

**A DESCRIPTIVE STUDY OF IMPLEMENTING SEESAW
APPLICATION IN TEACHING ENGLISH FOR YOUNG
LEARNERS WITH SPECIAL NEEDS**

THESIS



**POSTGRADUATE PROGRAM
ENGLISH LANGUAGE EDUCATION
UNIVERSITAS PENDIDIKAN GANESHA**

November 2021

This thesis by Ni Made Saraswati Ansari has been successfully defended in front of the Board of Examiners and accepted as partial fulfillment of the requirements for the degree of Master in Education in English Education, Post Graduate Study Program, Universitas Pendidikan Ganesha.

Denpasar, 31 March 2022

Supervisor I,



Prof. Drs. Dewa Komang Tantra, M.Sc., Ph.D.

NIP 19520313 197903 1 001

Supervisor II,



Prof. Dr. Ni Nyoman Padmadewi, M.A.

NIP 19620202 198803 2 001



Master Thesis in Education: English Language Education Study Program Approved on 31 March 2022

by Board of Examiners



Chairman Prof. Dra. Luh Putu Artini, M.A., Ph.D
NIP 19640714 198810 2 001



Member Prof. Dr. Ni Made Ratminingsih, M.A
NIP 19660908 199102 2 002



Member Dr. IGA Lokita Purnamika Utami, M.Pd.
NIP 19830402 200604 2 001



Member Prof. Drs. Dewa Komang Tantra, M.Sc., Ph.D.
NIP 19520313 197903 1 001



Member Prof. Dr. Ni Nyoman Padmadewi, M.A.
NIP 19620202 198803 2 001

Acknowledged by

Director of Post-Graduate Program

Universitas Pendidikan Ganesha,



Prof. Dr. I Gusti Putu Suharta, M.Si.

NIP 196212151988031002

STATEMENT LETTER

I hereby honestly state that this Post Graduate Thesis in Education that is written as partial requirement for the degree of Master in Education is my own work. All the information contained in this thesis which is derived from the work of others had been given an award by citing the name of the source authors correctly according to the academic norms, rules and ethics.

If it is discovered in the future that a portion or the whole thesis is not my original work or that there is a case of plagiarism, I willingly accept the consequence of my academic title withdrawal and other sanctions as postulated by Indonesian National Law.



Denpasar, 31 March 2022

Statement by



Ni Made Saraswati Ansari

ACKNOWLEDGEMENT

The completion of this post-graduate thesis will not be possible without the support of others. Because of this, I would like to address my gratitude. First of all, to God the Almighty, who guided, directed my path up to this point and made all things possible.

My deep appreciation should go to

1. My first supervisor Prof. Drs. Dewa Komang Tantra, M.Sc., Ph.D. and my second supervisor Prof. Dr. Ni Nyoman Padmadewi, M.A. whose patience, expertise, encouragement and gentle guidance have kept me focused on the task at hand. I could not thank them enough for their dedication, consistency and commitment.
2. All of the Master Degree of English Language Education lecturers who had supported and given invaluable knowledge to the researcher during two years in Master of English Language Education.
3. Miss Dayu Fortuna and Miss Wian as the community leaders of North Bali Bilingual School and especially teachers in the Special Needs Team who had given permission, information, warm-welcome, and kindness to the researcher in the process of collecting data.
4. Four students of North Bali Bilingual School who gave motivation, warm-welcome, and permission in joining their classes.
5. Further, the researcher would like to express her sincere gratitude to her amazing parents, I Ketut Wirya Susila and Luh Ketut Sarini, her sister Ni Putu Wirsa Nurahyani, her supportive husband I Made Werdi Ajnyana, and also her children I Putu Abhinaya Suka Dinara and Ni Made Dara Suka Samika for being the biggest motivators and giving endless loves, supports, cares, and financial in finishing this research.
6. The researcher also would like to thank to the S2 Denpasar B class and other close friends for giving many experiences, lessons and continuous motivations during finalizing this thesis.

Finally, the researcher hopes that this research paper could be useful and beneficial for the readers. The researcher really appreciates any constructive criticism and suggestions which are needed for the improvement of this research study.

Denpasar, 31 March 2022



Ni Made Saraswati Ansari

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	ii
TABLE OF CONTENTS	iii
LIST OF PICTURES	v
LIST OF TABLES	vi
LIST OF APPENDICES	vii
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Identification	4
1.3 Limitation of Problem	5
1.4 Research Questions	6
1.5 Purposes of the Study	6
1.6 Significances of the Study	6
CHAPTER II	8
LITERATURE REVIEW	8
2.1 Theoretical Review	8
2.1.1 Students with Special Needs in Inclusive Education	8
2.1.2 Seesaw Application as a Learning Management System	12
2.1.3 Approaches and Strategies for Teaching Students with Special Needs	15
2.1.4 North Bali Bilingual School	20
2.2 Empirical Review	21
CHAPTER III	26
RESEARCH METHODOLOGY	26
3.1 Research Design	26
3.2 Research Subject	26
3.3 Research Object	28
3.4 Data Collection Method	28
3.4.1 Interviews	29
3.4.2 Observation	29
3.5 Data Analysis Method	31
3.5.1 Data Sources and Types	31
3.5.2 Research Instruments	31

3.6 Data Analysis Procedures.....	47
3.7 Data Analysis Methodologies	48
CHAPTER IV.....	49
FINDINGS AND DISCUSSION.....	49
4.1 Findings.....	49
4.1.1 Implementation of Seesaw Application in Learning English to Teach Students with Special Needs	50
4.1.2 Constraints in Implementing Seesaw Application for Students with Special Needs .	101
4.1.3 Responses of Students with Special Needs in Seesaw Application.....	103
4.2 Discussion	106
CHAPTER V	110
CLOSURE	110
5.1 Summary.....	110
5.2 Conclusion	113
5.3 Suggestions.....	114
5.3.1 Special-Needs Teachers	114
5.3.2 Parents of Students with Special Needs	115
5.3.3 Further Researchers	115
REFERENCES.....	116



LIST OF PICTURES

Pictures	Page
Picture 1. Teacher-Parents-Principal Conference	54
Picture 2. IEP of NBBS for Zoom Meeting.....	55
Picture 3. Files for Each Student	56
Picture 4. Students' Classes in Seesaw Application	57
Picture 5. Student's Zoom Meeting	58
Picture 6. Learning Packages for Students.....	59
Picture 7. Welcoming Video in Seesaw Application	61
Picture 8. Tutorial Video to Use Seesaw Application	62
Picture 9. Workshop with a Specialist from Australia on Special-Needs Education.....	65
Picture 10. Regular Reflection Session.....	66
Picture 11. Worksheet of Matching Pictures.....	67
Picture 12. Worksheet of Coloring the Rainbow.....	68
Picture 13. Worksheet of Matching Words and Pictures.....	69
Picture 14. Zoom Meeting with DV	84
Picture 15. Zoom Meeting with SN.....	85
Picture 16. Zoom Meeting with AT	86
Picture 17. Zoom Meeting with AD	87
Picture 18. Class Announcement in Seesaw Application.....	88
Picture 19. Visual Learning Instructions in Seesaw Application	89
Picture 20. Student's Video in Seesaw Application.....	90
Picture 21. Notifications in Activities and Inbox as a Reminder for Students	91
Picture 22. Students' Seesaw Appearance: All Activities are Completed.....	92
Picture 23. Seesaw Calendar to See Student's Portfolio.....	93
Picture 24. Seesaw Calendar to See Teachers' Instructions	94
Picture 25. Assessment of Introducing Myself	96
Picture 26. Assessment of Coloring Pizza	97
Picture 27. Student's Result of Coloring the Rainbow	98
Picture 28. Student's Result of Matching Pictures	99
Picture 29. Assessment Reports of Students with Special Needs in NBBS	100
Picture 30. Variety of Student's Response in Presenting Attendance	101
Picture 31. Ways of Giving Response in Seesaw Application	102

LIST OF TABLES

Tables	Page
Tabel 3. 1 Research Subjects of the Study	27
Tabel 3. 2 Research Matrix	30
Tabel 3. 3 Blueprint of the First Interview	32
Tabel 3. 4 Blueprint of the Second Interview	37
Tabel 3. 5 Blueprint of the Third Interview	40
Tabel 3. 6 First Observation Checklist	44
Tabel 3. 7 Second Observation Checklist	45
Tabel 4. 1 Implementation of Seesaw Application in Learning English to Teach Students with Special Needs	51
Tabel 4. 2 Implementation of Learning for DV Employing Seesaw Application	70
Tabel 4. 3 Implementation of Learning for SN Employing Seesaw Application	73
Tabel 4. 4 Implementation of Learning for AT Employing Seesaw Application	75
Tabel 4. 5 Implementation of Learning for AD Employing Seesaw Application	77
Tabel 4. 6 Zoom Meeting Lesson Plans for Students with Special Needs	81



LIST OF APPENDICES

Appendices	Page
Appendix 1. Screenshots of Google Form for 1st Interview.....	122
Appendix 2. Screenshots of Google Form for 2nd Interview.....	126
Appendix 3. Journal Week for DV.....	127
Appendix 4. Journal Week for AD.....	128
Appendix 5. Journal Week for AT.....	130
Appendix 6. Journal Week for SN.....	131
Appendix 7. Lesson Plan for DV.....	133
Appendix 8. Lesson Plan for SN.....	134
Appendix 9. Lesson Plan for AT.....	135
Appendix 10. Lesson Plan for AD.....	136
Appendix 11. Report Mid Term for DV.....	137
Appendix 12. Report Mid Term for SN.....	140
Appendix 13. Report Mid Term for AT.....	143
Appendix 14. Report Mid Term for AD.....	146
Appendix 15. Worksheet for Students with Special Needs.....	149

