



ACCOMODATION THEORY IN LANGUAGE TEACHING AND FOR STUDENTS WITH SPECIAL NEEDS

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ABSTRACT:

This research aims to find out the forms of accommodation that can be used for students with special needs and students in general in language or non-language classes. This research method is qualitative, namely taking references from these or from forms of accommodation made by researchers while teaching English. The results of the study show that teachers, with all their efforts, have made efforts to provide accommodation in the teaching and learning process so that students can be treated according to their needs, so that they can be independent and develop their potential. They are enthusiastic in the teaching and learning process because the learning is more interesting and varied, and they appreciate diversity. However, it cannot be denied that the majority of these accommodations usually apply to specific educational institutions and the creativity of teachers to always learn to improve their teaching and learning process, which takes a lot of time to find suitable methods and ignore the potential negative effects of accommodations on students.

Keywords: Accommodation, Communication, Special Needs Students, General Students, Language Class, Non-Language Class

INTRODUCTION

Accommodation is defined as the ability to adjust, modify, or regulate one's behavior in response to others (Han et al., 2010). The process of commodification is usually carried out unconsciously. In the process of communication and interaction,

sometimes there are differences based on groups or cultures, such as differences that appear in age groups, accents, ethnicities, or speech speed (Argyle, 1972). (Pitts & Harwood, 2015) In line with (Gudykunst, 2005), who further explains that Communication Accommodation Theory

(CAT) pays attention to interactions in understanding other people from different groups by assessing language, nonverbal behavior, and the use of individual linguistics, intended in the process of language interaction between teachers and students or vice versa.

The process of language interaction between student-teachers in classroom learning activities has the same framework, namely, the learning objectives to be achieved. Spoken language interaction is important in the learning interaction process. On the other hand, the pattern of interaction between teachers and students using language in classroom learning should show a form of politeness (Kaendler et al., 2015).

Furthermore, the classroom is a reality of life in which communication processes occur, including exchanging experiences, expressing solidarity, making decisions, and making plans. In this case, the adjustment of verbal interaction is emphasized (Clark, 2012). This is caused by the process of learning speech, which ideally takes place formally. "Adjustment and adaptation of speech interactions can occur in the form of convergence or divergence; in class learning, the aim is to negotiate interpersonal relationships (between teacher and student) as a means of teacher diplomacy to achieve learning goals." (Potvin, 2017).

RESEARCH METHODS

The methodology used method qualitative. Methodology study is something method or technique for get information and data sources to be used in research. Information or this data can in form What course, literature, like journals, articles, theses, books, and so on. Besides that, methodology study can also be obtained through electronic media like television or radio, even data sources can also be obtained from surveys, investigations, interviews and so on. Below research used for analyze and describe the data systematic with objective for identify patterns , characteristics , and information important from that data . This method usually used for parse data detailed and presented results in a manner detailed and clear. Steps general in method analysis descriptive, data collection, data organizing, data processing, data analysis , presentation result.

RESULTS AND DISCUSSION

Convergence is a strategy in which the actors involved in the conversation adapt to each other's communicative behavior. This process is selective and is based on the perceptions of other speaker actors. Then there is divergence, which is a behavior in which the actors involved in the conversation do not show any similarities with one another. However, divergence is not a condition to negate the response to the interlocutor but rather an attempt to dissociate the communicator, who is the interlocutor. This theory is based on the

premise that when someone interacts in communication, they will adjust their speech, vocals, and or behavior to accommodate the other people involved in the communication. (Giles & Ogay, 2007) and (Prayoga & Palupi, 2020) state that there are five strategies used in accommodating language both in terms of convergence and divergence, namely

1. Approximation strategies are strategies that focus on language productivity and speaker communication with speech partners, both verbally and nonverbally. Productivity includes accents, accents, pauses, and speaker cues. If the speaker does that and resembles the speech partner, it can be said that he is doing convergence. If, on the other hand, the speaker does not want to resemble the speech partner, he diverges from that strategy.
2. Interpretability strategies are strategies carried out by speakers or people who interact to convince speakers of the understanding of speech partners about what is communicated between the two. The strategy used can be in the form of simplifying sentences and using simple vocabulary that can be understood by speech partners. An example is a teacher who wants to know student understanding and will repeat communication about student understanding of the material that has been given.
3. Discourse management strategies: strategies that focus on macro-

conversations between speech partners who have common interests, such as content or topics of conversation; then nonverbal management, such as the position of facial expressions; the position of the speaker and the hearer; and the structure of the conversation. For example, a teacher who keeps talking means that the teacher dominates and communicates, so the teacher diverges on the strategy. The many interactions that are built into learning between teacher and student through questions and feedback characterize discourse management, resulting in both convergence and divergence.

4. Self-control strategies (interpersonal control strategies) are strategies that focus on interpersonal control to remind each other about the position of speakers and partners. For example, in classroom learning activities, interpersonal control appears in the positions or relationships built by the teacher and students.
5. strategy of emotional expressions (a strategy that focuses on the needs of speakers) The tendency to converge or diverge in language interaction can occur in every speech situation and activity, including in the classroom when learning activities take place. It is assumed that the social value dimension can be the background for the process of changing language behavior. The position of English in the realm of

education as a foreign language and personal relationships in the school environment can enable language accommodation to occur, both bringing people closer (convergence) and further apart (divergence).

On the other hand, the accommodation process does not only occur in learning in general but also in children with special needs. (Scott et al., 2003) Stated that accommodation in the dictionary is the adjustment and modification of educational programs to meet the needs of children with special needs. (Martin et al., 1996) interprets accommodation as changes made so that students with special needs can study in ordinary classrooms. So accommodation can be interpreted as changes in the form of adjustments and modifications given to students with special needs according to their needs.

Following are the four scopes of accommodation in the teaching and learning process (PBM) (Rosemann, 2014), namely:

1. Material and teaching methods

Children with special needs (ABB) have problems in cognitive, memory and language perception problems (auditory, visual) so that information received through sight or hearing is often misinterpreted. This condition causes the absorption of different materials and tends to be slower than other friends. (Ruigrok & Wagner, 2003) Analyzed research over the last 30 years and found effective teaching forms for ABB include:

- 1) Students are given exercises in stages in several steps.
- 2) Repetition of exercises and discussions is carried out every day, drill
- 3) The material is divided into several parts and then combined into one unit.
- 4) Questions and answers are given directly as the teacher asks directly to students during the learning process.
- 5) Control the level of difficulty.
- 6) Use of technology (LCD, computer, etc.) Providing examples of problem solving by the teacher.
- 7) Learning in small groups.
- 8) Providing certain cues.

Furthermore, The Emily Hall Tremaine Foundation through the NCLD (National Center for Learning Disabilities) paper, the Orton Dyslexia Society, LDAA (Learning Disabilities Association of America) gave a more specific opinion in terms of teacher and student interactions including (Flora, 2012):

- 1) Ensuring that students' attention is focused on the teacher before giving specific directions or explanations.
- 2) Calling student by their names, to help the child's attention focus on the teacher.
- 3) Using assistive devices that can allow information to enter through sharing of senses, for example: images, sounds with certain intonations, tactile, writing in the air, etc.

2. Accommodation in giving assignments and assessments

The strategy that has the greatest effect on improving children's academic abilities is controlling the level of difficulty. The difficulty level of the questions/tasks is given in stages. The teacher provides assistance when the child is doing the task or the task is given starting from low to high difficulty level. The following four alternative ways include accommodation in the evaluation:

- 1) The teacher submits questions or gives questions by writing them on the blackboard, so that students can easily understand the questions given
- 2) Students answer questions on the student worksheet that has been provided
- 3) Students do the questions in a quiet place/room
- 4) Students are given time to rest during the specified time

3. Accommodation in time demands

In learning, special time is given so that students with learning difficulties are able to complete the assignments given. The previous presentation also explained about loose time allocation and giving pauses for rest. A fun learning environment can increase learning motivation, including ABB. Fun in this case can be felt by children when they succeed in mastering the material. This implies the provision of material that is

tailored to each individual's abilities so that they can succeed.

4. Accommodation in the Learning environment

The learning environment for a child is not only limited to school but also includes the family environment. The role of parents is very important to pay more attention to children. Because parental attention contributes more to academic success than socioeconomic level (Kalil, 2014) also stated that the thing that most determines success in learning is everything that happens at home. Parental involvement has an impact on cognitive development and academic abilities then the school environment and society. These three environments in daily interactions provide a learning experience for children and eventually become knowledge.

The benefits of accommodation theory in teaching

Here are some benefits of the accommodation theory (Giles & Powesland, 1997).

- 1) The process of language interaction between teacher-students and/or students-teachers in classroom learning activities has the same framework, namely the learning objectives to be achieved.
- 2) Be able to identify the weaknesses of each student and explore their potential strengths and talents. Teachers must be able to open access to the widest

possible opportunities for students with their respective strengths and weaknesses

- 3) With strategies carried out by teacher-students, both consciously and unconsciously, to adapt (accommodate) language so that good communication is established in learning activities.
- 4) Accommodation for students with special needs in regular classes. Also have positive impacts, including:
 - a) There is warmth and the ability to make friends
 - b) Develop a personal understanding of the diversity of learners, or non-disabled or dealing with students with special needs
 - c) Increasing concern for other students,
 - d) Development of social skills and
 - e) Reducing anxiety about human differences that cause comfort and awareness.

The Forms of learning accommodation in the classroom can be divided into:

- a) Accommodation of materials and teaching methods.
- b) Accommodation of assignments and assessments in class.
- c) Accommodation of time demands and scheduling.
- d) Accommodation learning environment.
- e) Accommodation of the use of special communication systems.

Accommodation for students with special needs

For children with special needs, the accommodation process may require special action by parents, teachers or other professionals to help the child adjust to their environment. Some examples of forms of accommodation that can be made for children with special needs are:

- 1) Learning customization: Teachers can adjust learning methods, teaching materials, or learning pace to help children with special needs understand the material being taught.
- 2) Use of assistive devices: Children with special needs may require assistive devices such as hearing aids, speech aids or wheelchairs to help them interact with their surroundings.
- 3) Adaptation of the physical environment: The physical environment of the school or home may need to be adapted to make it easier for children with special needs to move around or interact with the surrounding environment.
- 4) Provision of emotional support: Children with special needs may need more emotional support to cope with the challenges they face. Parents, teachers or other professionals can provide emotional support to these children to help them cope with the problems at hand.
- 5) Assistance: Children with special needs may need assistance when interacting with their surroundings. Parents, teachers or other professionals can help these children adjust to their surroundings by providing guidance and assistance when needed.

English accommodation for students in general can be used in language classes and non-language classes.

One of the main goals in learning English is to improve English conversation skills, but English conversation skills are still considered a skill that is difficult for students to do because first they are not able to communicate in English, second they are afraid and lack of confidence in the ability to pronounce English vocabulary, thirdly there is no interesting learning media and methods to involve students communicate in English, therefore effective and efficient solutions are needed to increase student interest in understanding the language English, namely providing interesting teaching media by using trans language (use of two or more languages or mixed languages, such as Indonesian and English, local languages and English) in class, for example designing a plan for making class rules, expression boards and anonymous text (text confidential) whose application examples are as follows:

1) Class rules

There are several tips that teachers can use in making class rules, class rules; is to encourage students, is to provide a sense of security, in positive sentences, uses concise sentences so that students can easily understand, delivered orally at the beginning of class (read in English and explained in

Indonesian), Here's an example application of class rules in class



The picture above is the application of class rules in class, these rules are read out in two languages, namely Indonesian and English. The rules are read by the teacher or one of the students in turn and then followed by other students so that they can easily understand and be confident in pronouncing them on other occasions. It can also train students' self-confidence.

2) Class expression board expression board

Students are allowed to write anything about the subject, by providing a black or white board and white paper to stick to the board, for example when they find something new that they know, Asian Journal of Engineering, Social and Health

such as what's up friend, how are you friends, in mathematics can write formula, the material can also be like fun facts, study tips, what's trending, themed boards so students are free to write whatever it is expression in English, here's an example:



Board Bertema



This is a very effective medium where as teachers we don't do anything but facilitate providing a place for developing children to use their English in our learning.

3) Anonymous texts

Anonymous text or secret texts, provide baskets, white paper and ballpoint pens, students can write words or sentences that encourage one another, can be in English mixed with other languages, or just Indonesian. Here's an example



This is intended if there are students who are too late, lazy to study, by reading anonymously what their friends have written, it is hoped that they can build their enthusiasm for learning again.

In addition this material was obtained from one of the materials in an online webinar entitled the use of English in language or non-language classes, where I saw students' deficiencies in speaking English, then I applied it to class, this was very effective in improving skills speak English, of course, gradually.

The strengths and weaknesses of this theory in teaching

a. The strength

- 1) This theory has been used in many different studies
- 2) The teacher provides treatment according to the needs of students in the teaching and learning process
- 3) Students are able to hone independence with all their potential
- 4) The learning process becomes more interesting and varied
- 5) Learners can learn to appreciate the diversity of potentials

b. Weakness

- 1) Standing on the standard of rational conflict
- 2) Arrangements regarding proper accommodation are arranged with the Ministry of Education and Culture, therefore, these rules only apply to educational institutions under the coordination of the Ministry of Education and Culture, and do not apply to other ministries
- 3) Teachers who have to spend a lot of time looking for suitable methods, media in the teaching and learning process.
- 4) Because the cognitive levels of students are different, the teacher must provide motivation so that students can accept and understand learning
- 5) Ignoring the possible dark side of communication
- 6) Teachers who teach face a dilemma when there are students with disabilities or students with special needs requiring a certain tolerance, including in terms of their learning
- 7) Teachers do not have sufficient stock of knowledge about students with special needs, sources of information about (students with special needs) are still limited.

Those are some of the advantages and disadvantages of accommodation theory in learning.

CONCLUSION

The statement above describes the Communication Accommodation Theory (CAT) and its application in the classroom setting. It states that teachers tend to accommodate students' learning interests and use verbal communication skills to build a positive learning atmosphere. Teachers are also seen as exemplary figures of morality and character. The theory suggests that communication accommodations should not be based on the label of the student's social background but rather focus on providing intensive and persuasive advocacy for students who lack academic capacity. The theory also suggests that teachers must be able to identify the weaknesses and strengths of each student, explore their potential, and open access to the widest possible opportunities for students. The strengths of this theory include its use in a variety of subject areas, the ability to provide treatment according to students' needs, and the encouragement of students' independence and potential. However, the theory also has weaknesses, such as being based on the standard of rational conflict, applying only to certain educational institutions, and the need for teachers to spend a lot of time finding suitable methods.

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