

CHAPTER I

INTRODUCTION

1.1 Research Background

Inclusive education is an educational approach designed to provide equal opportunities for all students regardless of their abilities, disabilities, cultural backgrounds, and learning needs (Jachova et al., 2018). This philosophy moves beyond the physical presence in a classroom. It involves creating learning environment that accommodates diverse needs through adaptive curriculum, modified teaching strategies, and supportive infrastructure that allows every student to actively participate in the classroom.

The global movement for inclusive education has gained in international agreements that recognize education as a fundamental human right. UNESCO's Education for All initiative placed inclusive education as a key priority for global education development (Roche, 2016). This commitment was strengthened by the United Nations Sustainable Development Goals in SDG 4 (Adipat & Chotikapanich, 2022) which commits to guaranteeing inclusive and equitable education and lifelong learning opportunities for all by 2030. According to Ainscow & Viola (2024), the implementation of an effective inclusive education lies in four primary principles. These include equity, access, participation, and support that work together as a system. As for example providing physical access to a classroom becomes meaningless if students lack the support needed to participate fully in the lesson.

In the wider landscape of inclusive education, deaf students face challenges that require specialized attention and innovative approaches (Newman & Latifi, 2021). Deaf students often struggle to access lessons that rely mostly on spoken language, participate in classroom discussions, and build relationships with mainstream students. Marschark et al., (2015) emphasize that effective inclusion for deaf students must also address language development, choice of communication methods, and the recognition of deaf culture to achieve the goals of inclusive education. Schools must therefore adopt approaches that provide accessible communication and language support that value deaf students' identities.

English language teaching and learning presents unique pedagogical challenges and opportunities, especially for deaf students. English as a foreign language (EFL) has become increasingly important in global educational contexts (Vonkova et al., 2021). English language serves as a bridge to international communication and more work opportunities in the future. For deaf students in inclusive settings, English teaching and learning requires specialized approaches that accommodate their different needs in learning. This includes using visual learning tools, appropriate technological supports, and employing differentiated instructional strategies that help to create access to language acquisition (Kulamikhina et al., 2021).

The complexity of English teaching and learning for deaf students is combined by factors that differentiate it from traditional language instruction. First, deaf students often rely on visual spatial processing rather than auditory sequential processing, necessitating teaching methodologies that emphasize visual literacy, written communication, and multimedia resources (Marschark et al., 2017). Second, the phonetic nature of English language presents challenges for students who may not have access to auditory input, requiring alternative approaches to vocabulary development, grammar instruction, and reading comprehension (Ali et al., 2023). Third, the cultural and linguistic diversity inherent in deaf communities requires teachers to acknowledge and incorporate sign language as a linguistic resource rather than viewing it as a barrier to English language acquisition.

Research indicates that effective English teaching and learning for deaf students in inclusive environments requires a multilingual and multimodal approach that recognizes the linguistic assets students bring to the learning process (Susilo et al., 2017). This includes the use of sign language as a bridge to English literacy, implementation of visual teaching strategies, and creation of responsive learning environments that validate deaf students' needs. Furthermore, successful English teaching and learning programs for deaf students emphasize on the development of strategies that could help students navigate between languages and modalities while building confidence in their communicative abilities.

The Indonesian government commitment to inclusive education has been demonstrated in a policy that shows the country's dedication to educational equity and

the rights of students with disabilities. One main component of this policy is from the Indonesian government in *Permendiknas No. 70 Tahun 2009* that requires all regular schools in Indonesia to provide inclusive education for students with special needs. This policy marks a step in national educational policy where it legally affirms the right of students with disabilities to receive the same quality education as their mainstream peers (Mulyadi, 2017). It also places a new responsibility on schools to offer appropriate support, services, and accommodation so that all students can participate together in the learning process.

The government's efforts to advance inclusive education go beyond regulations and include strategic planning and investment in the process. The Ministry of Education in Indonesia has issued guidelines to support schools in implementing inclusive practices (Sari et al., 2022). These guidelines include procedures for adapting the curriculum, teacher training, and the strategy of learning that can accommodate the diverse needs of students with disability. The government has also actively collaborated with many international organizations to provide more assistance and financial support for the development of inclusive education in Indonesia. These resources show that the Indonesian's government's commitment to goes beyond only creating policies on paper.

Despite of strong commitments and supports from the government, the implementation of inclusive education in Indonesia still faces major challenges that hinder the achievement of its intended goals. Several studies have consistently identified barriers in the implementation of inclusive education in Indonesia (Sari et al., 2022). Starting with, many teachers reported that they felt unprepared to work with students with disabilities, lack of adequate infrastructure, unpreparedness of the schools to welcome special needs students, varied learning materials, and difficulties in using assistive technology.

The challenges of implementing inclusive education are especially significant for students with deaf disabilities. They face barriers in the Indonesian educational system whereas it already shows its commitment and supports for the special need students (Suhendri, 2020). The country's linguistic diversity, where multiple regional languages exist and used alongside the national language, makes it difficult for deaf

students who may rely on different forms of sign language or may require specialized communication support (Jacob et al., 2024). Furthermore, the limited availability of standardized sign language instruction in schools further hinder effective communication. As a result, deaf students may experience challenges participating in classroom discussions actively.

Recent studies support the gap between policy and practice. Padmadewi et al., (2024) found that while all teachers surveyed expressed support for inclusive education, around 80% lacked sufficient conceptual knowledge and 90% felt unprepared to adapt curriculum and assistive technologies. This gap becomes critical in English classes for deaf students where general awareness of inclusion is insufficient. Teachers need specific competencies to create language learning environments suited to deaf students. Dewi et al., (2025) applying the CIPP model to evaluate an inclusive program in North Bali, found that structured elements such as individualized education plans, collaborative teaching, and supportive environments can provide better outcomes. Together, these studies highlight the need for program evaluations targeting English teaching and learning for deaf students.

SDN 2 Bengkala is located in the village of Bengkala, North Bali. This school presents as a potential case study for evaluating the English language teaching and learning in school inclusive education implementation in Indonesia. The school has gathered national and international attention for its unique approach in accommodating the specific needs of students with deaf disabilities (Sri et al. 2024). Operating under the national education system, it has developed inclusive practices that demonstrate how a rural school can build effective learning environments for deaf students despite resource limitations. The Bengkala Deaf Inclusive Education (BDIE) program represents the school's special approach characterized by a multilingual language environment that integrates spoken Indonesian, Indonesian Sign Language (BISINDO and SIBI), and the local sign language *Kata Kolok*. This bicultural approach values deaf cultural perspectives and treats linguistic diversity as a resource rather than a barrier (Vallejo, 2018).

As a required subject in the Indonesian national curriculum, English presents challenges for deaf students. This become more complex especially in a context where

Balinese, Indonesian, and sign languages are already in use. Teaching English in the BDIE program has been around for a long time and needs strategies that support visual learning, shows clear language use, and connect students' existing language skills to learning skills. However, based on preliminary research conducted at SDN 2 Bengkala, there appears to be limited study of the evaluation of English language teaching and learning in the BDIE program.

The preliminary research was conducted through non participatory classroom observations and informal interviews with school stakeholders, teachers and students. From the preliminary findings, it was founded that while the BDIE program has received recognition for its innovative inclusive practices, there has been no empirical evaluation specifically examining the English language teaching and learning of the program. This absence of systematic evaluation creates a significant gap in understanding how English language teaching and learning instruction is delivered in this inclusive setting. The lack of empirical data regarding English teaching and learning practices limits the program's ability to demonstrate its accountability and provide the evidence for replicating successful strategies in other inclusive education contexts.

The CIPP Evaluation Model, developed by Daniel Stufflebeam could provide an evaluation of educational programs that align well with the complexity and multifaced nature of inclusive education initiatives (Stufflebeam & Coryn, 2014). CIPP evaluation model presents four interconnected components of evaluation such as context, input, process, and product. Context evaluation identifies the needs, assets, and conditions shaping the program. Input evaluation assesses the strategies, human resources, materials, and technologies employed. Process evaluation examines how teaching plans and learning activities are carried out. Product evaluation measures learning outcomes and the extent to which program objectives are achieved. By examining each component systematically, the evaluation can identify areas where program implementation can be strengthened, resources may be better allocated, and strategies may be refined to improve outcomes.

The lack of research specifically focused on evaluating English teaching and learning in inclusive education programs for deaf students in SDN 2 Bengkala

presents a significant gap in the current study on inclusive education. Most existing literature on inclusive education only focuses on general inclusive practices, teachers' perceptions, and practices on better resourced schools. This left limited understanding of how English teaching and learning operates and succeeds in a learning environment for deaf students. While the BDIE program has received praise for its innovation in inclusive education in North Bali, there is no structured evaluation to determine its effectiveness in delivering English teaching and learning. The absence of empirical evidence limits other schools' ability to replicate or adapt the English teaching and learning implementation in similar contexts across Indonesia and beyond.

To address this, the present study evaluates the implementation of English teaching and learning in the BDIE program using the CIPP evaluation model. By systematically evaluating contextual factors, resources, implementation processes, and learning outcomes, this study aims to generate empirical evidence that informs program improvement, support the evidence needed, and provides a replicable model for evaluating English teaching and learning in inclusive settings for deaf student across Indonesia and beyond.

1.2 Problem Identification

Indonesia has demonstrated its commitment to inclusive education through *Permendiknas No. 70 Tahun 2009*. This policy mandates all schools across Indonesia to accommodate students with special needs (Novrizal & Manaf, 2024). The policy represents a significant step toward educational equity and legally affirming the right of students with disabilities to have the same quality education as their mainstream peers. The government has further strengthened this commitment through curriculum adaptation and initiatives, teacher training programs, and collaboration with international organizations to support inclusive education development. However, despite these strong policy and governmental support, the implementation of inclusive education in Indonesia continues to face challenges that restrain the achievement of its intended goals.

The challenges are particularly serious for students with deaf disabilities. Those students require specialized approaches and resources that many schools still

struggle to provide effectively. Deaf students in Indonesian school's face challenges such as language diversity, limited availability of standardized sign language teacher, and insufficient teacher preparedness to adapt curriculum and employ the right strategy for the students. These challenges then become even more complex by the requirement to teach English as a foreign language in all schools across Indonesia.

English as a foreign language requires strategies that can accommodate students with different needs of learning. These include accommodating learning preferences, providing appropriate technological support, and employing different instructional approaches. The phonetic nature of English poses a particular challenge for deaf students such as the language's structure and pronunciation rely mostly on auditory input, grammar instruction, and reading comprehension that many schools lack the capacity to implement effectively.

The BDIE program at SDN 2 Bengkala presents a notable attempt to address this implementation gap specifically in the context of English teaching and learning for deaf students. Located in Bengkala Village, North Bali, this place is known for its high population of deaf residents and the use of Kata Kolok (village sign language), BISINDO, and SIBI. SDN 2 Bengkala program also has gained recognition for integrating deaf students into mainstream classrooms alongside their hearing peers. The BDIE program operates in national education policy and at the same time addresses students' needs and cultural context of the Bengkala community.

However, preliminary research conducted at SDN 2 Bengkala reveals a critical gap in empirical evaluation of English teaching and learning. Despite the program's positive recognition and innovative practices, there has been no systematic assessment or formal evaluation specifically examining how the BDIE program supports English language teaching and learning for the deaf students. The current understanding of the program's effectiveness in English teaching and learning relies primarily on anecdotal evidence, including personal testimonials, informal observations, and media coverage. While these sources provide valuable information to the program's actual impact on English language acquisition and learning outcomes for deaf students, the reliance on subjective data lacks the depth and consistency needed to evaluate the factors that contribute to outcomes or challenges that exist during the implementation.

This absence of evaluation creates several critical limitations. First, it becomes impossible to determine whether the BDIE program is achieving meaningful English language learning outcomes for the deaf students or merely creating an appearance of inclusion without substantive educational progress. Second, without empirical data, educators and policymakers cannot identify specific strengths and weaknesses in the English teaching and learning component of the program. Lastly, the lack of formal evaluation prevents the program from serving as a replicable model for other schools attempting to implement inclusive English teaching and learning for the deaf students.

The complexity of English teaching and learning in inclusive settings for deaf students necessitates a comprehensive evaluation framework that can systematically examine the connected factors. The Context, Input, Process, and Product (CIPP) evaluation model provides an ideal framework for conducting this assessment specifically in English teaching and learning. This evaluation model enables evaluators to examine the contextual factors influencing English instruction, the resources and support systems available for English teaching and learning, the pedagogical approaches used in English classes, and the learning outcomes and achievements of deaf students.

By applying the CIPP evaluation model to assess English teaching and learning in the BDIE program at SDN 2 Bengkala, this research addresses a significant gap in understanding of how inclusive education policies translate into effective English teaching and learning for deaf students. The CIPP evaluation framework generate comprehensive evidence of all critical aspects of English teaching and learning delivery in the inclusive setting, which then contribute to the evidence of the development of English teaching and learning for deaf students in Indonesia's inclusive education system.

1.3 Limitation of the Problem

This study is limited to evaluating the implementation of the BDIE program at SDN 2 Bengkala with a specific focus on the English teaching and learning. The subjects of this study only include the principal, English teacher, grade 4, 5, and 6 homeroom teacher, sign language teacher and volunteer deaf student representatives in grades 4,5, and 6 as these groups are directly involved in the English teaching and

learning process. Additionally, the findings are limited to the perspectives of these participants during the research period and therefore reflect only conditions at that specific time.

1.4 Research Questions

Based on the background of the study that has been stated before, this study has two questions, which are as follows:

1. What is the context of English teaching and learning program within the inclusive education setting at SDN 2 Bengkala?
2. What is the input of the English teaching and learning program in the inclusive education setting at SDN 2 Bengkala?
3. How is the process of English teaching and learning implemented in the inclusive education setting at SDN 2 Bengkala?
4. What is the product (outcomes) of the English teaching and learning program in the inclusive education setting at SDN 2 Bengkala?

1.5 Research Objective

Based on the research question above, this study aims to:

1. To evaluate the context of the English teaching and learning program within the inclusive education setting at SDN 2 Bengkala.
2. To evaluate the input of the English teaching and learning program in the inclusive education setting at SDN 2 Bengkala.
3. To evaluate the process of English teaching and learning implemented in the inclusive education setting at SDN 2 Bengkala.
4. To evaluate the product (outcomes) of the English teaching and learning in the inclusive education setting at SDN 2 Bengkala.

1.6 Research Significance

There are theoretical and practical significances in this research, including:

1. Theoretical Significance

The present study contributes to the academic discussion on the evaluation of English teaching and learning in inclusive education settings for deaf students. Through the application of the CIPP (Context, Input, Process, and Product) evaluation model, it provides empirical insights that can guide future research and enhance academic discussions on inclusive education and language learning adaptations.

2. Practical Significance

The results of this study are expected to provide several benefits for:

1. For future researchers, this research offers a foundational reference for conducting further studies related to English language teaching evaluation and the application of the CIPP model in special education contexts.
2. For English teacher, this research offers valuable insights into effective teaching strategies, classroom adaptations, and resource use to enhance English teaching and learning outcomes.
3. For schools, the findings offer as a reference to strengthen the implementation of English language teaching and learning particularly in inclusive education.

