



SPECIAL NEEDS STUDENTS, WHAT ARE THE CHALLENGES

Irsyad Nugraha¹, Raynesa Noor Emiliasari², Muhammad Soni¹ & Bayu Ali Wardana¹

Institut Pendidikan Indonesia
Garut¹,
Universitas Majalengka²

Indonesia

Email:

raynesanoor@unma.ac.id

bayualiwardana@gmail.com

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Abstract.

Special education seems to have to be considered one of the most stressful jobs in the education sector. Experts must convey highly specialized teaching methods that support a variety of different learning environments, alignment social and emotional development with firm academic achievement, and finally equip their pupils for a world that impose many real difficulties, and any method of instruction has obviously been a truly massive challenge. Thereby, the objective of this research was to reveal the challenges that English teachers confront while teaching Special Needs Students. The subjects of this research included an English teacher from such a special needs school who had significant experience teaching English. A semi-structured interview was employed to collect data. In accordance with the findings, the most daunting problem that teachers face when teaching English is listening skills. Further to that, the teacher is knowledgeable about teaching concepts, techniques, and problem-solving strategies.

Keywords: Special needs, English language teaching, teacher's challenges.

INTRODUCTION

No one really intends to be disabled. Nevertheless, being disabled does not necessarily prevent them from participating in activities. Many individuals, despite their disabilities, can be signposts of optimism for other people with special needs. According to Susanto et al., (2019), the term "special needs" refers to individuals who are assumed to have abnormalities/deviations from the average condition of normal children in terms of their physical, mental, and social behavior characteristics. As a matter of fact, all

humans have unique demands, including children with special needs, of which are educational needs. By meeting the educational needs of children with special needs, they are expected to be capable to care for themselves and become less dependent on others.

A child with special needs will almost definitely face a variety of difficulties due to their distinctiveness. Children with special needs, according to Jose et al., (2017), are children who have abnormalities or deviations from their condition. In overall, the normal kid has physical, mental, and social behavior characteristics. Afterward, a child with special characteristics that distinguish him or her from the majority of children does not always display a mental, emotional, or physical impairment. Willing to accommodate children with special needs to the greatest extent potential in educational institutions means that certain of their requirements are met. It is hoped that the education they receive will allow them to expand their perspectives in life. So that they can think creatively, innovatively, and productively.

According to Jose et al., (2017), children who have social abnormalities have trouble adapting their behaviour patterns to the surrounding environment. Children in this classification are regarded to as barrels. In accordance with this understanding, children who are physically needy have abnormalities in his\her sense of sight, abnormalities in their sense of hearing, abnormalities in their ability to speak, and abnormalities in the function of arms and legs. Children who have more mental abilities are known as gifted children or superior children, and those who have very low mental abilities (abnormal) are known as mentally retarded.

Special education has to be one of the most tough jobs in the teaching profession. Professionals must deliver highly technical teaching methods that support a broad range of different learning conditions, stability emotional and social growth with strong learning progress, and eventually empower their students for a world that poses many real challenges, and any method of learning has understandably been a huge challenge. As a consequence, the situation appears dismal, with carefully constructivist learning structures disrupted and special needs students usually removed from their dedicated educators. However, it is far from preventing dedicated educators who are working hard to help their students regardless of the situation (Dorner & Cervantes-Soon, 2020).

The word "challenge" is most likely to be associated with the close movement to reduce funding and replace them with online education systems (Arribas et al., 2020). Matter of fact, any category of special education learning approach has been more difficult than most school closure journeys. The sudden and total interruption of carefully planned and often individually developed routines was by far the most significant challenge to overcome. Due to the undermining of a lot of work completed by staff and parents, many students simply did not have the tools they required to engage with school at all.

Afterward, education should prepare teachers who deal with children with developmental disabilities, together with bring up awareness in society regarding embracing children with special educational needs. As a consequence, children with developmental disabilities require extensive attention in terms of curriculum adaptation, teaching methods, and the accessibility of teaching and learning materials, assistive technology, assessment systems, and resources and funds for additional support in adapting the school environment.

The present investigation is about the problems that English teachers face when teaching special needs students. The research topic is, "What challenges do teachers face when teaching students with special needs?". The purpose of this study is to learn about the challenges that teachers face when teaching students with special needs.

REVIEW OF LITERATURE

The classification of children with disabilities in Indonesia based on associated with the interests of education, especially in Indonesia, the form of the disorders can be simplified as follows;

1. Part A is the designation for the group of blind children.
2. Part B is the designation for the group of deaf children.
3. Part C is the designation for the group of mentally retarded children.
4. Part D is the designation for the group of children with disabilities.
5. Part E is the designation for the group of mentally retarded children.
6. Part F is the designation for the group of children with above average/superior abilities.
7. Part G is the designation for the group of children with multiple disabilities.

Helping to educate children with physical, mental, and behavioral patterns features is not the same as educating normal children because it requires a special approach in addition to a special strategy. This is purely due to the conditions that children with disabilities encounter. As a result, Köse & Güner-Yildiz (2021) holds out hope that through special strategies and methods in educating children with disabilities, children with disabilities will be able to: (1) recognize their condition; (2) interact well; (3) struggle according to their abilities; (4) have quite good skills needed; and (5) be conscious as citizens and members of society.

Another main objective is for the attempts made in the context of habitation and rehabilitative services of disabled children to provide adequate usefulness and findings.

Thus according Claverie & Tijuana, (2021), the development of specific approach fundamentals that can be used as the framework for educating children with disabilities includes the following.

1. The principle of love. The principle of love is basically to accept them as they are, the efforts that need to be made for them:
 - a) Not being indulgent;
 - b) Not being indifferent to their needs;
 - c) Giving tasks that are in accordance with the child's abilities.
2. The principle of individual service. Individual services in the context of educating children with disabilities need to get a larger portion, therefore, efforts need to be made for them during their education:
 - a) The number of students served by the teacher is not more than 4-6 people in each class;
 - b) Arrangement curriculum and lesson schedules can be flexible;

- c) Classroom arrangements must be designed in such a way that teachers can reach all students easily; and
 - d) Modification of teaching media.
3. The principle of readiness. To receive a certain lesson requires readiness. Especially the readiness of children to get the lessons to be taught, especially the prerequisite knowledge, both the prerequisite knowledge, mental and physical needed to support the next lesson.
 4. The demonstration principle. Props used for media should strive to use the original object or situation, but if it is difficult to do, you can use imitation objects or at least pictures.
 5. The principle of motivation. This motivational principle focuses more on how to teach and provide evaluations that are tailored to the conditions of children with disabilities. For example, for children with visual impairments, learning orientation and mobility that emphasizes animal voice recognition will be more interesting and impressive if they are invited to the zoo.
 6. The principle of learning and working in groups. The direction of emphasizing the principle of learning and working in groups as members of the community can get along with the surrounding community, without having to feel inferior or inferior to normal people. Therefore, traits such as egocentric or egoistic in deaf children because they do not live the feelings, aggressive, and destructive in children with hearing impairment need to be minimized or eliminated through study and group work. Through these activities, it is hoped that they will be able to understand how to get along with other people properly and fairly.
 7. The principle of skill. Skills education given to children with disabilities, apart from being selective, educative, recreational and therapeutic, can also be used as a provision for later life.
 8. The principle of planting and perfecting attitudes. Physically and psychologically the attitude of children with disabilities is not good so it is necessary to strive so that they have a good attitude and do not always become the attention of others.

In line with government law No. 20 of 2003 concerning the National Education System, it is stated that "Special education is education for students who have difficulties in participating in the learning process due to physical, emotional, mental and social disorders". This stipulation for children with special needs is very meaningful because it provides a strong foundation that they have the same opportunities as other normal children in terms of education and teaching. Because by utilizing the remaining potential that children have, they need to be encouraged to develop themselves and later they can live independently like normal people.

Hence, teachers and parents need to understand the needs and potential of children, even though their intelligence is not different from normal children except for mentally retarded children, but because of the incompleteness of their abilities, learning requires different facilities.

METHODOLOGY

This research project used a case study qualitative design. It was used to describe the difficulties that an English teacher faced when teaching students with special needs. As according Creswell, (2012), qualitative research is descriptive in the sense that the researcher is interested in process, meaning, and understanding gained through word or picture. The qualitative method was considered appropriate for the latest research because it involved data collection for describing the challenges faced by English teachers who teach students with special needs. It signifies that the information was gathered in the form of words rather than numbers.

Method section covers rich information on how the study is undertaken, what kind of research approach is employed, how research participants are selected; how many, and why they are selected, thereby allowing the potential readers to critically assess a study's overall validity and reliability.

The research was conducted in 2021, in a special school in west java, Indonesia. English teacher of a special school has responsible for all classes in the English lesson, it was giving the teacher understanding on giving experience about teaching challenges in learning process.

The instruments applied in data analysis were interviews. In this investigation, the semi-structured interview was selected since it was classified as an in-depth interview, and the objective was to find difficulties openly. The interview was conducted in Bahasa Indonesia so that the instructor may freely express her thoughts, beliefs, and experiences. The interview focused on the teachers' views, opinions, and understandings concerning the difficulties they face when educating special needs children. The researcher used a tape recorder to record an interview with an English teacher.

The researcher divided the ten questions into three categories: teacher knowledge in teaching special needs students, English teaching obstacles for students with special needs students, and techniques for teaching special needs students. In the first category, the researcher asks several questions based on her perspective in English instruction. In the second category, the researcher asks various questions concerning the challenges in teaching English to students with special needs in order to deal with the main research issues and difficulties in teaching English. Lastly, in the third category, the researcher asked various questions on techniques for teaching English to distinctive learners, including questions about teaching strategy and teaching style. The interview was conducted only once and took around 15 minutes to complete.

The researcher took many steps in the data gathering methods, including second meetings. The researcher arrives to the school for the first meeting to meet with the principal. The researcher then arranges an interview with an English teacher. Following receipt of the schedule, the researcher asked the English teacher for a lesson plan and examined the lesson plan before designing and conducting an interview with an English teacher to assess the obstacles experienced by English teachers while teaching special needs students. The researcher then transcribed the interview results. Following that, the researcher conducted a descriptive analysis, which included data descriptions and interpretations.

According to Creswell, (2012), the data was analyzed in six phases, as shown below:

2.1.1. Prepare and Organize the Data

The initial stage in data analysis is data preparation and organization. The researcher prepares to manage the data by organizing the information gathered, recording and transcribing interviews with participants, and providing a comprehensive summary of English teacher understanding in teaching English to special needs students, teaching challenges in teaching English to special needs students, and teaching strategies. The data from the semi-structured interview is then classified.

2.1.2. Explore the Data

The researcher then performed a preliminary analysis of the data by going through it to gain a basic idea of the data.

2.1.3. Build Description and Themes

Following the exploration of the data. The researcher examines and rereads all of the data and arranges it by finding for the interview component and breaking it down into words or phrases to make it easier to comprehend. After collecting all of the data, the researcher categorized all of the units with the same coding together to make it easier for the researcher to comprehend the information.

2.1.4. Represent and Report Findings

The following steps were discussed, as well as the findings. In this study, the researcher presented the findings in visual displays that included the structure of the essay to make the material more intelligible. The data was also given in good phrases by the researcher in order to make an overview of the teacher and locations to illustrate the relevance of the issues. The researcher then presented findings in narrative talks of various types, such as chronology, questioning, or comments on any improvements that the participants' experience and data had received through interview participation. The findings of the document analysis were also examined to support the response to the first research question, i.e. the viewpoint regarding character education, as primary research.

2.1.5. Interpret the Findings

This representation and reporting of findings was crucial to the researcher's perception of the study's situation. This interpretation consists of expressing a personal point of view, comparing findings to the literature, and recommending limits and further research. Finally, the researcher was able to collect the research's findings and conclusion.

2.1.6. Validate the accuracy of the findings

Finally, to ensure the correctness of this research, the researcher employed validation approaches such as member validation, triangulation, and auditing. The goal of validation is to offer verification of the accuracy of the information in the qualitative research to the participants, external observers, or data sources used. These facts were recognized in Chapter II using expert hypotheses.

In summary, data gathering techniques and data analysis processes were created to effectively address the current study's research questions.

FINDING AND DISCUSSION

Three themes regarding teaching problems for children with special needs are required to assist the researcher in answering the study questions. The subjects include

instructor comprehension of the characteristics of special needs students, instructional techniques, and teaching obstacles.

2.1. Teacher's Understanding toward special needs Students Characteristics

Children with learning difficulties are a diverse population. These youngsters are a broad collection of kids who may have difficulty in a variety of areas. For example, one kid with a learning impairment may have major reading issues, but another may have no reading difficulty at all but has significant challenges with written communication. According to Gargiulo & Bouck, (2016), not all kids with learning difficulties display these qualities, and many of these individuals are highly successful in the classroom. It is proven by the participant's statement;

“Kalau karakter dari anak sendiri itu berbeda berbeda, karena setiap anak yang saya ajari juga berbeda. Misal kayak anak disabilitas tipe A karakteristiknya itu harus konkrit kalau menerangkan itu. Misal, jangan pakai konsep yang susah, jadi harus lebih sederhana. Kemudian anak-anak disabilitas itu lebih cepat menangkap. Makanya, kalau misalkan mengenalkan kata-kata kerja atau vocab apapun itu lebih cepat daya tangkapnya dibandingkan dengan siswa C karena intelektual mereka sama dengan kita. Berbanding terbalik dengan siswa-siswa tipe C, yang karakteristiknya dimulai dengan intelektualnya saja di bawah standar deviasi atau di bawah rata rata.”

According to the above statement, each segment of students with special needs has distinct personalities and approaches to the learning process. Almost never will a single child have deficiencies in all categories. Understanding the characteristics of children with learning impairments is critical for future educators who want to build pre-referral interventions, make appropriate referrals, and discover successful adaptations and intervention techniques.

2.2. Teaching Challenges

There are several aspects to teaching a language. A teacher does more than just educate and pay attention to pupils; he or she also assists, facilitates, and encourages students to have a positive attitude and drive for English. However, proficiency in language skills, such as reading, writing, listening, and speaking, is also required. Furthermore, teachers must comprehend what kids learn, how and why such learning effects them, and how teachings might benefit them in the future Derakhshan & Shirmohammadli, (2015). It is demonstrated by the participants' statements regarding the difficulties in teaching special needs students listening skills. She stated this;

“Kalau menurut Ibu selama ini, kebanyakan siswa sering merasa sulit ketika listening. Karena, itu tadi yang di awal mereka merasa sangat asing dengan bahasanya. Dan ada juga, misal yang didengar siswa A ini, siswa B seperti ini nah itu yang menjadi tantangan. Karena akan selalu distraksi dari siswa lainnya yang membuat setiap siswa bingung dengan jawaban yang dia yakini. Dan untuk writing, saya anggap tidak terlalu sulit karena siswa bisa diajarkan dengan cara spelling, dan mengikuti dikte saya. Untuk speaking, tidak terlalu jadi tantangan terbesar karena siswa selalu dibimbing untuk pengucapan yang benarnya. Adapun untuk reading, saya selalu melihat dan mempertimbangkan karakteristiknya itu sendiri.”

According to the above statement, language instruction involves teachers training students to improve both academic and personal talents. Then, for children with exceptional disabilities, listening skills are a challenging component of to teach. Listening, according to Rakhmawati, (2016); Romero & Arevalo, (2010); Wei, (2016), is another requirement in language. The better your listening skills, the more successful and contented you will be. Listening is more than just hearing: it is a condition of receptivity that allows for comprehension of what is heard and full participation in the communication process. Then, according to Brown, (2000), listening is a complicated action, and we may assist children understand what they hear by activating past knowledge. The next part will look at another approach teachers might assist children in learning different styles of listening. While she felt that teaching reading, writing, or speaking skills was the easiest, the instructor has many techniques to finish and correct the difficulty.

As with any other language, there are a variety of approaches that may be taken while instructing English to students with specific need. A number of different approaches to teaching the English language are necessary, according to Fatiloro, (2015). As Arribas et al., (2020) explains, he thinks that teachers may improve their effectiveness in the classroom by experimenting with different approaches and, in particular, by matching the approach with the material being taught. And the declaration proved that the participants were:

“Menurut saya tidak ada metode paling efektif untuk mengatur kelas. Karena, cara terbaik untuk mengatur kelas yaitu dengan cara menyesuaikan. Contohnya, penggunaan konsep konkrit dan jelas terhadap siswa, atau kita sebagai guru SLB harus sudah mengetahui masing masing siswa kita. Contohnya, siswa A ini tidak bisa disatukan dengan siswa B ini. Siswa A ini tidak boleh duduk di belakang, dan kasus kasus lainnya yang nantinya harus menyesuaikan.”

The educator said that she is continuously on the lookout for new approaches to help her students learn English and address their difficulties. The usage of tangible media also aids instructors in imparting their knowledge to students. The line ".. penggunaan konsep konkrit dan jelas terhadap siswa..." is evidence of this. They prefer to look at pictures, read books, watch television, and pay close attention to what they see on screen because of the positive associations they have with concrete media, as stated and demonstrated by Edelson (2019) in Sari Puspita et al., (2019). Rao, Shaila & Gagie, (2006) renew their defense of this, they claim that visual information is more tangible and can be retained for longer periods of time than spoken information. In brief, both teachers and pupils should be able to acquire knowledge through sight, sound, and touch, even though these educators confront challenges in choosing the optimal way.

2.3. Teaching Strategies

This topic of teaching techniques for students with special needs will frequently focus the following two components: (1) teaching approach and (2) teaching method. based on interviews conducted.

2.3.1. Approach

The approach to learning is founded on the philosophical notion and pedagogic technique of teaching and learning strategies. This demonstrates the learning

objectives and their orientation, which include knowledge development, repetition and reconstruction, application, comprehension, observation from a different perspective, and thinking formation Dart et al., (2000). The learning orientation refers to motivation — learning for the purpose of reaching outcomes or learning for its own sake. The assumption of product-directed learning is that skill leads to success, with an emphasis on competition and external evaluation that encourages the learner to demonstrate his skill. The assumption of learning for learning is that the effort itself may lead to achievement, while demanding tasks and self-assessment are preferred, and the learner's skill is emphasized Maria Amado João et al., (2014). The instructor describes the method and its relationship to the solution with the answer:

“Untuk deal dengan siswa saya yang pertama adalah pendekatan. Contohnya, seperti ketika pertama ngajar itu, jangan sampai membuat siswa-siswa itu merasa waswas, dan harus make deal dulu serta make sure kalau mereka itu nyaman dengan kita. Jadi membangun pendekatan dengan anak. Seperti contohnya, kita menjelaskan simple present continuous. Contohnya kayak, tadi kalian ngapain aja, atau kayak kegiatan sehari-hari. Yang pada akhirnya anak tersebut tidak gempour atau naon etateh”.

And another statement by teacher is :

“...Nah betul, kalau Ibu lebih ke Students Center Approach. Jadi mulai dari anak dulu yang bangun. Jadi Ibu cuman menautkan ke pembelajarannya aja..”

Language, according to the Aristotelian (1983) perspective, is a way of expressing thinking and cognition, and as such, attention must be made to the variations between diverse wordings, while citations from sources must be correct. Then, from the explanation above teachers state again that ;

“.. yang paling sering kita memberikan pembelajaran wajib dimulai dengan cara bahwa anak harus penasaran terlebih dahulu dengan apa yang akan kita jelaskan/ajarkan. Yang jadi akhirnya, pembelajaran akan dibangun oleh siswanya..” and believe with the best approach, students will not getting worry in the process of learning.

2.3.2. Teaching Method

The use of proper teaching approaches in the classroom can help students enhance their English abilities. As a result, when teaching English, teachers must employ proper strategies. There are several learning and teaching methodologies available, including project-based learning, contextual learning, case studies, role acting, and problem-based learning (PBL). Learning around a problem, primarily shared PBL with interaction, emphasizes cognitive skill development as one of its aims (Aslan, 2021) and is important in applying information regardless of the learner's cultural background or social position Duan et al., (2001). It is line with the statements from teacher;

“Metode yang sering digunakan yaitu roleplaying. Contohnya, Ibu menjadi penjual dan siswa menjadi pembeli. Kemudian, metode Contextual Learning juga misalnya kejadian sehari hari juga.”

According to the statement above, the teaching approach plays a vital part in determining student performance. Students can better grasp the material if they use an

effective learning approach. Another technique used by teachers is repetition. It is line with her statements:

“Paling untuk yang susahnya itu kayak kosakata, contohnya “Ibu, naon etateh nembe ngadangu.” Kayak gitu, contohnya, “coba kalau ibu bilang gini kamu ngerti gak?” “Oh iya ,Ibu ngerti.”. Jadi, lebih disederhanakan kembali. Lalu, misalnya seperti percakapan juga, lebih diulang-ulang karena kenapa, karena kalau diulang-ulang terus anak lebih cepat paham.”

Teachers can use the repetition approach in the classroom to repeat reading and grammatical skills. Because while reading, kids will encounter terminology that must be recalled, and if they do not see that word frequently or are unfamiliar with the vocabulary, the students will struggle to remember it. It is consistent with Prayoga et al., (2015) assertion that repetition will improve the capacity of pupils who have trouble reading English texts. If students are taught through repetition tactics, they will be more likely to encounter the same texts and vocabulary, which will be simpler for them to recall if it is repeated. As a result, the components utilized by teachers to assist pupils absorb the knowledge in detail are learning strategies, which, along with the philosophical principle, determine the learning approach. The instructor bears responsibility in this situation, with an emphasis on planning, processing, and methods of implementing the information.

The researcher assessed that the instructor had an excellent knowledge of teaching English to kids with special needs based on the conversation above. It was demonstrated when the teacher could describe his or her perspective regarding the instructor's grasp of the characteristics of special needs pupils, teaching tactics, and teaching problems. Furthermore, the instructor might compute character values throughout the teaching and learning process, beginning with the planning step (designing syllabus, lesson plan, and teaching materials which facilitate the needs of teaching process).

The instructor recognizes that the teaching approach has a vital part in determining the students' performance. Students can better grasp the material if they use an effective learning approach. Furthermore, the researcher assessed that the instructor had a strong knowledge of teaching English to special needs kids. It was demonstrated by teachers that they could explain the student's characteristics, particularly disabled students of A type (blindness) who needed simple learning concepts such as vocabulary introduction, whereas students of C type (autism) had a more intellectual concept than students of A type. The teacher then discussed the difficulties in teaching English to students with special needs. They have good listening abilities, however the instructor is looking for appropriate teaching materials and approaches to help students overcome difficulties in learning English.

Furthermore, teachers cite a variety of tactics, including teaching strategy and teaching style. The learning technique is philosophically based; teachers indicated that a student-centered approach is employed in the learning process, and repetition is used to ensure that pupils retain the material. The instructor should then transform the learning process into something unique in order to pique the students' interest in what the teacher will teach.

CONCLUSIONS

Each segment of children with exceptional needs has distinct personalities and approaches to learning. Almost never will a single kid have deficiencies in all categories. Understanding the characteristics of children with learning impairments is critical for future educators who want to build pre-referral interventions, make appropriate referrals, and discover successful adaptations and intervention techniques. Language teachers must also educate pupils how to build both academic and personal skills.

Furthermore, the instructor claimed that she is continuously on the lookout for appropriate teaching materials and approaches to help pupils overcome difficulties in learning English. The usage of tangible media will therefore assist the instructor in delivering the efficacy of instruction. The instructor recognizes that the teaching approach has a vital part in determining the students' performance. Students can better grasp the material if they use an effective learning approach.

The researcher assessed that the instructor had a strong knowledge of teaching English to special needs children. It was demonstrated by teachers that they could explain the student's characteristics, particularly disabled students of A type (blindness) who needed simple learning concepts such as vocabulary introduction, whereas students of C type (autism) had a more intellectual concept than students of A type. The teacher then discussed the difficulties in teaching English to students with special needs. They have good listening abilities, however the instructor is looking for appropriate teaching materials and approaches to help students overcome difficulties in learning English. Furthermore, several tactics, such as teaching strategy and teaching style, are discussed by teachers. The learning technique is philosophically based; teachers indicated that a student-centered approach is employed in the learning process, and the repetition method is used to ensure that students retain the material. The instructor should then transform the learning process into something unique in order to pique the students' interest in what the teacher will teach.

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