

EXPLORING LEARNING MEDIA USED BY ENGLISH TEACHER AT SDN 2 BENGKALA FOR INCLUSIVE EDUCATION

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Abstract

This article reports a qualitative study on learning media used by an English teacher at SDN 2 Bengkulu to support inclusive education, particularly for students with hearing and speaking impairments. The study addresses three questions: the types of learning media used in inclusive English instruction, the challenges faced by the teacher, and the strategies used to overcome those challenges. Data were collected through classroom observation, semi-structured interviews, documentation, and anecdotal records, then analyzed using thematic analysis. The findings show that visual and digital media were central to English instruction. PowerPoint slides, projected pictures, short videos, tablets, flashcards, posters, realia, wall displays, and whiteboard illustrations helped make vocabulary and classroom concepts more concrete. However, the implementation of media was constrained by limited devices, uneven digital skills, the need to simplify complex materials, and the limited availability of academic sign language vocabulary. The teacher responded through practical adaptation: simplifying visuals, adding written explanations, using familiar tools, seeking support from colleagues and assistant teachers, applying flexible grouping, and encouraging peer support. The study suggests that inclusive English teaching depends not only on the availability of media but also on teacher creativity, collaborative support, and accessible visual design.

Keywords: inclusive education, learning media, English teaching, hearing impairment, SDN 2 Bengkulu

INTRODUCTION

Inclusive education seeks to provide equitable learning opportunities for all learners, including students with sensory, physical, cognitive, or communication-related needs. In an English classroom, this principle is especially important because language learning depends heavily on communication, interaction, and access to meaning. For students with hearing and speaking impairments, instruction that relies primarily on spoken explanation can create significant barriers. Learning media therefore become more than supplementary teaching aids; they function as bridges that make content visible, concrete, and accessible.

SDN 2 Bengkulu in Bali offers a distinctive context for examining inclusive education because students with and without hearing and speaking impairments learn within the same school environment. The school context is also culturally significant because Bengkulu is associated with Bahasa Kolok, a local sign language used within the community. Although inclusive education has received increasing attention, fewer studies have examined how English teachers in localized elementary school contexts select, adapt, and implement learning media to support students with different communication needs.

The present study was therefore designed to explore the learning media used by an English teacher at SDN 2 Bengkulu. Specifically, it aimed to identify the types of media used to support inclusive English learning, examine the challenges encountered in implementing those media, and describe the strategies used by the teacher to overcome the challenges.

METHOD

This study employed a qualitative descriptive design. The research was conducted at SDN 2 Bengkala, a primary school in Bali that integrates hearing students and students with hearing and speaking impairments in inclusive classroom settings. The object of the study was the learning media used in English instruction, while the main participant was the English teacher who directly implemented media in inclusive classroom practice.

Data were collected through structured and unstructured classroom observations, semi-structured interviews, documentation, and anecdotal records. The observation checklist focused on the presence and use of visual aids, audio-visual materials, technological tools, and tactile or gestural supports. Interviews were used to obtain the teacher's perspectives on media selection, classroom challenges, and strategies for supporting students with diverse needs. Documentation and anecdotal records strengthened the description of real classroom practices.

The data were analyzed through thematic analysis following the stages of familiarization, coding, theme development, theme review, theme definition, and report writing. Trustworthiness was supported through triangulation across data sources and methods so that the findings could reflect classroom practice more accurately.

RESULTS AND DISCUSSION

Types of Learning Media Used in Inclusive English Instruction

The findings indicate that the teacher used both digital and non-digital media. Digital media were mainly presented through laptops and projectors, enabling the teacher to display pictures, PowerPoint slides, and short videos. Tablets were also available in limited numbers and were occasionally used for simple interactive activities such as word-matching games, animated vocabulary exercises, visual dictionaries, and multimedia content. These media were valuable because they provided visual input for students who could not fully access spoken explanation.

PowerPoint slides were frequently used to organize lesson content in a structured visual form. Slides containing keywords, pictures, and simple animations helped students connect English vocabulary with concrete meaning. Short videos added movement, context, facial expression, and situational cues, allowing students to understand actions and classroom concepts more dynamically. In this sense, digital media supported both comprehension and engagement.

Non-digital media remained equally important. Printed flashcards, posters, wall displays, textbooks, real objects, whiteboard illustrations, and handwritten notes provided concrete and reusable supports. Flashcards were especially useful for vocabulary learning because they offered clear picture-word associations. Realia helped students connect abstract vocabulary with objects they could see and touch, while wall displays allowed students to revisit information independently. Together, digital and non-digital media formed a complementary system: digital media made lessons dynamic, while printed and tangible media provided stable references.

Table 1. Types of Learning Media Used in Inclusive English Instruction

Media type	Examples	Main function in inclusive English learning
Digital visual media	PowerPoint, projected pictures, short videos, YouTube materials	Present vocabulary and concepts through large, clear, dynamic visual input.
Interactive digital tools	Tablets, word-matching games, animated vocabulary exercises	Increase engagement and provide multisensory practice, although access is limited by device

		availability.
Printed visual media	Flashcards, posters, wall displays, picture cards	Support word-meaning association and allow students to revisit information independently.
Concrete and classroom media	Realia, whiteboard drawings, handwritten notes, textbooks	Make abstract vocabulary tangible and reinforce explanations during classroom interaction.

Source: Compiled by the researcher

Challenges in Implementing Learning Media

The first challenge concerned accessibility. Although visual media supported students with hearing and speaking impairments, not all visual materials were automatically effective. Complex illustrations, small text, or abstract concepts still required careful simplification. The teacher needed to redesign materials into clearer images, larger written text, and more direct visual explanations, a process that was time-consuming and technically demanding.

The second challenge was linguistic. Some academic or subject-specific concepts did not have readily available signs. This limited the teacher's ability to explain certain materials through sign language alone and required the use of pictures, diagrams, gestures, or simplified written explanations. The problem shows that inclusive teaching is not only a classroom issue but also a language-resource issue, especially when academic sign vocabulary is still developing.

The third challenge involved resources and teacher competence. Tablets were available but limited, and advanced tools such as smartboards were not available. The teacher also reported limited confidence in using laptops, tablets, video editing, and interactive applications. As a result, the use of technology tended to focus on simpler tools that were easier to manage, such as PowerPoint, flashcards, posters, and projected pictures.

Teacher Strategies for Overcoming Media-Use Challenges

Despite these challenges, the teacher demonstrated adaptive strategies. To improve accessibility, she selected images, texts, and videos with clear visual elements, simplified complicated illustrations, and added short written explanations to visual media. These strategies helped students interpret learning materials without depending solely on spoken language.

The teacher also relied on collaboration. Colleagues with stronger technological skills helped with complex tasks such as editing images or inserting text into videos. Assistant teachers who were proficient in sign language supported communication during lessons, while peer support allowed hearing students to help explain media-based activities to deaf peers. This collaborative practice strengthened both academic access and social inclusion.

Flexible grouping was another important strategy. Students were integrated for simpler lessons but could receive more focused support when materials became complex. This approach reflected differentiated instruction because it adjusted classroom organization according to students' readiness, communication needs, and lesson difficulty. The teacher's strategy shows that inclusive media use is not simply about choosing the right tool; it also requires flexible classroom management and ongoing adjustment.

CONCLUSION

This study found that the English teacher at SDN 2 Bengkulu predominantly used visual, digital, and tangible media to support inclusive education. Projected pictures, PowerPoint slides, short videos, tablets, flashcards, posters, realia, wall displays, and whiteboard illustrations helped make English vocabulary more concrete and accessible for students with hearing and speaking impairments.

The implementation of learning media was shaped by several challenges, including the need to simplify complex visual materials, limited digital resources, uneven teacher confidence in technology use, and the limited availability of academic sign language vocabulary. The teacher addressed these challenges through practical adaptation, collaboration with colleagues and assistant teachers, peer support, and flexible grouping. Overall, the study highlights that effective inclusive English teaching depends on accessible media, teacher creativity, classroom collaboration, and sustained institutional support.

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