



**REALIZATIONS OF STRATEGIES  
ENGLISH ONLINE LEARNING TO INCLUSIVE STUDENTS**

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**ABSTRACT**

Learning strategies is related with specific action taken by english learner and students to make learning process is easier, faster, more enjoyable to new situation. Learning strategies in the beginning used in the military system, but now then also used in education. The aim of this research is to describe similarities and differences with reference to the realizations of learning strategies used in the English online learning to inclusive students at SMA Negeri II Lubuk pakam. This research is conducted by using descriptive qualitative design. The data of this research are sentences containing realization of learning strategies in English online class to inclusive students. The sources of data are taken from 10 inclusive students and 2 English teachers at SMA Negeri II Lubuk Pakam grade XI and XII. The inclusive students and English teachers are assumed to represent all inclusive learning both locally and provincially. Each of the learning strategies is represented by ten inclusive students for inclusive students two english teachers for all english teachers in inclusive classes. The data are analyzed by using interactive model in which sentences are analyzed with reference Heaver (2009) theory adaptation of inclusive learning strategies. The findings indicate that there are similarities and differences with reference to the realizations of learning strategies in the English online learning to inclusive students.

***Keywords:*** *Learning Strategies, English Learning, Online, Inclusive Students*

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**INTRODUCTION**

Studies of learning strategies have been wide in area of applied linguistics. And It is good for the progress of developing and creating new strategies and approaches of learning language. Next the subject of learning strategies have been studied by numbers of experts e.g.

: Rubin (1975), Tar One (1980), Stern (1983), and Oxford (1990), pointed that Basically learning is process of change of attitude and action as result of experience and exercises. While learning strategies is as “operation employed by the learner to aid the acquisition, storage, retrieval and use of information. They are specific actions taken by the learner and teacher to make learning easier, faster, more enjoyable, more transferable to new situation: Stern’s (1975 and 1983). The objective of learning is the change of behavior’s which covers knowledge, skill and also attitude of personal or communities:” Djamarah and Zain (2010).

However, to establish a good learning process require some features such as: student motivation, learning materials, learning tools, learning condition (Hamalik, 2011). While according to Rifa’i and Ani (2012) learning features are consist of learner, and learning community, stimulation, memory and respond. So, the learning processes require sources or materials, condition or interaction and evaluation. A strategy covers management to carry out the learning process. Then, the processes of learning at list require the participation of teacher, students, learning materials, place and time. These concepts of learning are classroom based learning.

However classroom based learning has some limitation , such as the teachers lack of preparation, monotonous learning, learning with uncomfortable classroom e.g. Big class consisting of 40 students or more, lack of space to re-practice the learning materials. E.g. After the learning process in the classroom the practice does not continues outside of the classroom, other limitation is learners have different characteristics, learning styles, motivations, knowledge and interests. And so on. However the students conditions and school system limitation above becoming challenge to achieve the expectation in the inclusive classroom especially related to the English online learning. Following are the short conversation between researcher (R) and teacher (T) as the preliminary data of the study in SMA negeri 2 Lubuk Pakam.

R: *Bagaimana strategi para guru untuk melayani anak-anak berkebutuhan khusus bersama dengan siswa reguler lainnya?* (How are teacher strategies to teach special need students together with other regular students?)

T: *Sejak pandemik ini, kami mengajar dari whatsapp, google classroom dan juga sekali-sekali menggunakan video.*” Since the pandemic of covid-19. We use whatsapp, google classroom and sometime use vidio telecomprenceto teach them”

From this conversation the writer can point out that joining online learning for inclusive students challenging the students still not clearly understand what strategies should

he/she use to join English subject effectively. The following are some previously relevant studies related to the subject of the study.

Utami (2020) investigates teachers' strategies used in teaching English with e-learning classes during the COVID-19 pandemic. The results of the study show that the teachers use different strategies because the expected skill output are different. This study strength is providing theoretical information that English classroom base teaching use different strategies to English online learning. The weakness is this strategies is study in regular students. However this study gave contribution how strategies of English online learning have similar theory to the topic that the writer going to conduct.

Kurnool (2020) argues the use of accessible technology to converse teaching material from text based in to audio based contribute positive reception and frequent use of the system as well as a preference over classical online tools. This study focused on the effective of electronically media to the student achievement for math. However, the study doesnot talk about English lesson. But these studies gives contribution to this study how the online learning for inclusive student could be support by appropriate devices.

Villanueva (2017) investigates narrative inquiry on teaching visually student by using the approach of STEM. The result shows that the experiences of teachers are valuable to increase the quality of students learning. However, these articles explore red teachers role involve to the success of inclusive learning. The study just explore the approach to activate. From the recently studies, yet there were no discussed specifically about strategies of online English learning to inclusive students. The study just focused on strategies with the context of facilities and also experience of the teacher, students with disabilities who involve to inclusive student. But all of studies agree that inclusive students can achieve learning as well as regular students; when the teacher and school adopt their learning strategies to serve all need of inclusive students.

## **METHODOLOGY**

This research was conducted by using descriptive qualitative design. The sources of the data were English teachers and students at SMA negeri II Lubuk Pakam. Data of this research were sentences that stated by English teachers and inclusive students during interview and observation were conducted. The data were analyzed by using interactive model (Miles, Huberman, and Saldana, 2014) where the realizations of learning strategies as previously described by Heaver (2009).

## FINDINGS AND DISCUSSION

It is found that the strategies of English learning found at SMA negeri II Lubuk Pakamis realized by the three realizations of adabtation as previously described; they are adabtation of instruction, adabtation of assessment and adabtation of Materials. The proportion of each realization is presented in Table 1.

**Table 1 Realizations of Realization of Learning Strategies**

No	Realization	Grade XI	Grade XII	Percentages (%)
1	Instructions	33	33	33
2	Assessments	33	44	38.5
3	Materials	33	23	27.5
4.	Classroom environment	0	0	0
Total		100	100	100

From Table1 found that there are three adaptation made in the realization of English online lesson. But there was no significant classroom adaptation made during online learning was held. Another finding is the grade XI distribute the three adaptation in the same percentage. While grade XII the most significant was realized in the form of assessment, and the lowest frequency is the realization of materials. It was happened because the teachers considered that the assessment was very significant to match student achievement and students requirement to the critical particular subject on the next meeting. E.g to assess the grade XII there were three types of assessment provided bythe english teachers : for regular students, for students with audio and speaking limitation and for visually limitation. The assessment should consider their characteristic. For visually problems the assessment avoid the format of pictures, graphics while for audio and speaking limitations the assessment in the form of signs and no listening and speaking skills.

Another sificant problems in assessment was the use of time, the inclusive need really need extra time to complete the task provided by the teachers. So the inclusive usually submit their assessment after the regular students finishing their test. English online learning were at SMA N2 was generally in the form of written instruction from WAG and also Google classroom. Another instruction was using WAG voice note. So the adaptation from direct into indirect instruction. Secondly from close distance to long distance instruction.

### 1. Instructional adaptation

This adaptation was not only as the effect of change from classroom based teaching in to online teaching. It was also as the teacher respond to multy learning style of inclusive students involve in the classroom. However, there were two type of adaptation used by

English teacher. The following expression show how English teacher conduct English online learning by using standard instruction. English teacher “vw” instruction to class 11.

Data 13 T (teacher)

T: *Terjemahkan teks di hal. 100* ( please translate text on page 100)

Data14:

T: *Jawablah pertanyaan 'Discussion' 1-4 Di hal. 100(answer the next after the discussion task then answer 1-4 on page 100)*

Data 15

*Terjemahkan dan pahami explanation text mulai dr hal. 101-102 (translate and study about explanation text on page 101-102)*

From three data 13-15 above showed that seem the teacher used short, simple and conventional instruction to make the student understand their task explicitly. All information were understood. Next the problems were the differences of the pages pointed by the instruction was difficult to inclusive students to find, because:

First the page of the packet book used by regular students were different with packet book handed by inclusive students “blind students” because blind students was using braille writing Next, the teacher made adaptation by sending voice note about the additional information for her instruction. Other ways the teacher sent the screen shoot of the book section So with this adaptation, the student can go to the task proposed by teacher. So here, it was clear that Haver 2009 theory point 1 was full filled.

## **2 Adaptation of Material**

Haver (2009) also explained the that the process of adaptation to materials is aimed to make all inclusive students can achieve maximum achievement to English learning. e.g. for regular students access English material presenting by the English teacher during observation made, there were three type of materials distributed to inclusive class: text, video and audio in the form of voice note. The text mostly send to WAG in the form of teaching materials and instruction. They were in PDF formed .those materials had been adapted to student need and condition so make adaptation so every students included blind and deaf students can access the material without significant problems. If the teacher sent the screen shoot of the papers as the teaching materials, certainly, it was difficult to recognize with standards mobile phone. So the adaptation made was by converting image to text using particular application in the mobile phone. That’s why there were two types of material

adaptation needed to teach English to inclusive student during conducting online learning at SMA N2 Lubuk pakam. They were sender adaptation and receiver adaptation.

Interview to inclusive students RM (Roma Manik)

Data 16

R: *Dalam proses belajar, apakah guru melakukan adaptasi sedemikian rupa terhadap bahan ajar agar kamu tidak kesulitan “for realization of online learning, did teacher make particular adaptation toward English teaching material in order to reduce student limitation?”*

S: Menurut saya ada, buktinya sebagian besar materi pembelajaran disampaikan dalam bentuk text dan juga ada voice notenya. ...“I think there were some adaptation toward English teaching materials.

From the above expression showed that the Text and voice note are two accessible format to all student not only inclusive students but also regular students. Those format were accessible to standard mobile phone. Even the text require visual to recognize, the teacher already support their text with more detail descriptive in the voice note format. while this adaptation was first created by teacher. While according to SPA another participant from inclusive student's if the learning topic was accessible to all students, the teacher made adaptation for English materials. As the following with interview inclusive student APS

Data 17

R: *Dalam proses belajar, apakah guru melakukan adaptasi sedemikian rupa terhadap bahan ajar agarkamu tidak kesulitan? “for realization of online learning material, to help you TO access with the materials?”*

S: Depend to what is the topic, e.g. For last brochures it was no adaptation since all student can access the material independently. But for song lyric yesterday, I receive different type of material than the regular student.

From above expressions showed that student state adaptation on material was depend on the student ability to rich the topic. When the materials were accessible for all, teacher were making any adaptation. But when a teacher know that the topic can not distributed because there is serious limitation, so the teacher would make adaptation. So in this learning process there was small adaptation made by English teacher. And it is inline with hamer theory about adaptation of material to inclusive student.

### **3 Adaptation of Assessment**

Assessment is another part of learning seasons that focused to measure student's achievement. Haver, stated that the assessment are modified with particular adaptation to enable students participate actively during assessment was distributed. There were some type of assessment that students of SMA N 2 Lubuk Pakam have to face based on 2013 curriculum

Instruction. They are monthly, mid- and semester assessment. According to English teacher and also students respond to the interview, the assessment in this school were provided based on the curriculum contains. All test are given to the students with same target.

How in the implementation, all test always have two categories. Regular and inclusive categories. For the different was the ways of student to access. E.g for blind student all test provide with text and did not make picture instruction. While for the deaf students did not use voice test and listening test. The following expression from the interview with grade XI inclusive student showed that assessment was realized with particular adaptation. Question to inclusive student RM:

#### **Data 18 RM**

*R: Bagaimana biasanya bentuk soal saat ujian? (how was the questions text provided for assessment?)*

*S: Sama saja dengan teman-teman lain, Cuma jumlah soal inklusi biasanya sedikit berbeda. Kalau gambar biasanya ditiadakan, atau diganti dengan soal bentuk deskripsi. (basically we have same test with regular students, but some time the amount different, for pictures test was changed to descriptive form.*

From the above expression showed that there are two kinds of adaptation: quantity, the inclusive students receive the assessment less than regular student and the form that inclusive student was not given picture form. This expression also support our observation result when the students past the mid semester exam, SMAN2 provided two types of test, regular test materials and inclusive test material both of those tests material provided based on curriculum contained, the different were the total numbers and some questions were different in reduction. This condition was in line with regular student respond. As showed below: Ab:

#### **Data 19**

*R: Bagaimana biasanya bentuk soal saat ujian? (how was the questions text provided for assessment)*

*S: Biasanya kami terima soal dari guru secara offline. Kemudian dikerjakan dirumah dan hasilnya dipfoto dan kirim, pertinggalnya diantar kesekolah. Jumlahnya untuk online 15 untuk reguler dan 12 untuk inklusi (we usually get the test materials by offline. We do it at home and send the result by WAG, we also send The original result to school. total for regular were 15 question and 12 question for inklusi).*

From the regular student above also support the finding in the observation and also the expression of inclusive student above. According to regular student the process of test was the same but the the adaptation was the total of the test. This theory was also receiveable by one of English teacher VW when answering the question.

Interview with English teacher VW

Data 20 teacher

R: *bagaimana kalau memberi ujian bu, apakah semua sama atau ada kekhususan?* "How about text formatmam, did you give the same or something different for inclusive student?"

T: *soalnya sama saja, namun perbedaannya kalau reguler 15 butir, namun tunanetra bisa 12 kalau ada gambar di narasikan. Intinya sama saja.* (basically we give the same test, but for pictures test we adapt into descriptive. The amount sometime different. E.g Rs. 15 IS just 12. But the aim is the same.

From expression above showed that the adabtation of assessment was made to inclusive student at SMA N2 Lubuk pakam. This finding again support the teory about assessment adabtation needed in inclusive students.

## CONCLUSIONS AND SUGGESTIONS

1. In realization of learning strategies, found that the learning process in general the same as other public school. But in realization, the teachers have adabted three types of adaptation: they are instruction (33%), materials (27.5%), and assessment (38.5%). To make those adaptation, both teachers and students were involved, teacher make adaptation on providing appropriate devices, learning media and supportable materials. Example by using WAG as learning media to send text and audio materials. While for inclusive students create learning materials by using supportable electronic device example mobile phone with screen readers.
2. Based on the result of the study, some suggestions to the following parties are offered. The study indicates that the ability of eleventh and twelfth grade inclusive students of SMAN 2 Lubuk Pakam in using online learning strategy really reduce their limitation. It is proven by finding by increasng the students achievement in english subject. It is hoped that the students could increase their interaction strategy by students need to enrich their experiences in using some popular firtual learning such as zoom meeting, google meet and so on. They also need to improve their practical speaking, by establishing more firtual classroom In so doing, the students will have many chance to practice their speaking.

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