

## ABSTRACT

Teaching English to students with special needs requires more effort and support. Support from families and special treatment from schools are vital in teaching students with special needs. It is critical to involve parents in educational planning and also special treatments that are dedicated to every student with special needs. The Seesaw Application, a learning management system in North Bali Bilingual School, has features that help students learn. The implementation of the application for teaching students with special needs was observed, as were the constraints and responses of the students with special needs. The research questions addressed 1) the implementation of the Seesaw Application for students with special needs in learning English at NBBS, 2) the constraints faced by teachers in implementing the Seesaw Application for students with special needs in learning English at NBBS, and 3) the responses of the students with special needs in learning English through the Seesaw Application at NBBS. The research design utilized descriptive qualitative research. The research subjects were four students with special needs across grade levels at North Bali Bilingual School, Singaraja, Bali. Whereas the research objects included 1) the implementation of Seesaw Applications for students with special needs, 2) the constraints faced by teachers in implementing the application, and 3) the students with special needs' responses to using the Seesaw Application. Data was gathered through interviews and observations. The collected information was analyzed both descriptively and qualitatively. The research findings show that: 1) the implementation of learning English through Seesaw Application were differentiated according to the students with special needs' abnormalities and personalized in terms of severity levels; 2) the constraints faced by the teachers were on the students with special needs' involvement in learning and parental support during their children's learning; and 3) the students with special needs' responses were varied in terms of facial expressions as well as participation in learning through Seesaw Application. However, this research was limited in terms of management time and substantial depth, and therefore, it is suggested to refine this research with a sufficient amount of time for classroom observations and measure the special needs students' responses theoretically and methodologically.

**Key words: students with special needs, learning English, Seesaw Application**

## ABSTRAK

Mengajar bahasa Inggris kepada siswa berkebutuhan khusus membutuhkan lebih banyak usaha dan dukungan. Dukungan dari keluarga dan perlakuan khusus dari sekolah sangat penting dalam mengajar siswa berkebutuhan khusus. Sangat penting untuk melibatkan orang tua dalam perencanaan pendidikan dan juga perlakuan khusus yang didedikasikan untuk setiap siswa berkebutuhan khusus. Aplikasi Seesaw, sistem manajemen pembelajaran di North Bali Bilingual School, memiliki fitur yang membantu siswa belajar. Implementasi aplikasi mengajar siswa berkebutuhan khusus diamati, begitu pula kendala dan tanggapan siswa berkebutuhan khusus. Rumusan masalah penelitian adalah 1) implementasi Aplikasi Seesaw bagi siswa berkebutuhan khusus dalam pembelajaran bahasa Inggris di NBBS, 2) kendala yang dihadapi guru dalam mengimplementasikan Aplikasi Seesaw bagi siswa berkebutuhan khusus dalam pembelajaran bahasa Inggris di NBBS, dan 3) tanggapan siswa berkebutuhan khusus dalam belajar bahasa Inggris melalui Aplikasi Seesaw di NBBS. Desain penelitian menggunakan penelitian deskriptif kualitatif. Subjek penelitian adalah empat siswa berkebutuhan khusus lintas kelas di North Bali Bilingual School, Singaraja, Bali. Sedangkan objek penelitian meliputi 1) implementasi Aplikasi Seesaw bagi siswa berkebutuhan khusus, 2) kendala yang dihadapi guru dalam mengimplementasikan aplikasi, dan 3) respon siswa berkebutuhan khusus dalam menggunakan Aplikasi Seesaw. Pengumpulan data dilakukan melalui wawancara dan observasi. Informasi yang terkumpul dianalisis secara deskriptif dan kualitatif. Hasil penelitian menunjukkan bahwa: 1) pelaksanaan pembelajaran bahasa Inggris melalui Aplikasi Seesaw dibedakan menurut kelainan siswa berkebutuhan khusus dan disesuaikan dengan tingkat keparahannya; 2) kendala yang dihadapi guru adalah pada keterlibatan siswa berkebutuhan khusus dalam pembelajaran dan dukungan orang tua selama pembelajaran anaknya; dan 3) respon siswa berkebutuhan khusus bervariasi dalam hal ekspresi wajah serta partisipasi dalam pembelajaran melalui Aplikasi Seesaw. Namun, penelitian ini terbatas dalam hal manajemen waktu dan kedalaman yang substansial, oleh karena itu, disarankan untuk menyempurnakan penelitian ini dengan jumlah waktu yang cukup untuk observasi kelas dan mengukur tanggapan siswa berkebutuhan khusus secara teoritis dan metodologis.

**Kata kunci: siswa berkebutuhan khusus, pembelajaran Bahasa Inggris, Aplikasi Seesaw**