Integrating Task-Based and Differentiated Instruction (DI) to Overcome Language Learning Challenges

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Abstract

This research aims to overcome language learning difficulties faced by students with special needs by applying a task-based approach and differentiated learning (DI). Qualitative methods are used in analyzing data. The research took place at a special school at SLB Negeri 2 Denpasar. SLB Negeri 2 Denpasar is a special school for children with hearing impairments. In this remarkable school, students would learn to communicate by reading the movements of their lips. Primary data in this research refers to the exact information obtained from student grades and academic tests. The treatment is modified according to the children's cognitive capacities. The results showed that task-based and differentiated learning (DI) are effective techniques in supporting students with special needs. High school students with special needs require a different type of parental guidance. Students with special needs can receive learning support by limiting choices and guiding choices. Providing autonomy for students to engage in task-based learning can facilitate higher student learning.

Keywords: challenges, language learning, special needs students

1. Introduction

Classroom language learning activities are interactive exercises that promote student communication. Language acquisition offers the benefit of encouraging students to participate in communication with other people, thus enhancing social cohesion and respect within society. The classroom often highlights the repeating themes of teachers' ability to learn and adapt, as well as the infrequent usage of certain teaching strategies (Flowers et al., 2012). In the beginning, the process of learning a language presents substantial difficulties for teachers as well as students. Teachers can devise numerous innovative instructional methods to achieve educational objectives. One of the learning activities that leads to student growth is education, which is supported by the curriculum and enabled by the teacher (Tezera et al., 2024). Teachers apply state-of-the-art educational resources to facilitate students' comprehension of the subject matter and enhance their professional growth. The impact of instructor evaluation on student work depends on its quality as well as significance (Lestari, 2020).

To facilitate students' engagement in learning activities, teachers must effectively develop learning plans, implementation procedures, assignments, and assessments. In this situation, teachers must enhance their abilities, particularly in the areas of communication and information technology, to improve their level of proficiency. Mastery of technology is crucial for the successful implementation of learning since it improves communication between students and teachers. Social media and electronic media serve as a way to connect students and teachers to facilitate the sharing of knowledge. The primary responsibility of persons directly engaged in the formulation and execution of educational policies is to achieve educational objectives (Subakthiasih & Putri, 2020). Students from low socioeconomic backgrounds and those facing various disadvantages, including students with special needs, are the most at risk of experiencing learning challenges. They frequently encounter challenges in fulfilling their educational requirements as the school may not be their primary focus (Purwanto et al., 2020). According to Sudjimat & Permadi (2019) the learning process and the educational environment significantly influence students' desire to succeed. It is important to anticipate and address learning challenges faced by students with special needs who struggle with language acquisition by employing suitable learning strategies and media. Daily living provides children, particularly those with special needs, with a rich environment full of opportunities for informal learning. These obstacles could

include things like social engagement, assistance, and accommodations, as well as concerns with inclusive environmental access (Hassib, Bouzekri, and Benabid, 2024).

Students with special needs may encounter many kinds of challenges in the process of language acquisition. To preserve the language learning base established at school, teachers, students, and parents need to utilize suitable methodologies. When stories or narratives are emphasized as a language learning aid, students become more motivated and engaged, and their confidence in using the language in normal conversation situations grows (Supartini et al., 2024). Teachers frequently face unexpected difficulties with the integration and utilization of information technology, which subsequently forms the foundation of learning methodologies (Maulidina and Bhakti 2020). Acquiring a language has become a difficult challenge for students with specific needs. Comprehending language for students with particular challenges reduces their ability to effectively engage in the learning process. This research primarily investigates the effectiveness of language learning in special schools specializing to students with special needs, employing task-based and differentiated learning (DI) approaches. Additionally, it explores the role of parents in improving the success of language learning for students with special needs. Additional research is required to identify potential obstacles to learning that students may encounter, as well as to evaluate the efficacy of teachers and students in applying task-based and differentiated instruction (DI) approaches. This study examines the quality of consensus between teachers and students with special needs in language learning settings.

Literature reviews were created based on previous research. Research Harahap et al. (2023) indicates that differentiated instruction can improve student learning outcomes, motivation, understanding, and quality; it can also accommodate students' needs by emphasizing their interests, profiles, learning styles, and learning experiences; and individualized curricula can create active and creative learning environments as well as increase students' motivation to learn. According to the findings of Witraguna & Jaya (2024), the research, differentiated instruction is being provided for students at SD Bali Q-Ta. According to the results of this study, student understanding in the category was considered to be very good, with a rata-rata score of 77,9. Based on various research investigations conducted Ali (2021) most respondents indicated that proper departmental learning outcomes, along with lateral and vertical learning approaches, are necessary to enable students to develop the necessary skills in critical thinking. Factors that need to be considered include politics related to how schools are run, practices related to what is taught and learned in schools, how such topics are taught and learned, and school culture that values relationships, moral principles, and strong school spirit (Sakız, Tören, and Yıldırım, 2021). Based on previous research, it is important to examine the effectiveness of early childhood education, particularly in the area of language learning.

The previous study focused on task-based and differentiated instruction (DI) approaches, but it was conducted on all students in general education. The study should be carried out to apply the combination of both task-based and differentiated instruction (DI) approaches in schools for students with special needs. The combination of both theories has never been implemented in a school with students who have special needs that were previously identified by other researchers. In a school where children have special needs, especially in language learning, there is a need for autonomous learning. Therefore, this study aims to evaluate the combination of both theories to increase the effectiveness of language learning for students with specific needs. One important thing to consider is how parents should support their children at home when they are enrolled in after-school programs. Educate Trained in a language based on tasks, or TBLT, students are required to actively participate in the learning process to meet the learning objectives. Language learning on task-based experience is considered the foundation of the learning process (Harmer, 1998). This lesson prepares students to write a few cohesive essays that are realistic and contextual. This strategy is frequently and only used by teachers with non-verbal students. When the work-based learning approach is used for children with special needs, this would change. This method can be effectively used to analyze the skills of students.

It came out, after reviewing earlier studies, that language instruction was not implemented as best it could have been in schools serving students with special needs. When learning occurs, this affects the motivation of the students and the results of their learning. The application of language acquisition with appropriate strategies and procedures for children with special needs in special schools has not been reflected in the findings of prior research. This study uses these expert assessments to address the following research question: How effectively can differentiated instruction (DI) and task-based learning (TBL) help students with special needs acquire language skills in special schools? And how can parents support their children's more effective language learning when they are dealing with special needs?. This study discovered current patterns in the efficient language learning methods used by teachers and students with special needs. It is critical to examine the research's findings very early to determine the efficacy of the educational process. This study intends to examine the efficacy of language learning for children with special needs and the steps that may be taken to improve that efficacy, based on the phrasing of the problem. The findings of this study can serve

as a fresh resource for educators, learners, and parents of special education students as they plan how best to combine task-based learning and differentiated instruction (DI).

2. Method

Students with special needs attending SLB Negeri 2 Denpasar made up the study's population. There were a few compelling reasons why students with special needs were chosen to be the subject of this study. To improve language skill ability students with special needs at SLB Negeri 2 Denpasar are not yet used to differentiated learning (DI) and task-based approaches to language acquisition. They need the best language technique to improve their language ability. The analysis's findings, which include an explanation of the success of method application and research method analysis, are detailed below.

2.1 Research Approach

Phenomenology serves as the philosophical foundation for this inquiry. This research employs a consistent phenomenological approach that scrutinizes an individual's life experiences. This study uses a qualitative research methodology that is used in a naturalistic way. When research is conducted in a naturalistic way, the background to the observation findings throughout the data-gathering process was not preplanned by the researcher; rather, it emerged organically to present an impartial image. This research was conducted over a year. The first two months were dedicated to conducting field surveys. Data were collected from the third to the seventh month. However, the field data collection was curtailed because the volume of information collected was thought to be adequate and accurately depicted the overall situation. Reviewing the collected data and achieving the intended externalities should be the focus of the past two months. The language learners for special needs students enrolled in SLB Negeri 2 Denpasar were the subjects of this study, which was carried out in Denpasar-Bali.

2.2 Participant

The study population consists of students at SLB Negeri 2 Denpasar-Bali. SLB Negeri 2 Denpasar-Bali is a special school for children with hearing impairments. In this remarkable school, students would learn to communicate by reading the movements of their lips. The students at SLB Negeri 2 Denpasar are extraordinary students with hearing impairments. Ten students were chosen as samples in each grade. They were representative of all students by using random sampling procedures. A random sample is chosen from a population. There is an equal chance of sampling given in this population. The estimated number of responders required 30 persons. Respondents are chosen at random from each class. Direct random selection was used to choose the participants.

2.3 Research Instrument

In this study, the researcher himself serves as a human instrument. To help with this survey, data forms for observation and classification of research data were employed in addition to human instruments. The kinds of instruments used in this study were interview lists and questionnaires. In addition to being carefully examined, the data is conveyed qualitatively. Respondents received questionnaires as a part of the study. After analyzing these answers, descriptive summaries are given.

2.4 Data Collection

The information utilized in this study was gathered via informants. In the initial two months, teachers and students were contacted for interviews with informants. After that, data took place in the third and fourth months. This study was carried out at SLB Negeri 2 Denpasar, a special school for students with special needs that offered language classes. In this study, primary data was collected from several sources, such as the academic assessments and grades of the participants. The following answers to the questionnaire served as the source of primary data. Interviews and observations of all academics working in the field of education were used to collect further data. Six months were needed to finish the observations. Researchers observed that instructors and students engaged in instructional and learning activities. Note-taking and note-taking strategies were employed during research observations to ensure the accuracy of the data collected. To improve student learning results, research initially employs differentiated instruction (DI) and task-based learning.

2.5 Data Analysis

Qualitative data is supported and described by qualitative methods. The conclusions of the research are theoretical. The current methodology replicates the analysis of the collected data by employing theory as a foundation for explanation. One type of data analysis is a combination of formal and informal methodologies. Teachers and students face serious difficulties as a result of these exercises. Teachers have to employ innovative methods for teaching

language due to the variety of requirements of their students and the laws requiring it. The researcher essentially established the context of the events they recorded during data collection because the study was done spontaneously. This has a function of its own and occurs naturally.

3. Results

At SLB Negeri 2 Denpasar, data was collected to assess language learning in language classes employing task-based and differentiated instruction (DI) approaches. The effectiveness of the learning process is the primary measure of a language learning approach's effectiveness. How effectively the students learned in this study is demonstrated by their participation in learning, their evaluations of the experience, and their comprehension of the lesson material. These four outcomes can offer exact details. This research analysis examines the four most helpful things, the answers to which were derived from the responses of the students. Teachers use task-based methodologies and assess students on English topics both before and after learning objectives are achieved. It is known that the four research items present various results based on the information in the following table. presently employing a task-based strategy, learning implementation efficiency fell into the poor range. Inadequate and sufficient responses represented the majority of student responses to the survey results. This implies that to increase the effectiveness of language learning, the best strategy must be implemented right away. (1) Effectiveness of Teacher and Student Interaction: Based on the effectiveness outcomes following the use of task-based methodologies, students typically agree that teacher and student interaction is fairly good in implementing learning. A large number of students claimed that their comprehension was fairly effective. Students comprehend the material offered in the learning implementation process more fully when the task-based strategy is used in the classroom. (3) Students stated that when taking part in distance learning, they were able to assess the standard of instruction provided by teachers. (4) The majority of students responded favorably to the learning process's technical effectiveness.

Table 1. Learning Results of Students with Special Needs

Pre-test		Post Test		Enhancement
Rate-rate	76.3	Rate-rate	86.5	12%
median	76	median	88	14%
Max	78	Max	90	13%
Minimal	76	Minimal	78	3%

The skills that students acquire after participating in learning activities and having learning experiences are known as learning evaluation. Teachers and students can use learning outcomes as a reference to determine whether or not a student has passed. Learning achievement is characterized by measurable behavioral changes that are the product of an individual's or student's learning efforts and are independent of outside assistance (Harlanu, Suryanto, and Achmadi 2024). The learning evaluation score for children with special needs has grown in comparison to the average score for learning English, as can be seen in the above table. Using a personalized approach in conjunction with task-based learning methodologies, the post-test results showed a 12% increase in learning outcomes for students with special needs compared to the pre-test. This may demonstrate how well students comprehend the English lessons they are taught by their teachers. An indicator of how well students comprehend the subject matter being taught depends on the evaluations they provide on their learning results. The median pre-test and post-test results showed an increase of 14%. The minimum pre-test score is 76, while the post-test score is 88. The increase in score is also shown in the maximum score and the minimum score obtained. The maximum score obtained during the pre-test is 78. This score increased by 13% to 90 on the post-test. The minimum student score on the pre-test is 76. This figure increased by 3% to 78. Based on the four study results shown in the table, the pre-test and post-test results have improved significantly. It shows the impact of integrating task-based instruction methods and differentiation in language learning.

4. Discussion

Two important topics investigated in this research are the effectiveness of implementing language learning for children with special needs and the actions that may be made to improve the efficacy of adopting task-based and differentiated learning (DI) techniques. Furthermore, this study provides actual data that teachers and students can refer to attempt to increase the success rate of incorporating language learning for students with special needs.

4.1 Effectiveness of Language Learning Through Task-Based Methods and Differentiated Teaching (DI)

The following two discusses address strategies that can be implemented to improve the effectiveness of learning implementation. The effectiveness of learning implementation is divided into four categories. These analyses are based on two important questions that this research addresses. This section examines four kinds of learning implementation effectiveness based on empirical findings. Technical effectiveness of learning, comprehension effectiveness, interaction effectiveness, and quality of teaching materials are the four dimensions of efficacy. A discussion of each analysis can be found below.

a. Interaction Effectiveness

Interactions are the relationships or communication that occur between people. In schools, direct interactions are the norm. There was a good deal of success in the way that teachers and students with special needs could communicate. Students and teachers participate in direct, two-way communication during learning. Direct interaction gives way to indirect interaction when communication technologies are used. The results of student surveys are used to assess how well teacher-student interactions are progressing in terms of language learning. According to Madhlangobe et al. (2014) adults students usually have a variety of experiences when it comes to how they process information, comprehend challenges, react to learning environments, and complete tasks.

According to the findings of a survey performed on students with special needs at SLB Negeri 2 Denpasar, the majority of interactions between students and teachers during the language learning process are seen as "good". Following the use of task-based approaches and differentiated instruction (DI), students receive a clear explanation from the teacher about how the learning is being implemented. It is impossible to separate the teacher's use of technology from the relationships that occur. Teachers used technology to its fullest. Traditional paper-based assessment methods can be replaced by using the technology that everyone requires (Putri, 2019). Teachers and students can communicate through communication platforms like Google Classroom and WhatsApp, and students have access to all of the teacher's materials. Technology can help break down these barriers by allowing students of all ages and skill levels to locate content that is appropriate for their needs (Swicord, Chancey, and Bruce-Davis, 2013). Stated differently, the integration of technology into the classroom can enhance the efficacy of academic activities. An increasing number of people have access to knowledge since the invention of the Internet (Tan, 2013). Without a doubt, the Internet is essential and has become a part of most people's lives (Krishnapatria, 2020). The data collected indicates that interactions between teachers and students during the language learning process fall into the "good" category. Interactions between teachers and students fall under the effective category, according to students' responses. In the past, it was challenging for students with special needs to interact with their teachers and the surrounding community during class. As a result, a survey is required to determine how well students and instructors communicate during the language acquisition process. When learning a language, students with specific difficulties face more complicated obstacles. With the support of parents and teachers' thorough explanations, students can interact with teachers without any trouble at all. All instructional materials made available by the Google Classroom learning platform are easily accessible to students with special needs. The communication between teachers and students is improved when parents use WhatsApp to deliver messages from teachers to kids directly. Teachers undoubtedly handle students with special needs differently than other students. Thus, the capacity of teachers and students to adjust to one another well is essential for efficient engagement during the language acquisition process. The results of the investigation show that there is an active relationship between the teachers and students at SLB Negeri 2 Denpasar through the use of direct communication methods such as Google Classroom, Quilbot, WhatsApp chat, and other language learning programs. Making the most of appropriate and basic communication resources helps facilitate students' transition to meetings. The implementation of technology in conjunction with task-based and differentiated learning (DI) approaches enhances the efficacy of interactions between teachers and students during the learning process.

b. Comprehension Effectiveness

According to Erwin (2017) "Understanding is the ability to connect or combine learned information into a complete 'picture' in our brain." The ability to connect or associate with knowledge that hasn't been registered in the brain's database is another definition of understanding. It is considered that a student has grasped a subject when they can connect it to previous knowledge and analyze it from multiple perspectives. The capacity to comprehend something, know it, and retain it is known as comprehension. According to research on human giftedness and creativity, cognitive disabilities, and other disabilities are given a lot of importance (Gindrich and Kazanowski, 2017). Because students with special needs have varying understandings of one another, a personalized approach is required to assess students' understanding in implementing the task-based and differential instruction (DI) method. Based on the results of the

questionnaire that was given out and the comments that they provided, the majority of students reported having a good understanding of the material covered in language learning. This demonstrates that special needs students still struggle to absorb instruction from teachers and other students who participate in language learning. Effective teaching techniques are required for language learning to raise student comprehension and learning objectives. Students who are motivated typically study harder and more conscientiously (Hong and Ganapathy, 2017).

Personalized instruction based on the requirements and characteristics of each student is the method used to improve student comprehension. This study investigates the use of differentiated instruction (DI) as an approach to improve students' comprehension while applying what they have learned. The DI learning idea states that to achieve optimal outcomes, learning needs to be differentiated based on the needs of the students. This idea serves as the foundation for the creation of a variety of educational activities that are adapted to the needs of the students. It requires commitment and a welcoming atmosphere. While learning is being developed, teachers adjust and modify it in a variety of ways, considering the methods, outcomes, and substance of the material. To serve students as efficiently as possible, teachers first identify important units that may be found in the curriculum and then modify the content to meet the needs of different students. The information's level of complexity can be modified as necessary once it has been prepared. To modify learning, teachers employ a range of resources and methods when teaching each subject. When educating students using the differentiation learning method (DI), teachers at SLB Negeri 2 Denpasar participate in the following activities with their students.

1. For students with strong cognitive talents, teachers offer more opportunities for individual work and in-depth study of curriculum themes.

2. The teacher chooses three themes for the curriculum's content components for students who struggle. Teachers employ direct instruction to effectively assist their students.

3. Teachers assign students in the average category to work in groups with assistance from other teachers, while giving learning-disabled individuals more assignments to achieve.

The outcomes of differentiation learning are achieved by varying the number of activities that students are required to do as well as the level or degree of complexity of the work or projects that they develop. The final product is how students demonstrate and expand on what they have learned, and it varies based on their proficiency level. The best work is produced in the greatest quantities by skilled students, average students generate work of medium quality, and struggling students finish projects under the guidance of the teacher. Students create an evaluation system for the finished project based on metrics taken from basic competency assertions required by the curriculum. Whether a student needs remedial help or can go to the next topic depends on the school's basic learning proficiency standards. Evidence that a student achieved the requirements is one of the variables considered to decide whether or not they receive a "pass."

One thing to emphasize is, that no matter what adjustments they make, teachers must still set learning objectives and assist students in developing the fundamental skills listed in the learning plan. The achievement of the minimum basic competency serves as a benchmark for evaluating the success of the program and aligns with the learning objectives. During the classroom learning process, these objectives serve as guidelines for teachers, explaining how to deal with varied levels of material complexity and how to adjust the level and depth of output under the needs and talent levels of the students.

c. Quality of teaching materials

The instructional resources are the technique of learning that can be implemented in part by learning resources. The primary goal of implementing language learning is for students to become proficient in the material. Expected learning implementation becomes significant for improving the quality of students through the use of educational materials as needed (Suryaningsih and Kusmana, 2018). One of the material resources is the textbook. In most Indonesian educational institutions, textbooks are used as standard teaching materials (Putri et al., 2024). The same requirements must be achieved by learning resources. The learning resources applied in the study are well-organized and contain current information regarding language learning resources. Teachers provide students with instructional resources that are easy to understand and may be utilized to enhance learning.

Students' reactions to the quality of the instructional resources supplied during the learning process have not been positive. Consequently, to raise the quality of the teaching resources, it is critical to encourage teacher creativity and innovative teaching methods. Teachers must raise the quality of their lesson materials. Teachers at SLB Negeri 2 Denpasar face obstacles in using their creativity when implementing distance learning. The creativity of the teacher influences the students' learning level. Teachers do not assign homework or provide information in writing form to

students; nevertheless, this can be accomplished by producing educational videos and disseminating them for study. Students are inspired to be willing and try new things by the teacher's creative teaching techniques. The results of the teacher interviews support the investigation's conclusions. Students' enthusiasm and inspiration for academically tough courses can be increased by creative or artistically planned instruction, according to the findings of teacher interviews conducted at SLB Negeri 2 Denpasar.

d. Learning Technical Effectiveness

A person's learning style is defined by how they apply a specific strategy. Teachers employ learning techniques to communicate lesson plans that have been created, implemented, and documented in procedures. A teacher's ability to assist effective learning is a key component of their approach efficacy. Every language-learning activity has been skilfully planned, executed, and scheduled. Based on the teacher's persistence in applying the lessons taught, students might be able to react to this. Task-based learning is a strategy used to raise the standard of the learning process. Classroom teachers may choose to adopt interventions and improve benchmarks for average-achieving students (Gilman et al., 2013). Students can react well and learn well after moving from a lecture-based learning style to an assignment-based learning style with personalized solutions. This approach requires efficient collaboration among educators, parents, and the educational setting to give students with special needs an opportunity to work on their own without continual teacher supervision. As a result, each person's use of this strategy must be customized for maximum effectiveness. Following the transition from a lecture-based learning method to a task-based approach and individual cooperation, student learning outcomes have been evaluated as good.

To enhance language learning methodologies, task-based language learning is employed. This method can be used to teach languages to students with special needs. Teaching is one of the teacher's most significant responsibilities during the learning process. Students need to actively participate in the learning process when they are being taught to meet learning objectives and finish activities. To help students advance their knowledge and abilities, teachers provide homework that allows them to get more work experience at home or outside of the classroom. They also provide more opportunities for outside training. An explanation of each step is provided below.

1. Teachers give students time to arrange their assignments before assigning them. This might involve doing a brainstorming session or looking up relevant terms or phrases. When the first work is assigned, the teacher goes over expectations with special needs students. Teachers can also demonstrate assignments by completing them or by displaying the assignment's pictures, audio, or video. Involving and educating students with special needs about the tasks at hand is important. Because the teacher uses examples and visual information, special needs students observe the teacher's explanation using visual media applied during orientation.

2. These resources are used by students to finish tasks. The word "task completion" describes focused activities that help students meet defined objectives. Activities were divided into several categories, such as problem-solving, object/authentic, enabling pedagogy, narrative or communicative decision-making, and organized input tasks. At this point in the assignment, students collaborate in small groups, though this can change based on the task.

3. This section outlines the following learning goals: (1) giving students the chance to practice an activity; (2) encouraging reflection on how to finish the assignment; and (3) resolving issues that come up when students attempt to complete assignments. It is the teacher's responsibility to guide the class as they proceed step by step. This phase is crucial for assisting students in comprehending concepts, thinking through the pros and drawbacks of the tasks they have finished, and formulating solutions. Critical thinking is a skill taught to students. Instructors build interactive models with questions and answer sets. Instructors train students on how to form opinions or offer solutions. Since most students with special needs find it challenging to take these steps, teachers follow the students and gently assist them in understanding what is being offered to them. The instructor should be understanding and provide the student the chance to "take a break" if their special needs instruction is taking longer than they would like.

4.2 Parental Support for Language Learning for Students with Special Needs

It is evident from the special needs student questionnaire findings that teachers employ successful language teaching techniques. However, teachers need to be creative if they are interested in improving enthusiasm and involvement in language learning. Students who require particular support from the community must get it. The only setting that can help with language development is the family. For children to learn as efficiently as possible, parents need to encourage and assist them. Based on the results of interviews, the following is a list of parents' methods for helping special needs students with their language acquisition at home.

Table 2. Parent Assistant for Students with Special Needs

How a learning assistant works	Education level for students with special needs	Mark
Drilling material	Primary education	Reminds of material
Giving present		Understand the material clearly
Give punishment		Discipline
Provides limited options	Secondary Education	Develop students' strengths
Directing decisions		Appreciate others
		Feel more confident
Project based	Higher education	Develop student motivation
Personally based		Feel confident
Gives freedom		Be more creative
Provide decision making		Flexible in making decisions

Based on the interview results shown in the above table, it is evident that parental backing for learning is crucial. When providing learning support to their student with special needs, parents ought to take into account the youngster's educational background. The various levels have a significant impact on the treatment, contingent on the cognitive capacities of the student. In lower education, drilling is a popular technique for providing special needs students with learning support. Drilling is a method for teaching information memorization and subsequent recall. Parents can help students with special needs memorize the material taught by the teacher using the Drilling approach. After that, students have an easier time understanding the material that their teachers have already sent to them. Reward and punishment systems are the most effective way for parents with less education to raise children with special needs. Children who get rewards and punishments learn discipline through experience. Students feel that discipline needs to be observed and enforced, therefore even though they are not in a formal educational setting. Parents with limited education can use some of these strategies on behalf of their children who have special needs. The skills of students can be improved through this type of mentoring approach to learning. Students can adopt a more disciplined mindset and take greater responsibility for their actions. Parents can establish a more organized atmosphere by using the same teaching techniques that are employed in schools.

Parents must help their special needs students in many ways when they participate in language learning programs in schools. Children with extraordinary needs in secondary education can benefit from a strategy that limits their options and controls their selections. Additionally, by using this strategy to mentor others, students who give rewards may feel more confident in themselves. During language acquisition, this learning support can help students comprehend and enhance the quality of the teacher's instruction. Allowing students, the autonomy to finish project-based learning can help students in higher education who are struggling to meet their learning objectives. It might also allow kids the chance to make their own decisions about their education. This method can provide students with an alternative learning environment if parents supervise and assist with their learning. Students with special needs are also capable of making more creative and adaptable decisions. Parents must be involved in their children's language learning. Effective learning requires a supportive home environment, especially for parents. There is actual parenting time that parents may influence. Daily homework is given to parents can assist their students in applying and practicing what they have learned at home (Furuzawa, Yoshinaga, and Hattori, 2020).

5. Conclusion

It is clear from the research findings that the task-based approach helps raise students' quality and ability levels. Four forms of effectiveness can be enhanced before and after the use of task-based approaches and differentiated learning (DI). Teacher-student interactions were lacking prior to the deployment of this strategy; but, following its implementation, the interaction was satisfactory. In advance of the implementation of differentiated learning (DI), students' comprehension was still quite low; but, with the implementation of DI, it rose to a respectable level. The good category was also evident after the introduction of task-based learning and differentiated instruction (DI), like the technical aspects of the learning process as well as the efficacy and quality of teaching materials, which were only at a respectable level prior. The results of the questionnaire demonstrate that student-teacher relationships, learning strategies, and learning resources have all enhanced the quality of the learning process. This may indicate that it is still challenging for students with special needs to participate in online learning. Establishing an encouraging atmosphere

for learning is one way to improve language acquisition efficiency. In a home learning environment, parental support in the form of educational help is important. Parents offer different degrees of support for language learning, depending on the student's cognitive ability.

The research findings are discussed regarding theoretical and practical implications. The study's theoretical conclusion is that differentiated instruction (DI) and task-based learning strategies are pertinent to students' abilities and have an impact on how language instruction is carried out for students with special needs. When language learning is done, individuals with special needs can achieve better learning results if they are in a conducive learning environment at home or school. This is a useful finding from the study that parents and educators of students with special needs can utilize as guidance. Furthermore, it has been demonstrated that special needs students who participate in language learning get positive learning results due to the commitment of effective educators, learners, and acknowledgments

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