



English for Children with Special Needs: Obstacles and Solutions in the Teaching and Learning Process

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Abstract

English is taught in primary education classes, including for students with special needs. Students with special needs certainly need treatment that is not the same as students in general. This study aims to determine the obstacles experienced by students with special needs in learning English, as well as solutions made by teachers. This research used a mixed method, a combination of qualitative and quantitative. Qualitative data were obtained from conducting in-depth interviews with teaching teachers to discover the obstacles and solutions in the teaching and learning process of English subjects. In contrast, quantitative data were obtained from test results to determine the significance of solutions for each disability. Based on the data from the in-depth interview, researchers formulated that there were various obstacles in the learning process. The main factor of these obstacles is the limitations experienced by students. Teachers use the learning media "YouTube" to solve these obstacles. Quantitative test data showed that there were significant differences between blind and autistic (0.003), deaf and autistic (0.00), quadriplegic and autistic (0.00), deaf and intellectual disabilities (0.02), and quadriplegic and intellectual disabilities (0.01). Based on the results of the data above, the researchers concluded that the obstacles faced by ABK students vary and depend on the limitations of each disability. There are significant differences in learning outcomes between blind, quadriplegic, and deaf students when compared to intellectual disabilities and autistic students in learning English using the "YouTube" platform.

Keywords: *Deaf student, Blind student, Quadriplegic student, Intellectual disabilities student, Autistic, YouTube, English*

INTRODUCTION

The nation's future is determined by the quality of education of its young generation, preparing for a better tomorrow with education. That's the sentence spoken by Malcolm. Based on the statement above, education is the premier need of every individual to welcome a brighter tomorrow, both for the nation and for individuals personally.

To fulfil the right of citizens to education, an educational institution cannot interfere with anyone who intends to go to school, especially for children with special needs. Children with special needs have the right to choose where they want to study.

Based on the statement above, education is a right of all citizens that the government must fulfil. It is supported by the 1945 Constitution's paragraphs 1 and 2,

which say that every citizen gets an equal right to education. Based on this regulation, it can be concluded that education in Indonesia is provided not only for the elite, but all levels of society can feel the pleasure of education, whether rich or poor, urban people or rural communities, normal or disabled, all have the same rights. This regulation is strengthened by Law No. 20 on the National Education System, which says that quality education is provided to all citizens, regardless of physical, emotional, mental, intellectual, and social differences (Depdiknas RI, 2003).

Handling children with special needs means that special treatment is needed so that they feel comfortable. (Desiningrum, 2017) said that special treatment is needed for children with special needs caused by developmental disorders and abnormalities experienced by children. Meanwhile, (Bahri, 2000) said that children with special needs are characterized by the presence of lower or higher physical, emotional, and intellectual presence among other children. Therefore, it requires using strategies by teaching teachers and the right approach according to their needs. (Hallahan et al., 2005) said every teacher can teach children with special needs because they know the management.

There is a phenomenon faced by the education system in special need students. (Praptiningrum, 2010) explained that implementation of inclusive education is not entirely in accordance with the implementation guidelines both in terms of students, teacher qualifications, infrastructure, parental support, and government support. The facts show that there is no policy about the characteristics of children with special needs such as in terms of acceptance of types of specificity that are not limited, intelligence levels below average, and there has been no determination of the limit on the number of students accepted. In addition, the phenomenon encountered in the field is that educators do not have adequate understanding, ability, and experience to guide children with special needs. Support from parents of children with special needs and the community is still limited to moral support. The support should be in the form of material support or direct involvement in the implementation of inclusive education.

There are some previous studies supporting the previous statements. The first is research conducted by (DEBASU, 2023). He said that Inclusive learning environments are crucial in ensuring that all students, regardless of their abilities or backgrounds, have equal opportunities to learn and succeed. It also emphasizes the significance of involving students, teachers, and other stakeholders in the process to ensure the environment accommodates the needs of everyone involved. Meanwhile, (Rasmitadila et al., 2023) in her research stated that the teacher should set up some instruments before learning process. She applied the limited face to face learning in inclusive classroom. She stated that teacher in inclusive classroom have heavier workload. The diverse of students' characteristic and needs led the teacher awareness to increase their competence in achieving the learning goals for all students. Non-pedagogical personnel could play an active process in inclusive learning. A study by (Domagała-Zyśk, 2024) stated that non-pedagogical personnel run essential role in exercising the support plan. Their role in building an atmosphere of security, emotional warmth, and a solid climate at school is prominent.

Parents also comments learning atmosphere related to teaching learning for students with special need. Research conducted by (Siahaan, 2022) stated that many parents and community consider the urgency of inclusive class. It was because children with special needs often get minimum attention as well as normal students. Another study conducted by (Chitiyo, 2024). He focused on teacher in teaching students with special needs. Chitiyo stated that the teacher should reconsider the curriculum and practicum for preparing special and general educators in inclusive settings. Another

study focusing on teacher role was conducted by (Arianti et al., 2022). She stated that teachers must be skilful supported by sufficient competence to teach students with special needs. They should transform the knowledge with various learning strategies and methods.

There were some strategies in teaching student with special needs. (Takriyanti et al., 2022) stated that several methods can be applied in teaching student with special needs, some of them are pictures and visual. It indicates that picture and visual can be a right alternative in teaching student with special needs. In other study, (Stalmach et al., 2023) stated that digital learning can be solution in improving student with special needs outcome. He also stated that the effectiveness of the digital learning methods depends on the teacher implementation.

Those previous studies prove that every student with special needs has different character and treatment. To meet the students' needs, the inclusive learning needs special action including settled up environment (safe and support classroom) by qualified teacher. The learning process must be done by creative method to generalize the students' needs. In supporting the inclusive class, teacher must be supported by government, stakeholders, and parents as non-pedagogical personnel. The previous studies discussed learning process without belonging social media (youtube). In fact, (Mujiyanto, 2019) stated that the social media (youtube) has become a favourite media in learning process. To fulfil the previous gap, it needs research belonging social media (youtube) and it's effectiveness for each impairment.

English is a subject that is considered difficult to understand. Most students in almost all schools complain about the difficulty of understanding English. The difficulty is caused by some factors. (Ahmad, 2023) stated that students faced difficulty in English due to vocabulary, pronunciation and tenses. More than that, English is often a benchmark for success in various purposes. At all levels of education, English is one of the subjects that students must take. Like other subjects, English teaching and learning process encounters several obstacles, especially if given to students with special needs.

In English lessons, teachers must be creative, flexible, and innovative and be willing to progress their students' learning. According to (Hallahan et al., 2005), all teachers in any scientific field are required to understand disability scientifically, its causes, assessment, and management.

The fact in teaching and learning activities, the majority of teachers use the average student graduation standard and ignore the learning needs of students sooner or later. Therefore, attention is needed from teaching teachers to the needs of students. This study aims to determine the obstacles experienced by students with special needs in the process of learning English, as well as the solutions carried out by teachers. And this research wants to analyse the different effectiveness of youtube for each impairment.

METHODS

Research Design

This study used a mixed method combining qualitative and quantitative to collect descriptive and numerical data. (Donna, 2019) said that the combination method (mixed methods) is research by collecting and analyzing data, integrating findings, and drawing conclusions inferentially using two approaches or methods of quantitative and qualitative research in one study. (Sugiyono, 2015) stated that mixed methods combine quantitative and qualitative methods to be used in a research activity to obtain more comprehensive, valid, reliable, and objective data.

The first, researcher used a qualitative descriptive method with an in-depth interview approach with teachers and students. It aimed to discover the teaching and learning process at SLB Negeri Saronggi and the obstacles and solutions applied to overcome these problems. The data was analyzed qualitatively, then the result was tested in quantitative way

After that, the researcher used quantitative methods to find out whether the solution could be applied to all people with disabilities or not. In this section, researchers describe the entire series of research that has been carried out. The researcher analyzed the data by using post-hoc test.

Participants

Qualitative data collection is carried out by teachers as subjects. In SLB Negeri Saronggi, a teacher is obliged to teach one person with disabilities. As for quantitative data collection, researchers made all 34 students as subjects.

For blind, intellectual disabilities, quadriplegic, and autistic students, the researcher asked some questions in oral way. Sometimes the researcher asked teacher help to make students understand the question. For deaf students, the researcher asked for the teacher's help to communicate by gestures, visual, and lip gesture.

Techniques in Data Collection and Analysis

Qualitative data is obtained by conducting in-depth interviews with teaching teachers about obstacles and solutions to the English teaching and learning process. the researchers take a face-to-face interview with some questions. There were ten questions for teacher in open format, while ten questions for student in open-ended format. For teacher, the researcher asked about impairment generally. They asked the difficulty in teacher students with special needs, compare the difficulty for each, and then the solution applied. For students, the researchers asked their difficulty in each impairment. And then they asked students' opinion about the application of learning method in learning English.

Quantitative method was used to analyze the students' achievement in learning English by using youtube. It concludes the youtube effectiveness in learning process for each impairment.

RESULTS AND DISCUSSION

Results

This research was done with mixed methods. First, the researcher used a qualitative descriptive method with an in-depth interview approach with teachers and students. It aimed to discover the teaching and learning process at SLB Negeri Saronggi and the obstacles and solutions applied to overcome these problems. After that, the researcher used quantitative methods to find out whether the solution could be applied to all people with disabilities or not. In this section, researchers describe the entire series of research that has been carried out.

1. Qualitative results

The researchers conducted in-depth interviews with teachers and students to obtain data on the obstacles and solutions to the English teaching and learning process at SLB Negeri Saronggi. Based on interviews conducted with teaching teachers, the researchers got some information, including the classification of student limitations (disabilities), difficulties in the teaching and learning process, teacher teaching methods, and solutions applied. (Hendryadi et al., 2019) revealed that qualitative

methods are naturalistic processes of inquiry that naturally seek a deep understanding of social phenomena. While Indriantoro and (Nur Indriantoro, 2009) define descriptive research as research on problems in the form of current facts of a popularization

SLB Negeri Saronggi is an educational institution for children with special needs. There are several levels of education held at this school, including Elementary School (SD), Junior High School (SMP), and High School (SMA). Of all levels of education held, several student limitations can be calcified into five disabilities. Principal of SLB Negeri Saronggi, Moh. Ali Badwi said that in SLB Negeri Saronggi there are five limitations for students, including blind, deaf, intellectual disabilities, quadriplegic, and autistic.

SLB Negeri Saronggi applies the Merdeka Belajar curriculum in the teaching and learning process. This school's teaching and learning system is not the same as schools in general. Deputy Principal of SLB Negeri Saronggi, Slamet Riyadi, said that the learning process in SLB is different from schools in general. In this school, one teacher is tasked with teaching one subject to one particular disability. If the teacher's specification is Deaf Child Education, then the person concerned teaches the subject only to deaf students. So, in detail, here are the results of the research team's interviews with several informants (teachers and students)

a. interest in learning

Based on the results of in-depth interviews with teachers, most students are enthusiastic and interested in learning English. The teacher said that students were excited about participating in face-to-face activities and seemed to focus when given English material.

Research Team: How do student enthusiasm when given English material?

Teacher: Sometimes students are enthusiastic, sometimes not. But we understand their limitations. Students are always interested in learning new material. Blind students listen to the teacher's explanation but cannot record the material. They rely on memory in memorizing English vocabulary; sometimes, they take notes using braille. Deaf students are taught to use motion or characteristics of the objects taught, and then they imitate the movements demonstrated by the teacher, meaning they understand the material given. For students with intellectual disabilities, they are taught with an emphasis on understanding the material. (source: interview with teacher)

Then, the researchers gave the students some questions. For deaf students, the research team used a cue interpreter that had been prepared. The following are the results of interviews with students about their interest in learning English.

Researchers: Do you get excited when teachers teach English?

Student (blind): I like learning English with the teacher. I want to be able to speak English because my friends at home always watch videos (YouTube) in English. (source: interview with deaf student)

Based on the description of the interview results above, it can be concluded that students have a strong interest in learning English. A student with deaf impairment does

not answer/respond to the questions given. A student with intellectual disabilities does not answer because he does not understand the questions given.

b. Teaching methods

The learning method used is important to collect data because each person with disabilities requires a different method. The following are the results of the research team's interview with teachers about the media/methods of teaching English held at SLB Negeri Saronggi.

Researchers: Are there any specific methods applied in teaching English to each person with disabilities?

Teacher: Of course. We adapt teaching methods to students' limitations. Therefore, a disability is led by a teacher. For blind students, we teach using the lecture/discussion method. Because they can hear sounds clearly, teachers emphasize more questions and answers with blind students. In addition, we often ask questions by mentioning the characteristics (sounds) of the objects taught. For deaf students, we teach by using gestures (characteristics of objects taught) and then mentioning the vocabulary of the noun in English with emphasis on clear lip movements. We (teachers) also often use games to teach deaf students. The game we did was we (the teacher) said the name of the object (animal) in English (with clear lip movements), and then the students were asked to choose the animal in question. For students with intellectual disabilities, we use the lecture/discussion method. We emphasize understanding the material for students with intellectual disabilities because they are just like normal students but quickly forget the material taught. So we (teachers) always repeat the vocabulary taught. We (teachers) also use games to teach English vocabulary. (source: interview with teacher)

In addition to asking teachers, the research team also gave students questions. Here are the results of interviews with students.

Researchers: Do you enjoy it when teachers teach English?

Student (blind): Yes, I like it. The teacher teaches teaching like imitating animal sounds. We don't get tired of learning English.

Student (deaf): (nodding and showing thumbs up)

Students (quadriplegic): I love learning while playing. The teacher told me to sound like an animal (paint).(source: interview with students with special needs)

Based on the interview results, it can be concluded that teachers have applied different teaching methods according to the needs and disabilities of each student.

c. Teaching and Learning Constraints

After knowing the teacher's teaching method, the research team again asked about the obstacles that are often encountered during teaching and learning activities.

The following are the results of the research team's in-depth interviews with teaching teachers.

Researchers: What obstacles do you face when teaching children with special needs?

Teacher: There are so many obstacles. Because they are different from normal children, the Blind students can easily provide understanding and lesson input. But to learn English vocabulary, they need help identifying the sounds of an object. Blind children only rely on sound without knowing the shape of the object being taught. So that they can only remember and recite vocabulary. If there are different sounds from the same object, it isn't easy to guess the object in question.

For deaf students, there are many problems. They can't hear voices, nor can they speak, but students can write. English pronunciation is so different from Indonesian that they (students) need help understanding lip movements. Students also need help to write English vocabulary.

Students with intellectual disabilities easily forget the material taught. Moreover, English vocabulary is never used in students' daily communication. Let alone memorize, asked back after the lesson they had forgotten. For autistic students, they have difficulty concentrating and being directed. They are busy with their affairs. (source: interview with teacher)

Based on the interview results above, it can be concluded that there are many obstacles in the teaching and learning process of English subjects. Every person with disabilities has learning obstacles.

d. solution

After collecting data about obstacles in the learning process, the research team presented solution points to increase student understanding in English lessons. The following are the results of the research team's interviews with teaching teachers.

Researchers: About the obstacles faced, is there a solution so that students can more easily understand the material?

Teacher: We use YouTube to deal with problems that students often experience. Through YouTube, students can learn while playing. For blind students, they can gain knowledge through hearing (audio). For deaf students, they can see the images shown in YouTube videos (visual), and for intellectual, quadriplegic, and autistic students can use both (audio-visual). (source: interview with teacher and students)

Based on the results of in-depth interviews with teachers and students, the results of media/teaching methods, constraints, and teaching solutions are obtained as follows.

Table 1. Impairment, teaching methods, constraints, solutions

Impairment	Teaching Methods	Constraints on the learning process	Solution
Blind	<ul style="list-style-type: none"> Lecture/discussion (audio) Braille stationery 	<ul style="list-style-type: none"> Because it only uses sound, students find it difficult to abstract the vocabulary taught. Difficulty writing English vocabulary 	<ul style="list-style-type: none"> YouTube social media
Deaf	Face to face uses gestures, visuals, and lip gestures	<ul style="list-style-type: none"> Difficulty understanding lip gestures, English vocabulary Difficulty writing English vocabulary 	<ul style="list-style-type: none"> YouTube social media
Intellectual disabilities	<ul style="list-style-type: none"> Lectures/discussions 	<ul style="list-style-type: none"> Students quickly forget the vocabulary taught 	<ul style="list-style-type: none"> YouTube social media Material emphasis on comprehension
Quadriplegic	<ul style="list-style-type: none"> Lectures/discussions 	<ul style="list-style-type: none"> Difficult to convey ideas Difficulty writing due to stiff limbs 	<ul style="list-style-type: none"> YouTube social media
Autistic	<ul style="list-style-type: none"> Lectures/discussions 	<ul style="list-style-type: none"> He has difficulty concentrating and focusing on his own busy life Not listening to the teacher's instructions 	<ul style="list-style-type: none"> YouTube social media

2. Quantitative Results

The research team got data from the qualitative results that the solution to the obstacles of students with special needs in SLB Negeri Saronggi is using the social media platform YouTube. Furthermore, the research team quantitatively analyzed the difference in the effectiveness of YouTube use in each impairment. Quantitative research is an objective research approach, including collecting and analyzing quantitative data and using statistical testing methods.

a. Normality Test

Table 2 Test for normality of learning outcomes for each person with disabilities

		Tests of Normality						
		Kolmogorov-Smirnova			Shapiro-Wilk			
	impairment	Statistics	Df	Sig.	Statistics	Df	Sig.	
Student grades	visually impaired	.183	6	.200*	.960	6	.820	
	deaf	.333	6	.036	.827	6	.101	
	quadriplegic	.231	5	.200*	.881	5	.314	
	intellectual disabilities	.300	11	.007	.793	11	.008	
	Autistic	.293	6	.117	.822	6	.091	

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the normality test results above, researchers obtained a significance value of more than 0.05 for all disabilities (0.820 blind, 0.101 deaf, 0.314 quadriplegic, 0.08 intellectual disabilities, and 0.91 autistic). It can be concluded that the data obtained for all Impairments are normally distributed.

b. Homogeneous Test

Table 3. Test the homogeneity of learning outcomes for each impairment

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Student grades	Based on Mean	1.172	4	29	.343
	Based on Median	.932	4	29	.459
	Based on Median and with adjusted df	.932	4	28.234	.459
	Based on trimmed mean	1.185	4	29	.338

The homogeneity test results show that the *Based on Mean* signification value is more than 0.05. From these results, researchers concluded that the data variance was homogeneous (the homogeneity test was met)

c. Anova Test

Table 4. Anova tests each impairment

ANOVA

Student grades

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	12462.175	4	3115.544	12.679	.000
Within Groups	7126.061	29	245.726		
Total	19588.235	33			

The significance result of the ANOVA test shows a figure of 0.000. The value is less than 0.05. Based on these results, researchers concluded that there were significant differences between the five disabilities (deaf, blind, quadriplegic, intellectual disabilities, and autistic) when taught using YouTube media.

d. Descriptive Value

Table 5. Descriptive value of each impairment

Descriptives

Student grades

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
visually impaired	6	50.00	20.976	8.563	27.99	72.01	20	80
deaf	6	60.00	12.649	5.164	46.73	73.27	40	80
quadriplegic	5	64.00	16.733	7.483	43.22	84.78	40	80
intellectual disabilities	11	25.45	12.933	3.900	16.77	34.14	0	40
Autistic	6	13.33	16.330	6.667	-3.80	30.47	0	40
Total	34	39.41	24.364	4.178	30.91	47.91	0	80

The descriptive table above shows the minimum value of blind is 20 and the maximum value is 80. The minimum score for deaf and quadriplegic is 40, and the maximum is 80. Meanwhile, the minimum score for intellectual disabilities and autism is 0, and the maximum score is 40.

e. Post Hoc Test

Table 6. Post hoc test of each impairment

Multiple Comparisons						
Dependent Variable: student grades						
Bonferroni						
(I) impairment	(J) impairment	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
visually impaired	deaf	-10.000	9.050	1.000	-37.50	17.50
	quadriplegic	-14.000	9.492	1.000	-42.84	14.84
	intellectual disabilities	24,545*	7.956	.044	.38	48.72
	Autistic	36,667*	9.050	.003	9.17	64.16
deaf	visually impaired	10.000	9.050	1.000	-17.50	37.50
	quadriplegic	-4.000	9.492	1.000	-32.84	24.84
	intellectual disabilities	34,545*	7.956	.002	10.38	58.72
	Autistic	46,667*	9.050	.000	19.17	74.16
quadriplegic	visually impaired	14.000	9.492	1.000	-14.84	42.84
	deaf	4.000	9.492	1.000	-24.84	32.84
	intellectual disabilities	38,545*	8.455	.001	12.86	64.23
	Autistic	50,667*	9.492	.000	21.83	79.50
intellectual disabilities	visually impaired	-24.545*	7.956	.044	-48.72	-.38
	deaf	-34.545*	7.956	.002	-58.72	-10.38
	quadriplegic	-38.545*	8.455	.001	-64.23	-12.86
	Autistic	12.121	7.956	1.000	-12.05	36.29
Autistic	visually impaired	-36,667*	9.050	.003	-64.16	-9.17
	deaf	-46,667*	9.050	.000	-74.16	-19.17
	quadriplegic	-50,667*	9.492	.000	-79.50	-21.83
	intellectual disabilities	-12.121	7.956	1.000	-36.29	12.05

*. The mean difference is significant at the 0.05 level.

Based on the results of the post hoc test above, researchers got some data that showed the significance of the difference in each disability

- blind and deaf
Post hoc analysis of blind and deaf yielded a signification of 1,000 (> 0.05). Based on these data, researchers concluded that there was no significant difference between the scores of blind and deaf students
- blind and quadriplegic
Post hoc analysis of blind and quadriplegic blinds yielded a signification of 1,000 (> 0.05). Based on these data, researchers concluded that there was no significant difference between the scores of blind and quadriplegic students.
- Blind and intellectual disabilities
A post hoc analysis of blind and intellectual disabilities yielded a significance of 0.044 (> 0.05). Based on these data, researchers concluded that there was no significant difference between the scores of blind students and those with

intellectual disabilities. It means that blind students were better in comprehend the material by using Youtube than intellectual disabilities students.

- **Blind and autistic**
Post hoc analysis of blind and autistic yielded a signification of 0.003 (< 0.05). Based on these data, researchers concluded that there was a significant difference between the scores of blind and autistic students. It means that blind students were better in comprehend the material by using Youtube than autistic students.
- **Deaf and quadriplegic**
Post hoc analysis of deaf and quadriplegic deaf yielded a signification of 1,000 (> 0.05). Based on these data, researchers concluded that there was no significant difference between the scores of deaf and quadriplegic students.
- **Deaf and intellectual disabilities**
Post hoc analysis of deaf and intellectual disabilities yielded a signification of 0.02 (< 0.05). Based on these data, researchers concluded that there was a significant difference between the scores of deaf and intellectual disabilities. It means that deaf students were better in comprehend the material by using Youtube than intellectual disabilities students.
- **Deaf and autistic**
Post hoc analysis of the deaf and autistic resulted in a signification of 0.00 (< 0.05). Based on these data, researchers concluded that there was a significant difference between the scores of deaf and autistic students. It means that deaf students were better in comprehend the material by using Youtube than autistic students.
- **Quadriplegic and intellectual disabilities**
Post hoc analysis of quadriplegic and intellectual disabilities yielded a signification of 0.01 (< 0.05). Based on these data, researchers concluded that there was a significant difference between the scores of quadriplegic students and intellectual disabilities. It means that quadriplegic students were better in comprehend the material by using Youtube than intellectual disabilities students.
- **Quadriplegic and autistic**
Post hoc quadriplegic and autistic analyses yielded a signification of 0.00 (< 0.05). Based on these data, researchers concluded that there was a significant difference between the scores of quadriplegic and autistic students. It means that quadriplegic students were better in comprehend the material by using Youtube than autistic students.
- **Intellectual disabilities and autism**
Post hoc analysis of intellectual disabilities and autism resulted in signification of 1,000 (> 0.05). Based on these data, researchers concluded that there was no significant difference between the scores of intellectual disabilities and autistic students.

Discussion

Blind, according to Wikasanti (2004) (Wikasanti, 2014), is an individual who experiences damage or obstacles to the eye organs. According to Guntur, teachers of SLB Negeri Saronggi, students who are blind, deaf, and quadriplegic experience sensory limitations but are normal from the intellectual side. Youtube is a platform that provides audio-visual presentation of material. Blind students can learn effectively

through audio because they are normal in terms of hearing. (Hilmanafar, 2019) said that the function of audio-visual media is to develop skills related to aspects of hearing. Deaf, according to Dwijosumarto in (Somantri, 2006), is not or is less able to hear sounds. In the teaching and learning process, deaf students cannot hear spoken sounds but can understand lip movements, pictures, and strings of letters displayed. YouTube is a platform that presents material in addition to audio displayed visually. According to visual media has a function as teaching aids, can be interesting and easy to learn, and is effective for learning by the needs and characteristics of deaf children.

Specifically for quadriplegic students, all quadriplegic students at SLB Negeri Saronggi are classified as having muscle system disorders. It means that they have the same level of intelligence as normal students. Quadriplegic, according to (Asep Karyana, 2013), is a form of abnormality or defect in the muscle, bone, and joint systems that can result in impaired coordination, communication, adaptation, mobilization, and impaired development of personal wholeness. The results of research conducted by (Faira & Nurhastuti, 2022) stated that multimedia was proven to improve the learning ability of quadriplegic students.

Intellectual impairment is a specific condition with decreased intelligence and adaptive functioning. In general, a mentally impaired person is someone who has a low ability to think, weak memory, and effort to focus. (Apriyanto, 2012) said that their memory span could be longer, especially related to academics, and they would be less able to think abstractly and complicatedly. (Haryoko, 2009) explained that audio-visual media can be used to improve the learning outcomes of students with intellectual disabilities. The last category of disability in SLB Negeri Saronggi is autism. Autism is a developmental disorder in communication, social interaction, behavior, emotion, and sensory. In SLB Negeri Saronggi, all autistic students are classified as mild and moderate. It means they can respond when called, even at a glance.

Teaching and learning method

Some studies are available related to teaching process on students with special needs. The first is research by (Zwane & Malale, 2018). It stated that inappropriate teaching method, material, and process affected the learning goal negatively. Another study comes from (Sheu & Ijaiya, 2017) that stated instructional resources should be obtainable in teaching learning process, so that the activity of knowledge transfer runs effectively. A teacher of SLB Negeri Saronggi (H. Guntur) stated that the appropriate teaching media and stimulant help students with special need in SLB Negeri Saronggi comprehend the learning material. In addition, he said that one teacher must be tasked to teach one subject to one particular disability.

Learning Media

Learning media is a tool supporting the learning success. It helps the teachers to meet the students need. A previous study conducted by (Yolanda & Mukhlis, 2021) stated that *the visual learning style* is the most effective learning style among *gestalt* and *rote learner learning styles*. In other research conducted by (Stalmach et al., 2023), the digital learning runs properly in improving student with special need learning outcome, however it depends on teacher implementation.

In line with this research, the researcher concerns that *audio visual* media can help students in mastering the material. Youtube as a media focusing on audio and visual is an appropriate media to use in learning process. For English subject, youtube helps students with special need to enhance English vocabulary. The head master of SLB Negeri Saronggi (Ali Badwi) said that youtube is an easier and appropriate media

to help students with special need mastering their English vocabulary. For deaf student, they can learn by visual and gesture. For blind student, they can learn by audio. For autistic, intellectual disabilities, and quadriplegic, they can learn by audio visual.

This study aims to determine the obstacles experienced by students with special needs in the process of learning English, as well as the solutions carried out by teachers. Almost all previous studies stated that youtube is effective to increase student with special need in comprehending English without detail information which impairment is available. As novelty, this study examines the level of effectiveness as the solution used for each impairment. This study showed the different effectiveness of youtube in comprehending English subject in five impairments (deaf, blind, quadriplegic, intellectual disabilities, and austistic).

CONCLUSION

Based on the results of qualitative and quantitative data, researchers concluded that in SLB Negeri Saronggi, five people with disabilities face obstacles in the teaching and learning process according to their disabilities. So, teachers use the "YouTube" platform in learning English subjects as a solution. The use of youtube as learning media is available to use for students with quadriplegic, deaf, and blind but the teacher needs extra treatment for autistic and intellectual disabilities student.

Teacher and student can take advantage of social media in learning English. The teacher should consider the student impairment because each impairment has their own needs. Besides that, there is only a few audio-visual contents in youtube that can access as English learning media.

For the further studies, it is suggested researcher to conduct research focusing on specific media to enhance students' ability in English. The research should produce an outcome such as youtube content. The media can be audio-visual content in youtube platform to easily accessing.

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