No. 20 of 2003 concerning the National Education System explains that the type of education for children with special needs is included as special education. Special education is one for students who experience difficulties in their development due to physical, emotional, or mental disorders. It is explained in the law article 32 (1) No. 20 of 2003 of the Indonesia National Education System. Special Education technical education services for students with extraordinary intelligence can be arranged inclusively or as special education units in elementary and secondary education carriages. Thus, Special Education only exists at the elementary and secondary education levels.

The present research limits the discussion by focusing on teaching English in inclusive schools at the elementary school level. An inclusive school is an educational institution that provides services for children with special needs. In inclusive schools, children with special needs and normal children receive the same education in the same class but with different results and methods. Inclusive education is a platform or a place that provides opportunities for students with special needs to fulfill their educational needs by studying in a regular classroom with normal students (Zakaria & Tahar, 2017). The term "inclusive education" is often used to mean people with physical and mental disorders, people with sensory limitations, mobility, intellectual disabilities, and some disorders such as language, behavior, and autism spectrum disorders. However, some educators use the term "inclusion" in the education system designed

for all groups, especially marginalized groups, to gain access to various places, one of which is at school (Kirschner, 2015).

Some educators and theorists use the term "inclusion" in a broader sense that refers to an educational system specifically designed to guarantee access for all marginalized groups in schools and society. However, "Inclusive education" is often used and refers to people with physical and mental disorders. Inclusive education can strengthen the capacity of the education system to reach all learners (International Bureau of Education, 2016). Inclusive education extends to all students without exception, including those with identified disabilities as well as those who have been historically marginalized (Artiles et al., 2011). Inclusive education is how schools, classrooms, programs, and lessons are designed so all children can participate and learn. Inclusion is also about finding different ways of teaching so that the classroom can actively engage all students. Discover how to develop relationships between friends and teachers and friendship.

However, inclusion is not a place but more directed to a process and practice in designing schools to support and benefit all students equally (Artiles & Kozleski, 2016). Teachers in inclusive schools are responsible for educating students with special needs to achieve predetermined learning goals. Teachers who teach children with special needs must have the will and patience to teach their students. Teachers must also have a particular strategy for teaching them, especially in teaching English to students with special needs. Moreover, teachers must be better prepared in many ways because English is not the main subject in elementary schools, and what they teach differs from normal developmental children. In this study, researchers tried to determine the teacher's strategy in teaching English to students with special needs in inclusive schools. The researchers also found the difficulties and challenges when teaching English to students with special needs.

LITERATURE REVIEW

Young Learners with Special Needs

Students referred to as EYL (English for Young Learners) are elementary school students aged between 6-12 years. These students were divided into two groups: young and old groups. The young group is children aged 6-8 years, and the older group is children aged 9-12. The current EYLs have been learning English since elementary school (Aslamiah, 2022.). Young learners have certain characteristics, such as short attention spans and being very active, imaginative, and egocentric. Young learners love praise and reward and are also less shy than

older learners. They enjoy imitating and learning through acting, playing, making, and doing. Young learners learn indirectly rather than directly. They understand language as units, not separate words (Prayatni, 2019).

Furthermore, there are also types of characteristics of children with permanent special needs: (1) children with visual impairment with two categories, which are children with low vision and blindness, so they need special education services (Perkins et al., 2013); (2) children with hearing impairment have lost some or all their hearing power, making them have problems communicating verbally (Al-Rowaily et al., 2012); (3) children with intellectual disabilities; (4) children with physical or mobility impairments (disability) have permanent disabilities of the limbs or neurological disorders of the brain (Reinehr et al., 2010); (5) children with emotional and behavioral disorders show deviant behavior, unlike children in general that occur in childhood and adolescence. This disorder occurs due to disruption of emotional and social development (Oliver & Reschly, 2010); (6) children with specific learning disabilities are children who have problems in the learning process, which is usually caused by disorders of the nervous system dysfunction, basic psychology, and neurological disorders (Johnson, 2012); (7) autistic children are children who have impairments in communication, interaction, and social behavior. They are often immersed in their world (Ricketts et al., 2013). Autistic children usually only like particular objects and often get angry, cry, or laugh for reasons that are not clear; and (8) children with concentration and hyperactivity disorder (ADHD) are intrusive and hyperactive and have difficulty concentrating (Keown, 2012).

Teaching Strategies

There are many kinds of teaching strategies for teaching English. Wehrli & Nyquist (2003) explained that teaching strategies have four types. The first one is brainstorming, defined as the process of generating multiple ideas until the maximum number of ideas has been generated. Brainstorming is a group creativity forum for general ideas (Al-maghrawy in Al-khatib, 2012). The advantages of brainstorming include promoting peer learning, creating synergies, actively involving students with higher levels of thinking, and helping groups reach a consensus. However, brainstorming also has weaknesses, such as being ineffective, requiring students' discipline, and leading to "group thinking."

The second teaching strategy is case-based small-group discussion. In this strategy, five to ten people handle case-based assignments. They exchange points of view while working through the problem-solving process. Srinivasan et al. (2007) explained that students focus on

creative problem-solving with some prior preparation. The case-based small group discussion strategy has several advantages, such as the teacher can actively involve participants, facilitate the exchange of ideas or ideas based on awareness of common interests, help participants explore pre-existing knowledge, develop their knowledge, and encourage the development of critical thinking skills.

The next strategy is demonstration. Demonstration strategy is an activity where students can observe how things can be done and happen to help prepare students to transfer theory to practical applications. This strategy involves the teacher showing students how to do something (Adekoya & Olatoye, 2011). The benefits of a demonstration strategy are providing opportunities for targeted questions and answers, assisting the learner, and allowing attention to be focused on specific details rather than general theory.

The fourth teaching strategy is games. This game strategy presents participation, competence, practice, and feedback in the learning process. This strategy serves as a motivator and an opportunity to apply the principles. The use of carefully planned games in the classroom (e.g., to practice certain verbs, tenses, questions, locations, etc.) adds interest to the class (Brown, 2000). The benefits of this game strategy are motivating students, involving students actively, providing challenges that can generate curiosity and confidence, promoting team learning, increasing the ability to give feedback, and creating a fun learning environment.

The last strategy is independent study. Self-study strategies are teaching strategies designed to support and enhance other instructional activities. Learning activities with this strategy are generally carried out entirely by individual learners or groups of students using source material. This strategy can be carried out using computer/web-based technology. Self-study is an individual learning experience that allows students to choose a focus topic, define a problem or question, collect and analyze information, create products, and apply skills. The benefits obtained by implementing self-study strategies are enabling students to progress at their own pace, cultivating independent study skills, and enhancing the learning experience.

Apart from that, there are several other strategies implemented by teachers, which are (1) holding ice breaking to help students be better prepared and not bored with learning, (2) recalling memory is very important to help students remember previous material before going to the next material, (3) applying brainstorming strategies to increase curiosity, (4)) holding simple discussions to find out how far the students understand the material, (5) using game strategies to make students more involved in the learning process as well as serving as a warm-up before moving on to the next material, (6) listen and read is a strategy where students must

listen to a text and then their hands must also write down what they hear simultaneously, and (7) listen and match is a strategy where each student listens to the audio and then connects the images with several categories/clues in the audio (Lestari et al., 2019).

Inclusive Education

In Indonesia, the special education system has experienced a paradigm shift from a medical perspective to a social perspective (Rochyadi & Alimin, 2005). Initially, special education focused on the limitations of children. Such education is designed to cure and treat the obstacles and internal problems of children with special needs; therefore, special education in Indonesia is known as *Pendidikan Luar Biasa* (PLB). Then, along with the paradigm shift, educators changed their point of view by looking at children in terms of optimized potential. Finally, the name of special education changed to special education. The paradigm shifts in viewing special education resulted in changes to the special education system in Indonesia. (Maryanti et al., 2021).

The implementation of Inclusive Education in Indonesia for students with special needs is established in a regular education format and specifically designed to meet the criteria of the disability law (Choate, 2004). Based on the United States Agency for International Development (USAID) records compiled in 2011, the composition of schools serving the education of children with special needs in Indonesia includes 1858 special schools, 1654 regular elementary schools, and 320 regular junior high schools. More than 73,100 people are served in special schools, and more than 29,700 in inclusive schools at the primary and junior secondary levels. The World Health Organization (WHO) reported in 2008 that 20% of children with special needs aged 6-11 years and 19% of children with special needs aged 12-17 years have the opportunity to learn (Braine, 2013).

METHODS

This research was qualitative research by following a case study design to produce findings about teachers' strategies to educate young learners with special needs (ABK) in inclusive schools. The researchers wanted to capture a deep understanding of the cases in this study by focusing on the case to find a deep understanding. The participants of this research were three shadow teachers, three parents, the headmaster, and the inclusion coordinator. The researchers chose the three shadow teachers from grade 5 (classes 5A and 5B) who handled deafness, autism, and intellectual disability. The preparation carried out by the researchers is

to look for participants who match the required data. The next preparation is to inform the involved parties about the questions that will be asked by the researchers during the interview so that participants can better prepare their answers.

This research was conducted at a private school in one of the regions of Indonesia. This school was chosen because it is a multiple intelligence-based school that implements a one-teacher-for-one-student system with a special needs system. The researchers observed specifically in grade 5 in the inclusion classes (5A and 5B). This research took place at the school and the parents' house using interview and observation methods. This research lasted three months, from April 19 to July 25, 2023, then continued with data processing until August.

Data collection is an essential process in the scientific method for research purposes. The researchers used face-to-face interviews and frank observation to collect the data in this study. The type of data in this research is labeled data, which are the results of face-to-face interviews and frank observation.

FINDINGS

Teachers' Strategies in Teaching English to Young Learners with Special Needs

To answer this research question, the researchers conducted interviews with three shadow teachers, which will be written as T1, T2, and T3. The researchers also conducted classroom observations during English learning to see how the teaching and learning process was implemented using the teachers' strategies. In this research, the researchers chose three shadow teachers who handled three children with special needs in grade 5. Below, the researchers directly describe the three of them separately. Before that, the researchers grouped the shadow teachers with the students with special needs using tables to make it easier to remember and understand.

Table 1. Teachers and special needs children grouping

T1 (Teacher 1)	**T2** (Teacher 2)	**T3** (Teacher 3)
Severely Deaf student	Intellectual Disability student	Down Syndrome student

Games Strategy

The game's strategy was implemented by the three shadow teachers to educate students with different backgrounds and deficiencies. In this strategy, students were expected to learn from the information provided by the teacher. T1, T2, and T3 used this strategy. Below is a description of each shadow teacher who uses this strategy.

T1 (Teacher 1)

T1 applied an expository strategy because he handled a deaf student. A deaf student has hearing impairments. The deaf student handled by T1 fell into the severe category of deafness, so T1 had his way of educating his student so the student could receive the subject matter well according to his abilities. Below, it will be explained what efforts were made by T1 in educating his student, especially in teaching English material.

1. Empowering the words

Because children with severe hearing impairment have a deficiency in their vocabulary, T1 focused on empowering their words first. Empowerment of words means words in Indonesian. After the student understood the Indonesian words well, T1 would teach the student the English words. It is supported by the interview evidence as follows:

> *"Jadi fokus saya adalah efektifitas. Saya fokus pada perbendaharaan kata nya. Jadi saya tidak mengajari banyak, karena kan anak tunarungu kosakata nya memang sangat terbatas, maka kemudian harus di push pada hal-hal yang sederhana dulu."* (T1, May 6)
> [My focus is **effectiveness**. I focus on **increasing his vocabulary**. So I don't teach much because deaf children have a very limited vocabulary, so they have to be pushed on the simple things first]

Because children with hearing impairment experience a deficiency or loss of their sense of hearing, they cannot perceive stimuli in the form of sounds, voices, or other stimuli through hearing. Therefore, as a result of the delay in the development of their hearing, children with hearing impairment are also hampered by their ability to speak and language, which results in a hearing impairment experiencing slowness and difficulty in matters relating to communication. It made T1 focus more on empowering Indonesian vocabulary first due to the shortage of the deaf student who did not understand Indonesian vocabulary. So, if the deaf student were burdened with understanding other languages, it would be tough for him.

2. Using Pictures and Flashcards

The next strategy carried out by T1 to teach English to students with hearing impairments was to use media such as pictures or flashcards. T1 asked his students to imitate how to read a word in English and then recorded the word in a notebook. It is

supported by the observation evidence from the researchers during English class on May 25, 2023. This observation was carried out outside the classroom (pull-out).

The researchers observed that the deaf student T1 taught could understand what T1 said and meant when explaining the material, but he sometimes had difficulty understanding it. T1 was also seen frequently making additional gestures to describe what word he was saying. Communication between T1 and the deaf student did not use sign language. However, both of them could still understand each other even though it required a little emphasis on words, additional hand gestures, and facial expressions that must be clearer. When saying words in English, T1 asked the deaf student if he could imitate them. Some words could be imitated, but some could not. These words could not be heard clearly because of the student's limitations. When given a picture and several choices of English words, the deaf student was asked to choose one of the three existing vocabulary choices, which English word was the most appropriate according to the picture shown. The deaf student could answer them well with the help of T1. In addition, the observation is also supported by the interview evidence as follows:

> *"Implementasi yang saya lakukan itu saya sekedar memberikan gambar, dia cuma melihat gambar kemudian menyebutkan namanya dalam Bahasa Inggris. Kalau menulis bisanya mencatat. Misal saya menulis Bahasa Indonesia kemudian Bahasa Inggrisnya, dia mencontek sesuai yang saya tulis. Kalau untuk mengingat-ingat dia belum bisa. Karena ada aspek atau gangguan dari anak-anak itu sendiri ya."* (T1, May 6)
> [The implementation that I did was I just **gave a picture,** he just looked at the picture and then said the name in English. If he writes, he usually **takes notes**. For example, if I write Indonesian and then English, he copies what I write. If it comes to remembering, he can't. Because there are aspects or disturbances from the children with special needs like him]

T1 used flashcards as learning media containing pictures and writing in Indonesian and English. However, because these deaf children with special needs have limitations, they can only imitate in English and write, but they must be given examples of their writing first. Apart from using flashcards, T1 also provided material using interactive videos to make it more varied and not make students bored. T1 implemented a learning while playing system. During the final minutes of learning, T1 usually allowed students to draw so they did not get bored and as a form of appreciation for studying well. It is supported by the interview evidence as follows:

"*Saya kadang pakai* flashcards, *tapi dia Cuma lihat gamabrnya dan niruin yang aku bilang. Kalau nulis dia bisanya mencatat, meniru dari tulisan saya. Ketika jam-jam terakhir, saya menyuruh anak itu untuk menggambar supaya refresh. Jadi tetep harus ada variasi-variasi tertentu yang kemudian kita harus olah biar anak tidak jenuh.*" (T1, May 6)

[Sometimes, I use **flashcards**, but he just looks at the pictures and **imitates** what I say. When he writes, he usually **takes notes**, imitates my writing. When the last hours, I told the child to draw to refresh. So there still have to be certain variations which we then have to work on so that the kids don't get bored]

T2 (Teacher 2)

The second shadow teacher, T2, also applied an expository strategy. T2 handled students with intellectual disabilities with limitations in social, intellectual, emotional, and mental aspects, which made T2 decide to find her own way of teaching English material to her students. Below are some of the ways T2 has implemented in educating her students.

1. Use Pictures and Videos

T2 used pictures or flashcards as media to introduce English vocabulary to students with special needs. T2 focused on introducing the word first, not hoping that students with special needs would remember and understand the vocabulary. Students would imitate the vocabulary written beside or under the pictures provided according to what T2 said. It is supported by the interview evidence as follows:

"*Pertamanya harus pakai Bahasa Indonesia dulu, misalnya gambar anak tidur, kita nanya, ini gambar apa, nah kemudian kita tanya, tidur Bahasa Inggrisnya apa? gitu.*" (T2, May 6)
[First, we have to use Indonesian, for example, a picture of a child sleeping, we **ask what this picture is**, so then we ask, **what is sleeping in English**?]

A student with an intellectual disability whom T2 handled is more able to focus and understand English vocabulary when given pictures. T2 always tried to provide pictures or props as media tools to make it easier for the student to understand English vocabulary. T2 gave English vocabulary; next to it was a picture that matched the word. The student with an intellectual disability must repeat the vocabulary spoken by T2 by remembering what picture T2 pointed to as a form of the depiction of a word. It is supported by the interview evidence as follows:

"*Dia tidak harus memahami, tapi mengenal. Misal, tidur yang mana, gambarnya dulu, tidur yang ini, tadi apa Bahasa Inggrisnya, oh tidur Bahasa inggrisnya* sleep, *berarti gambar ini Bahasa Inggrisnya* sleep." (T2, May 6)
[He doesn't have to understand, but **he just has to know**. For example, which one is sleeping, the picture first, this one is sleeping, what was the English word before, oh it is sleep. The English word is sleep, which means that this picture in English is sleep]

Sometimes, when T2 felt that the material was more complicated, she would provide a learning video with a slow tempo so that it was easy for the student to understand and so that the student did not get bored quickly. T2 also felt videos could help make it easier for the student with intellectual disability to understand the material (English vocabulary). It is supported by the interview evidence as follows:

"*Kadang kalau agak sulit (dalam mengerti kosakatanya), dia akan dikasih video yang ada menyanyi nya, say acari video yang pendek tapi pelan (temponya)."* (T2, May 6)
[Sometimes, if it's a bit difficult (to understand the vocabulary), he'll be **given a video** that has singing in it, I'm looking for a video that's short but slow (tempo)]

2. Match the Vocabulary with the Pictures and Sticking

In addition to introducing vocabulary using pictures, T2 often provides learning by matching pictures with vocabulary. The student with ID (Intellectual Disability) was asked to pay attention to the picture first. Then, he must be able to choose between several choices of words that match the picture. For example, in a picture of a house, the ID student must choose between the words tree, house, and car, which was the correct vocabulary for the picture of the house shown. To make learning more varied, T2 sometimes asked the ID student to attach pictures that matched English vocabulary. It is supported by the interview evidence as follows:

"*Kalau bahasa Inggris, sampai saat ini saya masih selalu kasih gambar, misal gambar anak sedang tidur, pertamanya harus pakai Bahasa Indonesia dulu, sebelum saya kasih gambar, saya kasih kosakatanya dulu, lebih seringnya itu menjodohkan kata. Disamping kosakata ada gambarnya. Misal, gambar tidur itu yang mana, apakah* sleep *atau* eat *atau* drink*."* (T2, May 6)
[In English, until now I still always give pictures, for example, a picture of a child sleeping, first, we must use Indonesian. Before I give him a picture, I give him the vocabulary first, more often, it's like matching words. Besides the vocabulary, there are pictures. For example, which picture is sleeping, is it sleeping or eating or drinking]

3. Writing – Dictation

In terms of writing, students with ID are far behind other students. The T2 way of improving the ID student's writing skills was by dictating them. The ID student could still not write independently; he must be given an example (copy) or listen to dictation from their teacher. Even though it was dictated, the ID student sometimes still needed help with his writing. It is supported by the interview evidence as follows:

> *"Apalagi hambatannya ini gak cuma sosial sama emosi, dan intelektual, jadi dia masih punya PR banyak ya, jadi untuk membaca dan menulis itu dia masih belum bisa. Untuk nulis itu saya bantu dikte, itupun gak bisa yang satu kalimat yang betul semua. Misal dari lima huruf, itu mesti ada satu dua huruf yang salah, misal kebalik atau lupa."* (T2, May 6)
> [Moreover, the obstacles are not only social and emotional, but intellectual, so he still has a lot of homework, and can't read and write yet. To write it down, I help with **dictation**, and even then, I can't get all of it in one sentence. For example, out of the five letters, one or two letters must be wrong, for example, **reversed** or **forgotten**.]

The challenges or obstacles that T2 has experienced while teaching English to students with Intellectual Disabilities were dealing with their moods. According to T2, whatever is given to a child with a special need will be easy to understand if the child's mood is good; it applies to all subjects and all materials. On the contrary, if the mood is bad, the teacher must find a way to stabilize the child's mood so that the child can receive lessons again because the child cannot be forced into the slightest thing if he is not in a good mood. It is supported by the interview evidence as follows:

> "*Tantangannya ada di mood, perilaku, dan emosinya. Mau dikasih Bahasa Inggris pun kalau dia mood, bisa. Kalau dia gak mood, semudah apapun yang dikasih, gak bakal bisa*." (T2, May 6)
> [The challenge is in the **mood**, **behavior**, and **emotions**. If he's in the mood and given English material, the material will be readily accepted. If he's not in the mood, no matter how easy it is, he won't be able to]

T3 *(Teacher 3)*

T3 also applied an expository strategy because he handled children with Down syndrome. T3 had her way of teaching English to a student with limitations such as lack of attention and short-term memory. Below is the way of T3 in teaching her student.

1. Use Pictures and Songs

T3 used pictures and songs to teach English to the student with Down syndrome. The student with Down syndrome whom T3 handled was a child with quite good abilities. Therefore, T3 introduced English to the student using pictures (flashcards) and songs she created herself. Suppose the student with Down syndrome had difficulty with the vocabulary being taught; in that case, T3 usually composed a random song with a sober tone to make it easier for the child to remember the vocabulary. It is supported by the interview evidence as follows:

> *"Jadi kadang saya pakai lagu misal naik-naik ke puncak gunung terus saya ganti liriknya pakai kosakata benda gitu, terus dia itu jadi hafal gitu lho. Kecuali kalau sudah ada video yang di youtube ya pakai video di youtube."* (T3, May 6)
> [So sometimes I use a **song**, for example *naik-naik ke puncak gunung* song, then I **change the lyrics** into noun vocabularies, then he will remember it easily. Unless there is already a video on YouTube, I use the **video on YouTube**]

According to T3, because her student used the same module as her student's friends in class, she did not find it challenging to provide media to her student because there were already many pictures available in the module, which made the student not get bored quickly when studying it. It is supported by the interview evidence as follows:

> *"Kalau Bahasa Inggris itu kan di buku materinya kan sudah banyak gambar, jadi saya tidak perlu harus mencari gambar sendiri. Kalau yang tidak ada gambarnya, kadang kita buat lagu."* (T3, May 6)
> [There are lots of pictures in the English book, so I don't have to look for the pictures myself. If there's no pictures, sometimes we make songs]

2. Lower the Difficulty Level of the Material

Based on T3, students with Down syndrome have obstacles in their vestibular part, which means that the child's balance, gross motor skills, and fine motor skills are disrupted. In addition, Down syndrome also has meager attention and short-term memory. Thus, based on the student's character, T3 decided that her student could follow the appropriate material in class (the same material as the other students) but slightly lowered the difficulty level. For example, when teaching past verbs to her students, T3 provided clear example sentences with emphasized tenses. In addition, T3 also focused more on writing English than reading it because, according to T3, for children with Down syndrome, imitating how

to read an English word properly is quite difficult. It is supported by the interview evidence as follows:

> *"Jadi bener-bener kita buat simple kalimatnya, contohnya, 'Arya kemarin jalan kaki' Kalo dia itu harus ditegaskan, kan kemarin, berarti kalo kemarin pakainya ini, kalo sekarang pakainya ini."* (T3, May 6)
> [So we really try to **make the sentences simple**, for example, 'Arya walked yesterday.' As for him, we must highlight the 'yesterday' word, it means if yesterday (adverb of time) we use this, if it is now (adverb of time), we use that]

> *"Kalau Bahasa Inggris itu yang penting saya mengajarkan tulisannya, jadi ketika harusnya dibaca /ˈwɔkt/ tapi dia bacanya tetap walked (sesuai penulisan, dengan pengucapan -d- yang jelas diakhir)"* (T3, May 6)
> [In English subject, I just focused on how to **write correctly**, so when it should be read /ˈwɔkt/ he still reads it as walked (read with a clear -d- sound at the end)]

In addition, because the student handled by T3 had obstacles in his attention, T3 focused on maintaining the student's focus so that the student was not easily distracted by his surroundings. The way T3 maintained the focus of the student with Down syndrome was to provide things that the student liked, such as singing, giving games, and discussing things he liked, such as Korean boybands.

3. Give Non-monotonous Worksheets

T3 handled a child with Down syndrome who was capable enough to follow the material in class well, so T3 considered that the CBSA strategy could be applied when the teaching and learning process took place with the student. One of the things T3 did to make the student active was providing non-monotonous worksheets. T3 often provides various worksheets daily so students can be more active and not easily bored with the material. The researchers obtained the data by observing during the English class lessons on Thursday, May 25, 2023. The researcher found out that T3 provided non-monotonous worksheets for the student. Non-monotonous worksheets include crosswords, matching pictures, filling in the blanks, and many more. When the researchers made an observation, T3 gave a worksheet in the form of a crossword puzzle containing a collection of random words. The student's task was to find English vocabulary from the pile of random words on the puzzle table and circle the words. The student with Down syndrome whom T3 handled looked interested in the material, but he had a little difficulty finding the vocabulary because he still did not remember the correct writing of some of the vocabulary that had been taught,

so sometimes T3 helped him to find the words. Using this strategy, English material could be adequately conveyed, and the student could happily complete his tasks.

DISCUSSION

Based on the results obtained by the researchers, it can be seen that there are various characteristics of students with special needs in the private school as the location for this research, such as Intellectual Disability, Dyslexia, Down Syndrome, Dyscalculia, Deafness/Hearing Impairment, Speech Delay, Social Pragmatic Disorder, Speech Sound Disorder, Cerebral Palsy, Emotional Disorder, Autism, ADHD (Attention Deficit Hyperactivity Disorder). However, in this study, the researchers only focused on students with special needs in grade 5 (5A and 5B), with only three types of special needs: Hearing Impairment, Intellectual Disability, and Down Syndrome.

One of the implementations of the inclusion program implemented by the school as an inclusive school based on multiple intelligences is to provide one teacher for one student with special needs. This accompanying teacher is responsible for accompanying a student with special needs from the moment they enter class until they go home, supervising and assisting the learning process from creating their curriculum to creating questions and assessing the student's progress. These teachers are called shadow teachers. The school has around four to five shadow teachers at each grade level. Of the four classes at each level, two have special needs students. One class can only accommodate two to three students with special needs, which means there are only two to three shadow teachers. Each class has two types of teachers: the main teacher, who teaches all the students, and the shadow teachers, who only handle one student with special needs.

To educate students with special needs, the accompanying teachers (shadow teachers) in the school have their own strategies that they apply to each of their students according to the needs and abilities of their students. The strategy is visualization by providing students with pictures, songs, and flashcards to students. In line with the research by Takriyanti et al. (2022), the present research found that the strategies implemented for students with hearing impairment were visualization, giving pictures to color, using flashcards, explaining the subject matter, modifying the class environment, and asking students to always carry a dictionary with them. Young learners with special needs have their curriculum based on their type of special needs and their ability to receive learning. Therefore, their learning targets are different from those of other students. For English subjects, young learners with special needs are only given targets to

increase their vocabulary and guess pictures based on their English vocabulary. They are taught to recognize English vocabulary using pictures with Indonesian and English descriptions below, then given simple videos containing songs to make it easier for them to remember, then flashcards containing colorful pictures so that young learners with needs specifically not easily bored and easier to remember pictures and descriptions.

In line with the research by Saputra & Aziz (2014), the present research found that there are five strategies in teaching based on Wehrli & Nyquist (2003): brainstorming, case-based small-group discussion, demonstration, games, and independent study. In the current research, because it explicitly examines teaching strategies for children with special needs, of the five strategies, the researchers only found one strategy that was suitable for children with special needs, namely the game strategy.

Game is used to present participation, competence, practice, and feedback in the learning process. This strategy serves as a motivator and an opportunity to apply the principles. The use of carefully planned games in the classroom (e.g., to practice certain verbs, tenses, questions, locations, etc.) adds interest to the class (Brown, 2000, p. 146). The benefits of this game strategy are (a) motivating students, (b) involving students actively, (c) providing challenges that can generate curiosity and confidence, (d) promoting team learning, (e) increasing the ability to give feedback, and (f) create a fun learning environment. Children can more easily understand English vocabulary by using games when teaching children with special needs. Games for children with special needs here are more in the form of unique and colorful worksheets and sometimes songs or videos. Children with special needs sometimes participate in games the teacher requests while in class with other friends.

CONCLUSION

In inclusive schools, all students are considered to have the right to equal education, including children with learning or mental disorders and normal children. In inclusive schools, normal children and children with special needs study together in one class. However, children with special needs have one accompanying teacher who accompanies them from entering the class to going home. Each student with special needs has their own treatment; therefore, the teaching strategies applied by the teacher must also be different. Based on the three students with special needs in this study, each student had a companion teacher (shadow teacher), and the three teachers had their own strategies for teaching English, especially in teaching English vocabulary. They use pictures, flashcards, songs, and videos to teach vocabulary. They also

lower the material's difficulty level and provide fun and varied worksheets. In inclusive schools, students with special needs have flexibility, such as class entry hours, study hours, subject matter, etc. This is because each student with special needs has their way of handling difficulties. Each accompanying teacher must be able to understand them and handle students with special needs as well as possible. Each of these teachers also has challenges teaching English to students with special needs. However, they continue to educate students with special needs so that they can follow their other normal friends. This research implies that accompanying teachers for young learners with special needs become more aware of the importance of teaching strategies adapted to students' abilities. Apart from that, teachers also get new ideas in implementing various teaching strategies.

ACKNOWLEDGEMENT

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