

**ENGLISH TEACHER'S STRATEGIES FOR TEACHING STUDENT
WITH SPECIAL EDUCATIONAL NEEDS AT SMA N 2 REJANG
LEBONG
THESIS**

This thesis is submitted to fulfil the requirement
for 'Sarjana' degree in English Language Education



Written By:

**SRI KUSUMA
22551051**

**ENGLISH TADRIS STUDY PROGRAM
TARBIYAH FACULTY
INSTITUT AGAMA ISLAM NEGERI (IAIN) CURUP
2026**

Hal : Pengajuan Skripsi

Kepada

Yth.Ibu Dekan Tarbiyah IAIN Curup

Di -

Curup

Assalamu'alaikum Warohmatullahi Wabarokatuh

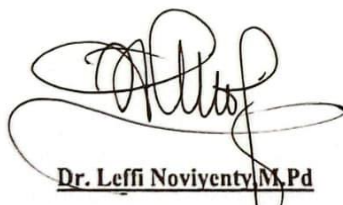
Setelah mengadakan pemeriksaan dan juga perbaikan maka kami berpendapat bahwa skripsi atas nama **Sri Kusuma (22551051)** mahasiswi IAIN Curup Prodi Tadris Bahasa Inggris, yang berjudul: **English Teacher's Strategies for Teaching Student with Special Educational Needs at SMA N 2 Rejang Lebong** sudah dapat diajukan dalam sidang skripsi Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan, besar harapan kami agar ibu dapat menyetujui hal ini, Terima Kasih.

Wassalamu'alaikum Warohmatullahi Wabarokatuh

Curup, Juli 2026

Advisor



Dr. Leffi Noviyenty M.Pd
NIP.197611062003122004

Co-Advisor



Meli Fauziah M.Pd
NIP. 199405232020122003

STATEMENT OF OWNERSHIP

The author who has signed below:

Name : Sri Kusuma
NIM : 22551051
Study Program : English Tadris Study Program
Faculty : Tarbiyah Faculty

I hereby declare that the thesis entitled "English Teacher's Strategies for Teaching Student with Special Educational Needs at SMA N 2 Rejang Lebong" is entirely my own work and has not been submitted, in whole or in part, for any degree at this or any other institution. This thesis does not contain any material previously published or written by another person, except where due reference is made in the text and listed in the bibliography.

If, in the future, this thesis is proven to contain any form of plagiarism or academic dishonesty, I am fully prepared to take responsibility for the consequences and to accept any academic sanctions in accordance with the prevailing regulations of Institut Agama Islam Negeri Curup.

Curup, 9 July 2026 Author



Sri Kusuma
NIM. 22551051



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
(IAIN) CURUP**

Jalan Dr. AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax 21010
Homepage <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

A P P R O V A L

Nomor : 1019 /In.34/FT/PP.00.9/8/2026

Name : SRI KUSUMA
NIM : 22551051
Departement : English Tadris Study Program
Title : English Teacher's Strategies for Teaching Student with Special Needs at SMA N 2 Rejang Lebong

Had examined by examining board of the English Tadris Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date : Thursday, July 22nd 2026
Time : 08.00 AM– 09.30 AM
At : Room 03 TBI IAIN Curup

Has been received to fulfill the requirement for the degree of *Strata I* in English Study Program of *Tarbiyah* of IAIN Curup.

Curup, July 2026

Examiners:

Head

Dr. Leffi Noviyenti, M. Pd.
NIP. 197611062003122004

Secretary

Meli Fauziah, M. Pd
NIP. 199405232020122003

Examiner I

Dr. Paidi Gusmuliana, M. Pd.
NIP. 198408172015031004

Examiner II

Ruly Morgana, M. Pd.
NIP. 198906012025211020

Dean

Faculty of Tarbiyah

Dr. Bakli Komalasari, S. Ag., M. Pd
NIP. 197011072000032004

PREFACE

All praise and sincere gratitude are devoted to Allah SWT, who has granted the writer the strength, patience, and guidance necessary to complete this thesis. This work is presented as one of the academic requirements for obtaining a Sarjana degree in the English Tadris Study Program at Institut Agama Islam Negeri Curup.

This study is intended to examine the strategies employed by English teachers in teaching inclusive student and to analyze the problems faced by teachers as well as the impact of these strategies on students' English language ability. In the current educational context, inclusive education has become an important issue, requiring teachers to apply differentiated instruction in order to accommodate the diverse needs. Through appropriate strategies, teachers are expected to create a supportive and interactive learning environment.

This research aims to offer theoretical and pedagogical perspectives on differentiated instruction and inclusive teaching methodologies in EFL classrooms. It is anticipated to function as a valuable resource for English educators in cultivating adaptive and inclusive pedagogical methods. Additionally, this research seeks to enhance the body of literature regarding inclusive English language education in Indonesia and facilitate subsequent enquiries into inclusive EFL teaching methods.

Curup, 10 July 2026
Author

Sri Kusuma
NIM 22551051

MOTTO AND DEDICATION

MOTTO

“Hold on a little longer. Sometimes, Allah is preparing a miracle right at the edge of despair”

(Q.S Alkahfi : 39)

“To live for the hope of it all”

DEDICATION

I wholeheartedly dedicate this thesis to my beloved parents, whose unwavering prayers, sacrifices and unconditional love have become the foundation of everything I have achieved. Their patience and belief in me have carried me through even the most difficult moments of this journey. To my lecturers and academic advisors, whose guidance, knowledge and constructive feedback shaped not only this thesis but also my growth as a student and future educator. To my beloved friends and classmates, who shared both the struggles and small victories of this process, and who never failed to offer support, laughter and encouragement whenever it was needed most. Most importantly, I humbly dedicate this work to Allah SWT, the source of all knowledge and strength, whose mercy and guidance have accompanied every step of this journey, and whose promises have always proven true.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim

Assalamu 'alaikum warahmatullahi wabarakatuh

All praises be to Allah SWT, the God of the universe. Through His infinite caring, might, and direction, the writer could finish this thesis. May the blessings and peace be upon the Prophet Muhammad SAW who transported mankind from the darkness of ignorance to the light of knowledge and enlightenment. This thesis is written to meet one of the academic requirements to get Sarjana degree in English Tadris Study Program at IAIN Curup. The writer has been blessed throughout the whole process of writing this book with significant assistance, wise direction, and true encouragement from many great individuals. There for the writer wishes to convey sincere thanks to:

1. **Prof. Dr. Idi Warsah, M.Pd.I**, as the Rector of IAIN Curup, for his leadership and dedication in advancing the institution.
2. **Dr. Sutarto, S.Ag., M.Pd**, as the Dean of the Faculty of Tarbiyah, for his support and academic direction.
3. **Khoirunnisa, M.Pd**, as the Head of the English Tadris Study Program, for her guidance and commitment to the development of the study program.
4. **Dr. Leffi Noviyenti, M.Pd**, as the first advisor, for her professional guidance, scholarly insight, patience, and continuous encouragement throughout the completion of this thesis.
5. **Meli Fauziah, M.Pd**, as the second advisor, for her constructive feedback,

thoughtful suggestions, and unwavering support that significantly enriched this research.

6. **All lecturers of the English Tadris Study Program**, for their dedication, knowledge, and inspiration shared during the writer's academic years.
7. **My Beloved Mother, Tukinah**, the first love of this writer, you are the greatest figure I have ever known. No matter how many words are written, they could never fully capture all your kindness and goodness. Your child can only say sorry and thank you. Sorry for every action that has disappointed you. Sorry for everything I have not yet been able to accomplish. Sorry for not yet becoming who you hoped I would be. Thank you for a love and affection that has never faded, thank you for being my life companion, my place to share every story, and the most comfortable home whenever my world was not okay. Thank you for being willing to sacrifice and struggle for this little child of yours, who always gives in and forgives your youngest child. Perhaps, your child is one among billions of people fortunate enough to be born from the womb of a woman as great as you. Once again, endless thanks to my strong and amazing mother.
8. **Ahmad Qodri, Ririn Eka Monicha, and Pradikta Ahmad Anggara**, The writer's brother thank you for always being my protector and source of strength, and for every prayer, effort, and support given without end throughout this journey. To my sister-in-law, thank you for your prayers, care, and warmth as part of this family. To my beloved nephew, your presence brought joy and light amid the exhaustion of finishing this thesis.

9. **Mhita Rima Melati**, To my closest companion, thank you for never letting me lose my way for too long, for appearing with spirit and laughter whenever I did not know where to turn, and for consistently listening to my thoughts, struggles, and doubts from the beginning of college until now. This journey felt lighter because I did not have to walk it alone.
10. **Ineffable Class**, To all of my classmates, thank you for the shared laughter, struggles, and unforgettable memories throughout these years of study. Being part of this class has been one of the most valuable experiences of this journey, and I am truly grateful to have gone through it alongside all of you.
11. Lastly, thank you to myself, **Sri Kusuma**, the author wants to thank themselves. The process of writing this thesis has been a winding journey, demanding not only academic resilience but also the emotional strength of the writer. There were moments when the writer felt lost, haunted by questions about their abilities, and burdened by pressure coming from various directions. However, amidst all that, the writer chooses to keep moving forward.

ABSTRACT

Sri Kusuma : English Teacher's Strategies for Teaching Student with
Special Educational Needs at SMA N 2 Rejang Lebong
NIM : 22551051
Advisor : Dr. Leffi Noviyenti M.Pd
Co-Advisor : Meli Fauziah, M.Pd

This study aims to describe the strategies used by an English teacher in teaching an inclusive student, to identify the problems faced by the teacher, and to examine the perceived impact of these strategies on students' English language ability in class XI K at SMA N 2 Rejang Lebong. This research used a descriptive qualitative approach, with the English teacher as the primary subject. Data were collected through semi-structured interviews and document analysis, and were analyzed using the Miles and Huberman model of data condensation, data display, and conclusion drawing, supported by source triangulation. The findings show that the teacher applies differentiated instruction in three interrelated aspects content, process, and product differentiation in accordance with Tomlinson's framework. Based on interview responses and available school documents, these strategies appear driven primarily by the teacher's personal initiative, with limited evidence of structured institutional support. The strategies were found to have a positive perceived impact on the inclusive student's English ability, reflected in improved listening comprehension, greater speaking confidence, more independent reading, more accurate writing, and stronger affective engagement, consistent with Brown's principles of interactive language teaching. However, the teacher also faces multidimensional problems in line with Gargiulo and Bouck's framework, covering classroom management, limited knowledge and training in inclusive education, time constraints in preparing differentiated materials, limited teaching resources despite adequate staff collaboration, and difficulty determining fair assessment standards. This study concludes that although differentiated instruction can meaningfully support inclusive students' English learning, its implementation at the senior high school level in a rural Indonesian context still depends heavily on individual teacher initiative rather than adequate institutional support. Schools are recommended to provide targeted training and dedicated resources, and future researchers to involve more teachers or schools for broader comparison.

Keywords: *Inclusive Education, Teaching Strategies, Differentiated Instruction, English Language Teaching, Problems in Inclusive Teaching.*

LIST OF CONTENTS

STATEMENT OF OWNERSHIP	iii
PREFACE.....	iv
MOTTO AND DEDICATION	v
ACKNOWLEDGEMENT	vi
ABSTRACT	ix
LIST OF CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	1
A. Background of the research	1
B. Research Question	8
C. Objective of the Research	8
D. Delimitation of the Study	8
E. Definition of The Key Terms	9
F. Significances of the Study	11
CHAPTER II LITERATURE REVIEW	14
A. Review of Related Theories.....	14
1. Inclusive Student.....	14
2. Characteristics of Inclusive Students	15
B. Teaching Strategies.....	17
1. Definition of Teaching Strategies.....	17
2. Choosing Effective Teaching Strategies	19
C. Teacher's Strategies in Teaching Inclusive Students	20
D. The Percieved Impact of Teacher Strategies on Students' English Language Ability	24
E. Problem Faced by Teacher in Teaching Inclusive Students	28
F. Review of Related Findings.....	32
CHAPTER III RESEARCH METHODOLOGY	37

A. Kind of The Research	37
B. Subject of The Research.	38
C. Technique of Collecting Data.....	39
D. Instrument of the research.	41
E. Technique of Data Analysis.....	49
F. Triangulation.	52
CHAPTER IV FINDING AND DISCUSSION	54
A. Finding.....	54
B. Discussion	59
CHAPTER V CONCLUSION AND SUGGESTION	80
A. Conclusion.	80
B. Suggestions	82
REFERENCES	85

LIST OF TABLES

Table 3. 1 Blueprint of Interview Guidance 1	42
Table 3. 2 Blueprint of Interview Guidance 2	45
Table 3. 3 Blueprint of Interview Guidance 3	47
Table 4. 1 Teacher strategies in teaching inclusive students	54
Table 4. 2 The Percieved Impact of Teacher Strategies on Students' English Language Ability	56
Table 4. 3 Problems faced during teaching inclusive student	57

LIST OF APPENDICES

APPENDIX 1 INTERVIEW GUIDELINES - VALIDATED

APPENDIX 2 INTERVIEW TRANSCRIPT

APPENDIX 3 ADMINISTRATIVE DOCUMENT

APPENDIX 4 DOCUMENTATION

CHAPTER I

INTRODUCTION

A. Background of the research

English instruction is a crucial component of senior high school as it functions as a global language for scholarly, occupational, and interpersonal interactions. Learners are anticipated to cultivate four linguistic competencies: speaking, writing, reading, and listening, which collectively enhance their comprehensive communicative proficiency and prospective scholarly and vocational achievements.

Education is a basic right of all Indonesian citizens as stated in Article 31 Paragraph 1 of the 1945 Constitution of the Republic of Indonesia which reads "Every citizen has the right to education". This right also applies to children with special needs who have different needs and learning needs from other students. Reflecting this commitment, the Indonesian government has issued several policies related to inclusive education, including Permendiknas No. 70 of 2009 on Inclusive Education for Students with Disabilities and Students with Special Intelligence or Talent. This policy shows the government's dedication to ensuring equal educational opportunities for all students, including students with special needs.¹

¹ Direktorat PPK-LK Pendidikan Dasar, Kementerian Pendidikan dan Kebudayaan, *Pedoman Umum Penyelenggaraan Pendidikan Inklusif (Sesuai Permendiknas No. 70 Tahun 2009)* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2011).

The implementation of inclusive education in senior high school, particularly in English language learning, still faces considerable challenges, given that English requires students to master four interrelated skills, namely listening, speaking, reading, and writing. SMA Negeri 2 Rejang Lebong, as one of the schools implementing inclusive education, places students with special needs together with their non-disabled peers within the same regular classroom setting. This condition requires English teachers to adjust their teaching strategies so that instruction remains accessible and meaningful for all students in the class, including those with special needs, without disregarding the learning needs of the class as a whole. Consequently, teachers are required not only to master the subject matter, but also to understand the characteristics and individual needs of students with special needs, and to select and adapt teaching methods that accommodate this diversity within a single, non-segregated classroom. Despite the existence of inclusive education policies, practical challenges remain, particularly in determining appropriate strategies for teaching English to students with special needs who are taught alongside their peers in the regular classroom. Based on this issue, this research is intended to identify and analyze the strategies employed by English teachers in adapting their instruction to teach inclusive students within the regular classroom at SMA Negeri 2 Rejang Lebong, in order to gain a better understanding of the implementation of inclusive English language learning in secondary schools.

Several prior studies have emphasized the significance of teaching techniques in inclusive English courses, yet each leaves a specific gap that the

present research seeks to address. Munawir et al. found that professional teachers employ adaptive instructional strategies and differentiated approaches to address student diversity in inclusive education settings.² However, their study examined inclusive education in general classroom contexts and did not specifically investigate how such strategies are applied within English language teaching, particularly at the secondary school level. Similarly, Salvaña and Protacio explored English teachers' experiences in teaching students with special needs, highlighting the emotional, pedagogical, and institutional challenges they encounter in inclusive classrooms.³ Nevertheless, their findings remained primarily descriptive in nature, focusing on teachers' narratives and experiences rather than examining the concrete instructional strategies actually implemented in daily classroom practice. Building on these two studies, the present research seeks to bridge this gap by specifically investigating the differentiated instructional strategies employed by English teachers in teaching students with special needs within a regular secondary school classroom, while also examining the practical challenges faced and the impact of these strategies on students' English language skills.

Furthermore, Azka et al. identified various teacher roles and strategies for teaching English to students with special needs, as well as the effects of

² Munawir, M., Septya, N. M., Amalia, R. R., & Muallifa, Z. (2025). Tantangan dan Strategi Guru Profesional dalam Menangani Keberagaman Siswa di Pendidikan Inklusif. *Ainara Journal*, 6(2), 275–283.

³ Salvaña, L., & Protacio, A. (2025). *Navigating Inclusive Classrooms: English Language Teachers' Narratives of Teaching Students with Special Needs*. 40(10), 1266–1282.

those strategies on student learning outcomes.⁴ However, the study was conducted across diverse educational settings without focusing on a specific school context, which limits the applicability of its findings to local institutional conditions such as those found at SMA Negeri 2 Rejang Lebong. Meanwhile, Sholihah explored inclusive education in Indonesia from a policy and quality management standpoint, emphasizing equity and access at a broader systemic level.⁵ Nevertheless, this study offered little empirical evidence on how inclusion is actually implemented at the classroom level, particularly in the context of English language instruction. Taken together, these studies indicate that while teacher strategies, roles, and national policy frameworks for inclusive education have been separately addressed, there remains a lack of context-specific, empirical research examining how English teachers implement inclusive strategies within a single regular secondary school classroom in Indonesia. This gap is what the present research seeks to fill.

However, research on inclusive education, especially on the teaching strategies of English teachers in inclusive classrooms at the senior high school level, especially in public schools in rural areas, is limited. Previous studies mainly discuss inclusive education in a general way and do not clearly describe how English teachers implement teaching strategies for inclusive students in

⁴ Azka, S. N., Saputra, R. T., Agustina, I. W., Marszalek, J. F., & Amanatillah, A. (2025). Teacher's Roles in Teaching English to Students with Special Needs: Strategies, Challenges, and Impacts. *Stairs*, 6(1), 22–32.

⁵ Sholihah, B. M. (2024). *Pendidikan Inklusi dan Strategi Mutu dalam Mencapai Kesenjangan Pendidikan di Indonesia*.

actual classroom situations. Thus, this study aims to explore the strategies that English teachers implement in teaching inclusive students and provides practical insights for the development of inclusive English learning in Indonesia.

The researcher did a preliminary study by observing and collecting data in four senior high schools in Rejang Lebong namely SMA Negeri 1 Rejang Lebong, SMA Negeri 2 Rejang Lebong, SMA Negeri 3 Rejang Lebong and SMA Negeri 4 Rejang Lebong. Furthermore, the researcher conducted a pilot study by visiting each school directly and asked the guidance and counselling (BK) teachers whether the schools had inclusive students. The researcher asked the BK teachers because they have complete records and data of students in each school, including data concerning students with special needs or inclusive students. Based on the data obtained, SMA Negeri 1 Rejang Lebong has 1,537 students with no inclusive student, SMA Negeri 3 Rejang Lebong has 1,380 students with no inclusive student, and SMA Negeri 4 Rejang Lebong has 1,287 students with no inclusive student.

English teachers have the responsibility to achieve the learning objectives set in the curriculum, including students' ability to communicate, understand language structures, read, and interpret texts literally. However, that responsibility becomes more complex when there are inclusive students learning alongside regular students in the classroom, as found in class XI K at SMA N 2 Rejang Lebong. This condition requires teachers not to apply the same teaching methods as those used for regular students, considering that

inclusive students have different learning needs. As a result, several challenges arise in the learning process, such as the need for special assistance, instructional adjustments, and the overall slowdown of the learning process, which could potentially hinder the achievement of curriculum goals. Nevertheless, the focus of this research is not solely on the challenges faced, but rather on how teachers apply learning strategies to overcome these challenges so that the learning process can continue effectively and the learning objectives can still be achieved.

During the preliminary study at SMA Negeri 2 Rejang Lebong, the researcher also obtained information from the guidance and counselling teacher regarding the presence of one student with special educational needs in a regular classroom. Based on the teacher's explanation, the student required particular attention during the learning process due to difficulties in emotional and behavioural regulation. The guidance and counselling teacher stated, "There is one student who needs special attention in class. The student often shows unstable emotional responses, has difficulty controlling emotional reactions in certain situations, and sometimes needs a calmer and more patient approach from the teacher during classroom activities." This information indicates that the student does not only need academic support, but also requires an instructional approach that considers emotional stability, classroom interaction, and learning participation.

The information provided by the guidance and counselling teacher can be considered relevant and valid as a basis for identifying the student with

special educational needs in this research context. In the school environment, guidance and counselling teachers have a professional responsibility in observing, recording, and assisting students' academic, social, emotional, and behavioural development. Therefore, the recommendation from the guidance and counselling teacher becomes an important source of preliminary data, as it is based on direct school-based observation and continuous interaction with the student. Although this information does not function as a clinical diagnosis, it provides a strong educational basis for identifying the student's specific learning needs and for justifying the selection of SMA Negeri 2 Rejang Lebong as the research site.

The result of this study is expected to show that the English teacher at SMA Negeri 2 Rejang Lebong uses various teaching strategies to support inclusive students in learning English. The research may also demonstrate the challenges that teachers face and how they modify teaching approaches, materials and assessments to accommodate students' diverse learning needs. In addition, the results are expected to help teachers improve inclusive classroom practices and to serve as a reference for future research on inclusive English teaching.

Based on the preliminary observation in SMA Negeri 2 Rejang Lebong, the researcher is motivated to study the strategies used by English teachers in teaching inclusive students and how the strategies are implemented in the learning process. The research title is **“English Teacher’s Strategies for Teaching Students with Special Educational Needs at SMA N 2 Rejang**

Lebong.” The study is expected to give a better understanding of the teaching strategies that are being used to support inclusive students learning English and how the strategies help to improve the students’ participation, understanding and engagement in the classroom.

B. Research Question

Based on the research background and focus, the research questions in this study are:

1. What are the English language teacher strategies in teaching inclusive students in class XI K SMA N 2 Rejang Lebong?
2. What is the perceived impact of the strategy to the student English ability?
3. What are the problems faced by teachers during English language instruction in teaching inclusive student?

C. Objective of the Research

Based on the problem formulation described above, the research objectives formulated in this study are:

1. To describe the learning strategies used by English teachers in teaching inclusive students in class XI K at SMA N 2 Rejang Lebong.
2. To identify the perceived impact of the strategy to the student English ability
3. To identify the challenges and obstacles faced by English teachers.

D. Delimitation of the Study

The delimitation of this research is focused on the English teacher who teaches class XI K at SMA Negeri 2 Rejang Lebong, with an emphasis on the strategies used in teaching the inclusive student. The goal is to understand how

the teacher balances attention to the inclusive student's specific needs with the instructional needs of the other regular students in the same classroom. In this study, the researcher employed Tomlinson's theory of differentiated instruction to examine the teaching strategies applied by the teacher, Gargiulo and Bouck's framework of inclusive education to examine the problems faced by the teacher in the teaching and learning process, and Brown's principles of interactive language teaching to examine the impact of the strategies on students' English language skills. Furthermore, this research employed interviews as the primary technique for data collection. Therefore, the final results of this study have certain limitations, as it was conducted at only one educational institution and involved a specific, limited population.

E. Definition of The Key Terms

There are several definitions of key terms connected to this study defined by the researcher, those are as follows:

1. Teaching Strategies

Teaching strategies refer to the various approaches, methods, and techniques used by teachers to plan, deliver, and adapt instruction in order to meet students' diverse learning needs in the classroom. In this research, teaching strategies specifically refer to differentiated instruction as proposed by Tomlinson, which consists of three interrelated aspects, namely content differentiation, process differentiation, and product differentiation.¹ Content differentiation relates to adjustments in what students are taught, process differentiation relates to how students engage with and process the

material, and product differentiation relates to how students demonstrate their understanding of what has been learned. In this study, teaching strategies refer specifically to how the English teacher at SMA Negeri 2 Rejang Lebong adapts content, process, and product to accommodate the learning needs of the inclusive student in the regular classroom.

2. English Teacher

An English teacher is an educator who is professionally responsible for planning, delivering, and evaluating English language instruction with the aim of developing students' productive skills (speaking and writing) and receptive skills (reading and listening). In the context of inclusive education, an English teacher is also required to have the pedagogical competence to design and implement instruction that is accessible and responsive to students with diverse characteristics and abilities, including students with special educational needs, in line with the principles of interactive language teaching proposed by Brown.² In this study, the term English teacher refers specifically to the teacher who teaches English in class XI K at SMA Negeri 2 Rejang Lebong and who is directly responsible for teaching the inclusive student in that class.

3. Inclusive Students

An inclusive student refers to a student with special educational needs who is placed and taught together with non-disabled peers in the same regular classroom, rather than in a segregated or special education setting, in accordance with the principles of inclusive education described by

Gargiulo and Bouck.³ Such students may experience learning, emotional, or behavioural difficulties that require specific instructional attention and accommodation without removing them from the general classroom environment. In this study, the term inclusive student refers specifically to the one student identified at SMA Negeri 2 Rejang Lebong as having special educational needs, particularly in emotional and behavioural regulation, who is taught within the regular class XI K alongside other students.

4. Students' Ability in English Subject

Students' proficiency in English varies greatly across different educational contexts, influenced by factors such as teaching methods, environmental support, and individual learning strategies. Research shows that while many students have been exposed to English for years, they still struggle with comprehension and expression, especially in certain grammatical structures and speaking skills.

F. Significances of the Study

1. Theoretical Significance

The findings of this study are expected to enrich the theoretical understanding of differentiated instruction and inclusive education within the context of English language teaching (ELT) at the senior high school level. Specifically, this study contributes to the application of Tomlinson's framework of differentiated instruction, Gargiulo and Bouck's framework of inclusive education, and Brown's principles of interactive language teaching within a real classroom setting where an English teacher teaches

an inclusive student alongside regular students. By examining how these theories operate in practice at SMA Negeri 2 Rejang Lebong, this study is expected to provide empirical grounding for existing theoretical concepts in inclusive ELT, which remain limited in the Indonesian secondary education context.

2. Practical Significance

Practically, this research can benefit students, teachers, and researcher in several ways:

- a. For English Teacher,** the findings of this study are expected to provide practical insights for English teachers, particularly regarding differentiated instructional strategies that can be applied when teaching students with special educational needs within a regular classroom. This study may also help teachers become more aware of the specific problems they may encounter in the teaching and learning process, so that they can anticipate and address similar challenges more effectively.
- b. For School,** the findings of this study are expected to provide input for schools, particularly SMA Negeri 2 Rejang Lebong, in strengthening institutional support for inclusive education, especially in the form of teacher training, resource allocation, and policies that facilitate more structured and sustainable inclusive practices in English language instruction.

- c. **For Students**, the findings of this study are expected to contribute indirectly to improving the quality of English instruction received by inclusive students, by encouraging the implementation of teaching strategies that are more responsive to their individual learning needs, particularly in terms of emotional and behavioural regulation as well as academic participation in the classroom.
- d. **For Future Researcher**, the findings of this study are expected to serve as a reference and starting point for future researchers who are interested in conducting similar studies on teaching strategies for inclusive students, particularly in different school contexts, subject areas, or types of special educational needs, in order to broaden the scope of research on inclusive English language education.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Inclusive Student

Inclusive education is a school system that gives equal access and opportunities for all students, including those with special needs, to learn together in the same educational setting. According to UNESCO (2009), inclusive education promotes every individual's right to a quality education free of prejudice. This means that all children, regardless of origin, ability, or special needs, are entitled to the same educational opportunities.⁶

Inclusive education, as described in Permendiknas No. 70 of 2009, is an educational system that allows all students with disabilities and special intellectual and/or aptitude potential to participate in education or learning alongside general students. In practice, inclusive education aims to provide as many opportunities as possible for students with special needs, as well as to implement education that values diversity and is non-discriminatory toward all students with physical, emotional, mental, and social disabilities, or who have special intellectual and/or talent potential, in order for them to receive quality education based on their needs and abilities.⁷

The theory of inclusive education is based on several fundamental principles:

⁶ Amka, *Pendidikan Inklusif: Dari Teori ke Aksi* (Jakarta: CV Bravo Press Indonesia, 2025).

⁷ Direktorat PPK-LK Pendidikan Dasar, *Pedoman Umum Penyelenggaraan Pendidikan Inklusif*, 9.

- a. **Equal Access:** Every student has equal access to education. This principle highlights the need of addressing physical, social, and academic barriers to participation for kids with special needs.⁸
- b. **Diversity:** Inclusive education values student diversity, including abilities, cultural origins, and learning needs. This fosters a learning environment that is both respectful and inclusive.⁹
- c. **Active Participation:** Students are encouraged to actively engage in the teaching and learning process. This participation extends beyond academics and encompasses social and extracurricular activities.¹⁰

2. Characteristics of Inclusive Students

Particular needs children (ABK) are children who have particular features that need to be given education services according to their needs. Exceptional learners are those who differ from the norm in mental attributes, sensory capabilities, physical and neurological traits, social conduct, or communicative proficiency and who, therefore, need special education and related services to reach their full human potential, according to Hallahan, Kauffman, and Pullen.¹¹ This difference might be in the form of a vision impairment, a hearing impairment, an intellectual disability, and emotional

⁸ Mel Ainscow and Susie Miles, "Making Education for All Inclusive: Where Next?," *Prospects* 38, no. 1 (2008): 15.

⁹ Lani Florian, "What Counts as Evidence of Inclusive Education?," *European Journal of Special Needs Education* 29, no. 3 (2014): 286.

¹⁰ Mel Ainscow and Susie Miles, "Making Education for All Inclusive: Where Next?," *Prospects* 38, no. 1 (2008): 15–34.

¹¹ Daniel P. Hallahan, James M. Kauffman, and Paige C. Pullen, *Exceptional Learners: An Introduction to Special Education*, 13th ed. (Boston: Pearson, 2015), 6–8.

and behavioural disorder. Each of these requires a different pedagogical method.¹²

Since the present study focused on the strategies of an English teacher in teaching a student with emotional and behavioural disorder (EBD) in an inclusive classroom, this section discusses the characteristics of EBD in more detail to provide a theoretical foundation that is directly relevant to the research context.

Emotional and Behavioural Disorder (EBD) is a condition that entails problems managing emotions and behaviours that negatively affect academic achievement and social relationships. Kauffman and Landrum state that this includes responses that are significantly different from age, cultural or social standards, to the extent that they adversely impair a student's educational achievement.¹³ They further describe the expression of EBD in terms of two main behavioural characteristics. The first is externalising behaviour, which includes violence, defiance, impulsivity and challenge in complying with school standards. The second is internalisation of behaviour and is manifested by high level of anxiety, withdrawal from social connection, low self-esteem and inability to initiate conversation with others.¹⁴

These behaviours provide different pedagogical challenges for the English language learner. Students who externalise may have difficulty staying focused during lessons, regularly interrupt classroom activities, or

¹² Ibid.

¹³ James M. Kauffman and Timothy J. Landrum, *Characteristics of Emotional and Behavioral Disorders of Children and Youth*, 10th ed. (Upper Saddle River, NJ: Pearson, 2013), 15–16.

¹⁴ Ibid.

refuse to engage in cooperative tasks like pair work or group discussion, which are prevalent in communicative English teaching. Students that demonstrate internalising behaviour, however, may seem inert, avoid speaking activities, and may not ask questions, although having the cognitive ability to absorb the content. Both patterns, albeit differently expressed, negatively affect active student participation in the language learning process and have thus led teachers to differentiated approaches, not only towards the delivery of instructional content, but also classroom interaction management and the development of students' emotional security in the learning environment.

B. Teaching Strategies

1. Definition of Teaching Strategies

Instructional strategies are characterized in the literature as intentional, course-level action plans that delineate how educators engage existing knowledge and organize learning to achieve educational objectives. Based on Annisha, teaching techniques are systematic procedures employed by educators to promote effective learning. These tactics are intended to arrange instructional content and methodologies, ensuring that the learning process is efficient and appropriate to students' requirements. They include a number of tactics and approaches targeted at increasing student engagement and comprehension, resulting in meaningful learning experiences.¹⁵

¹⁵ Annisha, A. N., M. Hasanah, and G. Gusmaneli, "Konsep-Konsep Strategi Pembelajaran," *Ikhlas* 2, no. 2 (2025): 271–279

Teaching techniques are systematic procedures employed by teachers to help students learn. This entails arranging steps logically while taking into account learners' abilities, requirements, and interests in order to achieve specified instructional goals efficiently.¹⁶ As a result, the chosen technique must ensure that all students interact and participate equally, including the use of suitable assistance tools and technologies. Thus, the learning process focuses not only on knowledge transfer, but also on developing each student's self-confidence and independence.

Teaching strategies are the fundamental components of the educational process as they are the link between learning objectives and the best possible learning outcomes. They are not mechanical methods but a methodical and planned approach for effective transfer of knowledge keeping in view the diverse attributes of learners. Good teaching tactics stem from a solid grasp of each student's needs, learning style, and current performance level. They also provide for active participation, development of collaboration skills and building of confidence and independent learning. In addition, it is important to provide relevant learning tools and technology to update teaching approaches and create more dynamic and enriching learning experiences.

¹⁶ Palaming, N. A. M., "Effective English Language Teaching Strategies and Instructions: A Classroom Vision for Teachers," *Asian Journal of Multidisciplinary Studies* 5, no. 2 (2017).

2. Choosing Effective Teaching Strategies

In learning, fostering motivation and a positive attitude is one of the important aspects.¹⁷ Therefore, creativity and motivation from teachers are needed, along with support from students. This way, the comfort of both students and teachers in the learning process can be maximally achieved.

Choosing effective teaching strategies is very important to foster an engaging and inclusive learning environment. Various approaches emphasize the importance of adapting teaching methods to meet the diverse needs of students, enhancing participation, and promoting effective learning outcomes. Joyce, Weil, and Calhoun classify learning strategies into four major families: Information Processing Models, Social Family Models, Personal Family Models, and Behavioral Systems Family.¹⁸

a. Information Processing Models

It has to do with how students process information and how cognitive skills are formed. It helps students in organising information, understanding concepts and improving problem solving and critical thinking skills through techniques such as Concept Attainment, Inquiry Training and Advance Organiser.

¹⁷ Apriani, E., Cardoso, L., Obaid, A. J., Muthmainnah, M., Wijayanti, E., Esmianti, F., & Supardan, D. (2024). Impact of AI-powered chatbots on EFL students' writing skills, self-efficacy, and self-regulation: a mixed-methods study. *Global Educational Research Review*, 1(2), 57-72.

¹⁸ Joyce, B., Weil, M., & Calhoun, E. *Models of Teaching* (9th ed.). Boston: Pearson Education (2015).

b. Social Family Models

This method revolves around the learning process via social interaction and student collaboration. It helps students develop skills in communication, teamwork, empathy and decision-making through activities like Group Investigation, Social Inquiry and Role Playing.

c. Personal Family Models

This strategy aims to encourage individuality, self-awareness and independence in students' learning. It develops confidence, creativity and intrinsic motivation in students through approaches such as Non-directive Teaching and Self-Concept Enhancement.

d. Behavioral Systems Family

This strategy is grounded in behavioural learning theory and is concerned with observable behaviour changes in students. It uses reinforcement, step-by-step learning, and clear feedback to help students master specific skills and knowledge using methods such as Direct Instruction, Mastery Learning and Simulation.

C. Teacher's Strategies in Teaching Inclusive Students

According to Carol Ann Tomlinson, effective instruction in inclusive classrooms requires teachers to recognize and respond to student diversity through differentiated instruction. This approach enables teachers to adjust learning content, instructional processes, and learning products based on students' readiness, interests, and learning profiles. In the context of inclusive education, differentiation serves as a strategy to provide equitable learning

opportunities for students with varying abilities, including those with special educational needs. Consequently, teachers are expected to employ flexible teaching strategies that support active participation, accessibility, and meaningful learning experiences for all students in the classroom.¹⁹

1. Content Differentiation

The first strategy used by teachers in inclusive education is content differentiation, which involves adjusting learning materials to meet the needs, readiness, and characteristics of students. In practice, teachers can simplify learning materials by reducing the complexity of concepts or breaking down the material into smaller, more easily understandable parts, so that students with special needs can still follow the substance of the lesson without experiencing excessive cognitive load. Additionally, teachers also use visual media or images as aids to clarify the information conveyed, considering that not all students can optimally absorb information through verbal explanations alone. Adjustments are also made to the difficulty level of the English texts used, where teachers select or modify texts to match the reading and comprehension abilities of inclusive students, without diminishing the essence of the material that needs to be mastered. Furthermore, teachers provide additional or alternative materials for students who need reinforcement or a different approach, as a response to the diversity of learning abilities in the classroom. Thus, content

¹⁹ Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners* (Alexandria, VA: Association for Supervision and Curriculum Development, 1999)

differentiation allows every student to access learning materials that are substantively equivalent, even tho they are delivered thru different methods and levels of difficulty.

2. Process Differentiation

The second strategy implemented by the teacher is process differentiation, which involves adjusting the way or process students understand and process learning materials. One form of its application is the use of group work or pair work, which allows inclusive students to learn thru social interaction and peer support in completing tasks. The teacher also provides scaffolding, which is gradual support that helps students build understanding progressively until they are able to complete tasks independently. Additionally, the teacher often repeats explanations when necessary, especially for students who need more time to understand certain instructions or concepts. Variations in learning activities are also used by the teacher to accommodate different learning styles of students, whether thru auditory, visual, or kinesthetic approaches. Equally important, the teacher provides individual support to inclusive students who require special attention, ensuring that the learning process continues according to each student's needs. Thru process differentiation, the teacher strives to ensure that each student has a learning path that matches their pace and way of thinking.

3. Product Differentiation

The third strategy is product differentiation, which relates to the adjustment of task forms or the ways students demonstrate their understanding and learning outcomes. Teachers provide students with choices in task formats, allowing them to select the task completion format that best suits their abilities and learning preferences. For inclusive students who have difficulty writing, teachers allow oral presentations as an alternative to certain written tasks, without diminishing the learning objectives to be achieved. Teachers also adjust the difficulty level of the tasks given, considering each student's abilities and readiness to ensure that the tasks remain challenging yet achievable. Additionally, teachers implement flexible assessment forms, allowing evaluations to be conducted in various ways according to the characteristics and needs of the students, rather than relying solely on one standard evaluation form. With the application of product differentiation, inclusive students are given a fair opportunity to demonstrate their learning achievements in the ways that are most feasible for them.

Differentiated instruction is an instructional approach that can be implemented by teachers as a strategy to accommodate students' diverse learning needs through the differentiation of content, process, and product. In this study, the term strategy refers to the teacher's planned efforts to facilitate learning for both inclusive and regular students in the same classroom. To analyze how these strategies are implemented, the researcher adopts Carol Ann

Tomlinson's theory of Differentiated Instruction, which emphasizes three main aspects: content differentiation, process differentiation, and product differentiation. These three aspects are used as analytical indicators to identify and describe the teacher's strategies in accommodating students' diverse learning needs and supporting effective learning for all students in the inclusive classroom.

The main analytical framework used to address the research question about the English teacher's strategy in teaching an inclusive student in class XI K in this study is Tomlinson's theory of differentiated learning. Specifically the three aspects of differentiation outlined by Tomlinson: content, process and product are utilised to identify and categorise the specific forms of methods used by the instructor in the classroom. This framework allows the researcher to not only analyse what strategies the teacher used but how these strategies were organised to meet the learning needs of a student with emotional and behavioural disorder. Thus, a systematic basis is provided to analyse the data collected using interview.

D. The Percieved Impact of Teacher Strategies on Students' English Language Ability

The learning strategies implemented by teachers play a very significant role in shaping and developing students' English language skills, including inclusive students. In the context of inclusive education, the selection and application of appropriate strategies not only serve as tools for delivering material but also as bridges that connect students' learning potential with the

linguistic competence goals they aim to achieve. Brown emphasises that effective language teaching is based on interactive principles that place students as active participants in the language acquisition process, so the strategies used by teachers directly determine the quality of students' learning outcomes.²⁰

1. Listening Ability

In the realm of listening skills, teacher strategies centred on providing meaningful and contextual language input have proven to have a positive impact on the development of students' auditory comprehension. Brown explains that when teachers consistently present instructions, questions, and language input with a level of difficulty appropriate to the students' conditions (comprehensible input), students' ability to understand spoken language will gradually improve. For inclusive students, this strategy becomes very crucial considering their limitations require adjustments in speed, intonation, and clarity of speech from the teacher so that the message conveyed can be received and understood optimally.²¹

In order for learning objectives to be achieved effectively, language skills in students should be taught optimally.²² This way, it can help students communicate naturally and with good diction.

²⁰ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd ed. (New York: Pearson Longman, 2007), p. 232.

²¹ Brown, *Teaching by Principles*, p. 247.

²² Noviyenty, L., & Anwar, K. (2023). Understanding pragmatics as a way to practice natural communication skills in various contexts of interactions. *Al-Ishlah: Jurnal Pendidikan*, 15(1), 1038-1052.

2. Speaking Ability

The implementation of interactive and communicative strategies in the classroom also has a tangible impact on the speaking abilities of inclusive students. Brown emphasises that a communicative approach that encourages students to engage in authentic oral interactions, whether through pair work, group discussions, or role play, can significantly enhance students' speaking confidence and fluency. Especially for inclusive students, strategies that provide a safe space to practice speaking without excessive judgement pressure will encourage the growth of confidence, which is the main foundation for the development of their speaking competence in English.²³

3. Reading Ability

Structured and adaptive reading instruction strategies also have a significant impact on improving the reading abilities of inclusive students. Brown stated that effective reading strategies include schema activation through pre-reading activities, providing scaffolding during the reading process, and post-reading reflective activities that encourage students to process and integrate the information they have read. If these strategies are applied consistently and adjusted to the inclusive students' ability levels, their ability to understand English texts, both literally and inferentially, will experience measurable development over time.²⁴

²³ Ibid, p. 267

²⁴ Ibid, p. 298

4. Writing Ability

Writing is a very important skill for a student to have.²⁵ The impact of teacher learning strategies on the writing ability of inclusive students cannot be overlooked either. Brown states that the process writing strategy, which guides students through the stages of planning, drafting, revising, and editing, provides an opportunity for students to develop ideas in a structured manner while also practicing grammatical accuracy and vocabulary in English. For inclusive students, this tiered strategy is very helpful because it allows teachers to provide specific and gradual feedback according to each student's capacity, enabling their writing skills to develop progressively, albeit at a different pace from regular students.²⁶

5. Affective Dimension

In addition to the impact on the four language skills, the teacher's learning strategies also have a significant influence on the affective and motivational dimensions of inclusive students. Brown emphasises that strategies that take into account the students' affective filter, such as psychological factors like anxiety, motivation, and self-confidence, will create a conducive learning environment for language acquisition. When teachers consciously apply strategies that minimise learning anxiety, provide positive reinforcement, and build an inclusive and supportive classroom atmosphere, inclusive students will be more motivated to actively

²⁵ Qodri, A., Kusuma, S., Warlizasusi, J., & Sumarto, S. (2023). Manajemen Pemanfaatan Aplikasi Mendeley dalam Memperbaiki Kemampuan Menulis Akademik Mahasiswa Mpi Pascasarjana Iain Curup. *Jurnal Literasiologi*, 9(2).

²⁶ Ibid, p. 334

engage in English language learning, which in turn positively impacts their overall language proficiency.²⁷

Based on the above explanation, it can be concluded that the teaching strategies implemented by the teacher have a comprehensive and layered impact on the English language skills of inclusive students, covering the linguistic dimension in listening, speaking, reading, and writing skills, as well as the affective dimension that supports language acquisition success. Brown emphasises that teachers who can align teaching strategies with the needs, characteristics, and capacities of students will produce a much more meaningful and sustainable learning impact compared to the application of uniform strategies that are unresponsive to the diversity of learners.

The analytical framework for this study to address the research question about the perceived impact of the teacher's tactics on the student's English ability is based on Brown's interactive principles of language teaching. The principles are utilised to investigate the degree of success of the tactics adopted by the teacher in positioning the student as an active participant in the process of learning the language and not as a passive recipient of the teaching. The researcher can apply Brown's framework to evaluate the perceived outcomes of the strategies, as expressed by the teacher and reflected in the student's engagement, in developing the student's English skills, providing a theoretical foundation for interpreting the impact data collected through interview.

E. Problem Faced by Teacher in Teaching Inclusive Students

²⁷ Ibid, p. 361

Inclusive education requires teachers to be able to accommodate the diversity of students within the same learning environment. In the context of English language learning, this challenge becomes even more complex because teachers are not only required to master linguistic material but also to understand the characteristics, needs, and learning barriers of students with special needs. Gargiulo and Bouck state that the implementation of inclusive education in regular classrooms brings a number of real problems faced by teachers in their daily lives, ranging from classroom management issues to limited competencies in handling students with special needs.²⁸

1. Classroom Management

One of the main problems faced by teachers in inclusive classrooms is the difficulty in managing a heterogeneous class. The presence of inclusive students in regular classes creates diverse classroom dynamics, where teachers must simultaneously manage students with different abilities and needs. Gargiulo and Bouck explain that teachers often have difficulty maintaining order and the focus of all students when they have to give special attention to students with special needs, which can potentially disrupt the continuity of learning for other students.²⁹

2. Teacher Knowledge and Preparation

The next issue is related to the limited knowledge and preparation of teachers in handling inclusive students. Many regular teachers have not

²⁸ Richard M. Gargiulo & Emily C. Bouck, *Special Education in Contemporary Society: An Introduction to Exceptionality*, 6th ed. (Los Angeles: SAGE Publications, 2021), p. 78.

²⁹ Gargiulo & Bouck, *Special Education in Contemporary Society*, p. 81.

received special training in the field of special education or inclusive education, so they feel they do not have adequate preparation to implement appropriate learning strategies for students with special needs. Gargiulo and Bouck emphasise that this unpreparedness can impact teachers' confidence in designing and implementing learning that can optimally accommodate all students.³⁰

3. Differentiated Instruction

Teachers also face difficulties in differentiating instruction in inclusive classrooms. Differentiated instruction requires teachers to design varied materials, methods, and assessments according to the needs of each student. In English language learning, this means teachers need to adjust teaching materials, media, and teaching approaches for inclusive students without neglecting the curriculum achievements for regular students. Gargiulo and Bouck stated that the limitations of time and available resources often become obstacles for teachers in preparing thoroughly differentiated learning materials.³¹

4. Collaborative Support

Another equally important issue is the lack of collaborative support between regular teachers, special assistant teachers, and the school administration. Gargiulo and Bouck emphasise that the success of inclusive education heavily relies on close cooperation between various parties,

³⁰ Ibid, p 83

³¹ Ibid, p 85

including coordination in lesson planning, division of responsibilities, and effective communication regarding the development of inclusive students. When this collaborative support is not well realised, regular classroom teachers tend to bear an excessive burden of responsibility, which ultimately affects the quality of the learning process in the classroom.³²

To improve and enhance students' abilities, various efforts from educators and innovations are greatly needed so that students' skills and capabilities can develop.³³ Therefore, in this case, the innovative abilities of teachers will be very much needed to ensure that students' abilities can develop.

5. Assessment and Evaluation

In addition, teachers also face challenges in terms of assessment and evaluation for inclusive students. The general assessment system cannot always be directly applied to special needs students, considering the differences in capacity and learning styles possessed by each student. In English language learning, the language abilities of inclusive students need to be assessed by considering the specific barriers they have, such as hearing impairments, speech difficulties, or cognitive obstacles. Gargiulo and Bouck explain that teachers often experience confusion in determining fair

³² Ibid, p 87

³³ Noviyenty, L. (2022). English speaking lecturers' performances of communication strategies and their efforts to improve students' communicative competence. *European journal of educational research*, 11(2), 1047-1062.

and representative assessment standards for inclusive students without compromising the applicable academic integrity.³⁴

Based on the description above, it can be understood that the problems faced by teachers in teaching English to inclusive students are multidimensional. These issues encompass aspects of classroom management, pedagogical competence, instructional differentiation, inter-party collaboration, and assessment systems. A deep understanding of these issues is crucial as a foundation for identifying appropriate strategies and solutions to enhance the effectiveness of English language learning in inclusive classrooms.

The study uses the analytical basis of Gargiulo and Bouck's framework of challenges in inclusive education to answer the research question on the problems encountered by the instructor in teaching an inclusive student in English language instruction. This framework is used to categorise the challenges faced by the teacher, if they are related to classroom management, instructional adjustment, or insufficient skills in addressing the specific needs of the student with emotional and behavioural disorder, into categories that reflect the broader challenges of inclusive education as defined by Gargiulo and Bouck. The researcher can interpret the concerns stated by the teacher methodically through interview using this framework rather than presenting them as individual anecdotal stories.

F. Review of Related Findings

³⁴ Ibid, p 89

To support this research, the researcher analyzed various previous studies on the topic. The studies that have been reviewed and are thought to support this research are described below.

First, the journal entitled “A Systematic Review of Inclusive Education Strategies for Students of Determination in Higher Education Institutions: Current Challenges and Future Directions” by Nidhi Oswal, Mohammad Hani Al-Kilani, Rouhi Faisal, and Mohammad Fteiha examines various inclusive education strategies implemented in higher education for students with special needs (*Students of Determination*), highlighting that effective inclusion depends on a combination of adaptive teaching practices, institutional support, and the integration of assistive technologies. The study further indicates that despite the availability of inclusive policies, challenges such as limited lecturer training, inadequate resources, and gaps between policy and practice continue to hinder the optimal development of students’ academic and communicative outcomes.³⁵

Second, the journal entitled “The Role of Islamic Religious Education Teachers in Shaping the Inclusive Character of Students” by Etika Pujianti and Hendika Adi Nugraha explores the significant role of Islamic Religious Education (PAI) teachers in fostering students’ inclusive character, revealing that teachers contribute through discussion-based learning, role modeling, and the integration of tolerance and respect into classroom activities. The study demonstrates that a holistic teaching approach—combining religious, social, and moral

³⁵ Oswal, Nidhi, Mohammad Hani Al-Kilani, Rouhi Faisal, and Mohammad Fteiha. 2025. "A Systematic Review of Inclusive Education Strategies for Students of Determination in Higher Education Institutions: Current Challenges and Future Directions" *Education Sciences* 15, no. 5: 518. <https://doi.org/10.3390/educsci15050518>

values effectively enhances students' understanding of inclusivity, while also emphasizing that successful character development depends on teacher competence, supportive school environments, and contextually relevant learning practices.³⁶

Third, the journal entitled “Adapted Pedagogical Strategies in Inclusive Physical Education for Students with Special Educational Needs: A Systematic Review” Ben Rakaa, Omar Mustapha Bassiri, and Said Lotfi), aim to identify and analyse the pedagogical strategies implemented in inclusive physical education for students with special educational needs. The researchers performed a systematic review of the literature on adapted teaching practices in physical education contexts. The results show that successful inclusive physical education needs adapted instructional strategies, personalised support, collaborative learning and adaptive activities to accommodate the different abilities of students. The study also emphasises the significance of teacher training, positive learning environments, and adaptable teaching techniques in enhancing student involvement and inclusivity. The authors propose student-centered methods and continuous teacher training to facilitate successful inclusive education implementation.³⁷

³⁶ Etika Pujianti and Hendika Adi Nugraha, “The Role of Islamic Religious Education Teachers in Shaping the Inclusive Character of Students,” *Journal Corner of Education, Linguistics, and Literature* 4, no. 001 (2024): 375, <https://doi.org/10.54012/jcell.v4i001.402>

³⁷ Ben Rakaa, Omar, Mustapha Bassiri, and Said Lotfi. 2025. “Adapted Pedagogical Strategies in Inclusive Physical Education for Students with Special Educational Needs: A Systematic Review”. *Pedagogy of Physical Culture and Sports* 29 (2):67-85. <https://doi.org/10.15561/26649837.2025.0201>.

Fourth, In the study “Inclusive Education: Strategies for Successful Inclusion of Students with Disabilities in Mainstream Classrooms” (2024) by M. J. Aftab, F. Amjad and H. Chaudhry, the researchers aim to investigate effective strategies to support the inclusion of students with disabilities in mainstream classrooms. The study discusses different practices of inclusive education to establish equal learning opportunities for all students. The findings point to the importance of teacher readiness, collaborative learning, differentiated instruction, positive classroom climates, and the need for appropriate teaching methods responsive to the needs of students for successful inclusion. The study also emphasises on the need for support systems in school, parental involvement and teacher training in improving the practices of inclusive education. To ensure effective learning experiences for students with disabilities, the researchers recommend to strengthen inclusive policies and to provide continuous professional development of teachers.³⁸

Fifth, the journal entitled “Harnessing Artificial Intelligence for Inclusive Education Management: Strategies for Supporting Students with Special Needs” by M. Ary Irawan and Zul Anwar’s (2025) The study is focused on the analysis of the role of artificial intelligence in supporting inclusive education of students with special needs. The results show that AI can help in adaptive learning, personalised instruction, student monitoring, and assistive technologies to cater to various learning needs. The study also highlights issues around teacher

³⁸ M. J. Aftab, F. Amjad, and H. Chaudhry, “Inclusive Education: Strategies for Successful Inclusion of Students with Disabilities in Mainstream Classrooms,” *Academy of Education and Social Sciences Review* 4, no. 3 (2024): 439–453, <https://doi.org/10.48112/aessr.v4i3.824>

readiness, technology access and ethical issues. The researchers have suggested that AI tools should be integrated with proper teacher training and institutional support to enhance inclusive education practices.³⁹

The inclusive education uses varied strategies such as differentiated instruction, adaptive pedagogy, collaborative learning and the incorporation of assistive technologies, and some have experimented with artificial intelligence and digital tools to support students with special needs in different educational contexts as shown by these related studies. However, these studies also consistently report recurring problems such as poor teacher preparation, lack of institutional resources and the tension between inclusive policy and classroom practice. The research gap is that although previous works have discussed the strategies, character development, or the opportunities of technology adoption in inclusive settings, there has been limited research on how English teachers specifically navigate both the instructional strategies and the unique challenges of teaching inclusive students at the senior high school level, especially within the Indonesian context. This research fills the gap by specifically addressing English teacher strategies in teaching inclusive students at SMA N 2 Rejang Lebong. This research provides new insights into English teachers' adaptations of their pedagogy to accommodate diverse learners as well as the challenges that emerge in that process.

³⁹ Irawan, M. Ary, and Zul Anwar. 2025. "Harnessing Artificial Intelligence for Inclusive Education Management: Strategies for Supporting Students with Special Needs". *Journal of Educational Management and Instruction (JEMIN)* 5 (2):350-70. <https://doi.org/10.22515/jemin.v5i2.11650>.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of The Research

This research used qualitative research with descriptive design, to explore the English teacher strategies in teaching inclusive student in SMA N 2 Rejang Lebong. A qualitative approach is suitable for this study because the research focuses on the understanding of teaching activities, classroom situations, and the difficulties encountered by teacher in the learning process.⁴⁰ According to Moleong, qualitative research aims to understand phenomena experienced by research subjects such as behaviour, perception, motivation, and actions through description in the form of words and language in a natural setting.⁴¹ Therefore, this study focuses on the teaching and learning process in the classroom, particularly related to English teaching for inclusive student.

This research uses descriptive qualitative research because the researcher wants to describe the strategy used by English teacher, the problems faced by teacher in the process of teaching and the ability of students in English subject. According to Sugiyono, qualitative research is a type of research carried out in natural conditions, with the researcher as the main instrument in collecting and analysing the data.⁴² Through this method the researcher can get detailed information about teacher strategies, classroom

⁴⁰ Qodri, A., Kusuma, S., Warlizasusi, J., & Pratama, S. A. (2022). The Implementation of Total Quality Management in Forming Student's Religious Totality. *Al-Idarah: Jurnal Kependidikan Islam*, 12(2), 134-144.

⁴¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2017), p. 6.

⁴² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2017), p. 13.

interaction, and the condition of inclusive student in class XI K at SMA N 2 Rejang Lebong.

This study examines the teachers' adaptations in teaching strategies to the needs of inclusive students in the classroom, the problems encountered during the teaching process, and the students' abilities in English subjects based on their active participation and their understanding of the learning activities. Descriptive qualitative research is suitable to be used in this study because it provides explicit explanation about educational phenomenon in real situation. Sidiq and Choiri explain that descriptive qualitative research is used to obtain data in the form of words and systematically observed behaviour.⁴³

B. Subject of The Research.

The subject of this study is the English teacher of SMA Negeri 2 Rejang Lebong who directly teaches the inclusive student in class XI K. This teacher was selected as the main participant because the focus of this study is to explore the strategies used in teaching English to students with different learning needs, particularly within the context of class XI K, where the inclusive student under study is enrolled. Teachers are the ones who plan, design, and implement instructional strategies in the classroom; therefore, the English teacher of class XI K is the most relevant and reliable source of primary data for this research.

In addition to the English teacher, the inclusive student in class XI K at SMA Negeri 2 Rejang Lebong is also included as a secondary subject in this

⁴³ Umar Sidiq and Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV Nata Karya, 2019), p. 13.

research. This student has been officially registered and identified by the school as having special educational needs, specifically an emotional and behavioral disorder, but is placed in a regular classroom alongside non-disabled peers. Including this student as a subject is important because observing how the student interacts and responds to the teacher's instructional strategies provides valuable insight into the effectiveness and appropriateness of the strategies being implemented.

Given that this study involves only one student with special educational needs in class XI K, the risk of the subject's identity being inferred is relatively high. Therefore, the researcher applied strict ethical considerations to protect the student's privacy throughout the research process. The student's real name was not used at any point in this study; a pseudonym was used instead to refer to the student in all data presentation and discussion. In addition, any information that could potentially reveal the student's identity, such as specific details of the student's condition beyond what is necessary for the analysis, was handled with care and reported only to the extent required to address the research questions. All data obtained through interview were treated confidentially and used solely for academic purposes.

C. Technique of Collecting Data

As stated by Sugiyono, in qualitative research, the instrument or tool of the research is the researcher themselves.⁴⁴ Therefore, qualitative researchers must be prepared to conduct research by going directly into the field to collect

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. hal. 222

data. To collect valid and objective data, in this study the author used interviews and document analysis

1. Interview

An interview is a data collection technique involving a structured question-and-answer process between two or more individuals, conducted either face-to-face or through verbal communication, with specific objectives. In this process, the interviewer is responsible for asking questions, while the interviewee provides the required information or responses. In this research, the researcher conducted a face-to-face interview with the English teacher of Class XI K at SMA N 2 Rejang Lebong to obtain data relevant to the research objectives.⁴⁵

2. Document Analysis

Document analysis, as defined by John W. Creswell, is a method of collecting data by examining written sources to understand a research topic.⁴⁶ In this study, this method is used in conjunction with interviews to analyze materials such as lesson plans or teaching media, with a particular focus on examining teacher planning as the primary document to identify how the implementation of teacher strategies in teaching inclusive students in regular classes.

This method helps researchers understand the teaching context more deeply, especially in terms of how teachers design their lessons before

⁴⁵ Hardani et al., *Metode Penelitian Kualitatif Dan Kuantitatif*, (Yogyakarta: CV. Pustaka Ilmu Group, 2020), h. 137

⁴⁶ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*.

implementation, ensuring consistency between planning and practice in the classroom, and supporting data obtained from other sources. It also enhances the credibility of the findings and provides additional data without direct interaction with participants, while allowing researchers to critically interpret how lesson plans influence teacher strategies.

D. Instrument of the research.

Research instrument are crucial since they served as the researcher's tools for carrying out the research methodologies throughout the investigation. The researches then used an interview methods for gathering information related to the research objectives. According to Creswell and Creswell research instruments are chosen based on their capacity to answer the study questions and objectives.⁴⁷

1. Interview

a. Interview Guidance 1

Data were collected through semi-structured interviews on the English teacher's strategies, experiences, and challenges in teaching the inclusive student in the classroom. The interview instrument was developed based on Carol Ann Tomlinson's theory of differentiated instruction, which addresses the differentiation of content, process, and product in response to students' readiness, interests, and learning

⁴⁷ Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (5th ed.)*. Sage Publications.

profiles.⁴⁸ This framework was used to investigate how the teacher differentiated instructional content, adapted the teaching process, and designed learning products to accommodate the inclusive student's needs. Through the interviews, the researcher explored how the English teacher adapted teaching strategies, classroom interaction, and assessment practices to support the inclusive student.

Table 3. 1
Blueprint of Interview Guidance 1

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
1	English language teacher strategies in teaching inclusive students	Content Differentiation	Adjusting English learning materials based on inclusive students' readiness and needs	1. How do you simplify English materials so that inclusive students can understand the lesson more easily?
				2. When the English material is difficult, how do you divide or explain it step by step for inclusive students?
			Providing accessible learning input	3. What kinds of visual media, pictures, videos, or learning aids do you use to help inclusive students understand English materials?
			Adjusting the level of English texts or materials	4. How do you adjust the level of English texts, vocabulary, or exercises so that they are suitable for inclusive students?
			Providing alternative access	5. What additional or alternative materials do you provide when

⁴⁸ Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners* (Alexandria, VA: Association for Supervision and Curriculum Development, 1999)

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			to learning materials	inclusive students need more support in learning English?
		Process Differentiation	Adjusting classroom activities to support inclusive participation	6. How do you organize pair work or group work so that inclusive students can participate actively with their classmates?
			Providing gradual learning support	7. What kinds of step-by-step guidance, prompts, examples, or guided practice do you provide to help inclusive students complete English learning activities?
			Re-explaining and reinforcing instruction	8. What do you usually do when inclusive students still do not understand the English material or classroom instructions?
			Using varied learning activities	9. What kinds of learning activities do you use to accommodate the learning needs of inclusive students in English class?
			Providing individualized instructional support	10. How do you provide individual assistance to inclusive students during English lessons without ignoring other students in the class?
		Product Differentiation	Adjusting task formats based on students' abilities	11. What choices of English tasks do you provide for inclusive students, and how do you decide which task forms are appropriate for them?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			Allowing alternative ways to demonstrate understanding	12. In what situations do you allow inclusive students to show their understanding through oral answers, oral presentation, drawing, matching, or other alternatives instead of regular written tasks?
			Adjusting task difficulty	13. How do you adjust the difficulty, length, vocabulary, or completion time of English tasks for inclusive students?
			Applying flexible assessment	14. How do you assess inclusive students' English learning outcomes in a fair way while still considering the learning objectives?

b. Interview Guidance 2

Data on the perceived impact of teacher strategies on the inclusive student's English language ability were obtained through semi-structured interviews. The interview instrument was developed based on the principles of effective language teaching proposed by Brown (2007). The framework was used to examine how the teacher's instructional strategies supported the student's development in listening, speaking, reading, and writing skills. Through the interviews, the researcher investigated the extent to which these

strategies contributed to the student's participation, understanding, and overall achievement in learning English.

Table 3. 2
Blueprint of Interview Guidance 2

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
1	The impact of inclusive teaching strategies to the inclusive students' English abilities	Listening Ability	Improvement in understanding spoken English	1. After applying your teaching strategies, what changes have you noticed in inclusive students' ability to understand English instructions in class?
			Improvement in comprehending oral input	2. How do inclusive students respond to spoken English explanations, questions, or listening materials after receiving adjusted instruction?
		Speaking Ability	Improvement in oral participation	3. What changes have you seen in inclusive students' willingness to answer questions or speak English during classroom activities?
			Development of speaking confidence	4. How have the teacher's strategies affected inclusive students' confidence when speaking English in front of the teacher or classmates?
			Improvement in speaking performance	5. What progress have you noticed in inclusive students' speaking ability, such as pronunciation, vocabulary use, fluency, or ability to express simple ideas in English?
		Reading Ability	Improvement in understanding written texts	6. After using specific teaching strategies, what changes have you observed in inclusive students' ability to understand English texts?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			Development of reading independence	7. To what extent have inclusive students become more independent in reading English texts or completing reading tasks?
		Writing Ability	Improvement in written expression	8. What progress have you noticed in inclusive students' ability to write English words, sentences, or short texts after receiving guided instruction?
			Development of writing accuracy	9. How have the teacher's strategies influenced inclusive students' accuracy in writing, such as spelling, vocabulary, grammar, or sentence structure?
			Improvement through feedback	10. How do inclusive students use the feedback given by the teacher to improve their English writing tasks?
		Affective Dimension	Increase in learning motivation	11. What changes have you observed in inclusive students' motivation to participate in English lessons after the teacher applied certain strategies?
			Reduction of anxiety	12. How have the teacher's strategies helped inclusive students feel more comfortable or less anxious in learning English?
			Improvement in classroom engagement	13. What improvement have you seen in inclusive students' classroom engagement, such as asking questions, responding to tasks, or interacting with peers?

c. Interview Guidance 3

The data on the problems faced by teachers in teaching inclusive students were collected through semi-structured interviews. The interview guideline was constructed based on the perspective of challenges in inclusive and special education proposed by Gargiulo and Bouck (2021).⁴⁹ The framework focused on issues concerning curriculum adaptation, instructional strategies, classroom management, student diversity, individualized educational support, and assessment procedures. Through the interviews, the researcher explored teachers' experiences in addressing these challenges while teaching English to inclusive students and examined how such challenges affected the learning process in the classroom.

Table 3. 3
Blueprint of Interview Guidance 3

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
1	English language teachers' problems in teaching inclusive students	Classroom Management	Managing a heterogeneous English classroom	1. What difficulties do you face when you have to give extra attention to inclusive students while also teaching other students in the same English class?
			Maintaining students' focus and classroom order	2. What challenges do you experience in keeping all students focused and actively involved during English learning activities?
		Teacher Knowledge and Preparation	Limited knowledge of inclusive education	3. What difficulties do you face in understanding the specific learning needs or characteristics of inclusive students in English class?

⁴⁹ Richard M. Gargiulo & Emily C. Bouck, *Special Education in Contemporary Society: An Introduction to Exceptionality*, 6th ed. (Los Angeles: SAGE Publications, 2021),

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			Limited professional training	4. Have you ever experienced difficulties because of limited training or preparation in teaching inclusive students? Please explain.
			Confidence in lesson preparation	5. What problems do you encounter when preparing English lessons that are suitable for both inclusive students and regular students?
		Differentiated Instruction	Adapting English materials	6. What difficulties do you face when adapting English materials, such as vocabulary, texts, or exercises, to the ability of inclusive students?
			Adjusting teaching methods	7. What problems do you experience when selecting teaching methods that can meet the needs of inclusive students without ignoring the learning objectives of the class?
			Managing time and workload	8. What challenges do you face in terms of time, workload, or resources when preparing different learning activities for inclusive and regular students?
		Collaborative Support	Coordination with school support staff	9. What problems do you face in coordinating with BK teachers, homeroom teachers, or other school staff when supporting inclusive students in English learning?
			Institutional support	10. What limitations do you find in school support, facilities, or learning resources for teaching inclusive students in English class?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
		Assessment and Evaluation	Determining fair assessment standards	11. What difficulties do you face in determining fair English assessment standards for inclusive students?
			Adjusting assessment instruments	12. What problems do you encounter when adjusting tests, assignments, or scoring procedures for inclusive students?
			Evaluating English language skills	13. What challenges do you face when evaluating inclusive students' English skills, especially listening, speaking, reading, and writing?

E. Technique of Data Analysis

In qualitative research, data analysis is a multi-step process that helps in understanding the collected data. In this study, the researcher used interviews and document analysis to understand the English teacher's strategies for teaching the inclusive student in class XI K at SMA N 2 Rejang Lebong. The analysis process followed the data collection, data condensation, data display, and conclusion drawing framework as outlined by Miles and Huberman.⁵⁰

1. Data Collection

Data collection is the methodical acquisition of information pertinent to the research questions. In this study, the researcher utilized two data collection techniques, namely semi-structured interviews and document analysis, to assure triangulation and augment the validity of the findings.

⁵⁰ Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd ed. Thousand Oaks, CA: Sage Publications, 1994.

The researcher conducted a comprehensive, semi-structured interview with the English teacher instructing the inclusive student, lasting approximately 45–60 minutes and audio-recorded with the participant's consent. The interview guide comprised open-ended questions.

In addition to the interview, supporting documents were collected and examined, encompassing lesson plans, adapted instructional materials, assessment instruments, and school policies pertinent to inclusive education. These documents supplied contextual information and enabled the triangulation of data obtained from the interview, providing insight into the strategies that were intended as well as those that were actually implemented. All data collection activities adhered to ethical standards, including obtaining informed consent from the participant, ensuring confidentiality, and preserving the anonymity of the teacher and student in the research report.

2. Data condensation

Data condensation refers to the process of selecting, simplifying, and transforming the raw data obtained from the interview and document analysis into a more manageable form. In this study, data condensation involved transcribing the interview, then identifying and organizing statements relevant to the teacher's strategies, the perceived impact of these strategies, and the challenges faced in teaching the inclusive student. The same process was applied to the document data, in which only information relevant to the research questions was retained. The purpose of data condensation was to

sharpen the focus of the data so that the most pertinent information could be more easily organized and analyzed in the subsequent stages.

3. Data display

Data display entails the systematic organization and presentation of data in an intelligible format, such as tables or narrative text. Miles and Huberman state that data display is a crucial step in qualitative analysis because it allows the researcher to organize and compress information into an accessible form, thereby facilitating the identification of patterns, trends, and relationships within the data.⁵¹ In this study, the condensed data from the interview and document analysis were organized into tables categorized according to the three research questions, namely the teacher's differentiated instruction strategies, the perceived impact of the strategies on the student's English ability, and the problems faced by the teacher in teaching the inclusive student. This tabular presentation enabled the researcher to systematically compare the data from both sources and to identify relationships among the emerging themes prior to drawing conclusions.

4. Verification/Conclusion Drawing

At this stage, the researcher employed analytical reasoning to interpret the data that had been condensed and displayed in the previous stages. The researcher identified key findings, formulated interpretations, and derived conclusions based on the evidence obtained from the interview and document analysis. To ensure the correctness and dependability of the conclusions, the

⁵¹ Ibid.

findings were verified by cross-checking the data from the interview against the supporting documents, a process consistent with the principle of triangulation described earlier. In this study, the researcher drew conclusions regarding the teacher's strategies in teaching the inclusive student, the perceived impact of these strategies, and the challenges encountered, based on the patterns identified through the data display stage.

F. Triangulation.

Data triangulation is used in field data analysis and also as a process to strengthen the degree of trust (credibility/validity) and consistency (reliability) of the data. According to Matja, triangulation can also be used to strengthen the consistency of cross-methods, such as observations and interviews with several informants.⁵² This is reinforced by Wiersma, who stated that triangulation in this credibility testing is defined as checking data from various sources using different methods and at different times.⁵³ From the two opinions above, it can be concluded that triangulation is a data analysis method used to validate data obtained from a research study.

1. Triangulation of Collecting Data

To increase the reliability and trustworthiness of the research findings, the study used data collection triangulation through two separate methods of data collection namely interviews and document analysis. Data triangulation is employed whereby diverse techniques of data collecting

⁵² M. M. Matja, *Metode Penelitian Kualitatif* (Malang: Universitas Negeri Malang Press, 2007), p. 84.

⁵³ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2007), p. 372.

allow the researcher to check and validate information from different sources of evidence. The data from the interviews offer significant insights into the participants' experiences, viewpoints and teaching methods, and the analysis of documents is used to support, corroborate and further enrich the data from the interviews. Cross checking the results of these two approaches enables the researcher to have a more holistic knowledge of the topic under study and to minimize the likelihood of bias that can be associated with using only one way of data gathering.

2. Triangulation Sources

Source triangulation is used because the same technique is employed to gather information from a single source. In conducting this research, the researcher wants to know what strategies are used by English teachers when teaching inclusive students. In a real environment, what the informant said might be wrong, as it does not align with existing theories or laws. Therefore, by using triangulation techniques in data collection, the data obtained will be more consistent and will strengthen the data compared to a single approach.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. English language teacher strategies in teaching inclusive students in class XI K SMA N 2 Rejang Lebong

To acquire a better understanding of teachers' strategies for educating inclusive pupils in normal classrooms, the researcher conducted in-depth interviews with one of them in June 2026. The interviews were semi-structured to explore the teacher's approach. These findings are organized in accordance with Carol Ann Tomlinson's three categories of inclusive student teaching practices.

Table 4. 1
Teacher strategies in teaching inclusive students

Strategy Type	Implementation
Content Differentiation	1. Using simpler language. 2. Breaking down the material into smaller parts. 3. Using visual media. 4. Selecting simpler texts. 5. Providing additional exercises tailored to students' abilities.
Process Differentiation	1. Grouping inclusive students with supportive peers. 2. Providing step-by-step instructions. 3. Repeating explanations using simpler language. 4. Using varied learning activities. 5. Providing individual assistance.

Product Differentiation	1. Providing various forms of assignments. 2. Using alternative ways to demonstrate understanding. 3. Adjusting task difficulty based on students' abilities. 4. Assessing students' learning process and progress.
--------------------------------	--

It can be concluded that the teacher applies differentiated instruction in three aspects based on Tomlinson's framework of content, process, and product to meet the needs of inclusive students. In content differentiation, the teacher simplifies the learning materials, uses visual media, chooses easier texts, and gives extra exercises that fit students' abilities. Through peer support, step-by-step guidance, varied learning activities, and individual assistance, the teacher creates a supportive learning environment in process differentiation. In product differentiation, the teacher allows students to demonstrate their understanding in different task formats, adjusts task difficulty and performs ongoing assessment. These strategies generally contribute to creating responsive learning to the individual needs of Inclusive students.

2. The Percieved Impact of Teacher Strategies on Students' English Language Ability

To investigate the impact of teaching tactics on students' English language proficiency, an in-depth interview was performed with an English teacher who teaches inclusive pupils in a typical classroom environment. The interview centered on how the teacher's instructional practices promote students' language development and learning participation. The findings are

grouped around the principles of effective language teaching outlined by H. Douglas Brown (2007), specifically the importance of teacher methods in supporting students' English language learning. The interview findings are summarized in the table below.

Table 4. 2
The Percieved Impact of Teacher Strategies on Students' English Language Ability

Aspect	Impact
Listening Ability	1. Improved comprehension of instructions after instructional adjustments. 2. Increased positive responses and active classroom participation.
Speaking Ability	1. Increased willingness to participate in classroom activities. 2. Improved self-confidence through tailored learning strategies. 3. Development of vocabulary skills.
Reading Ability	1. Improved reading comprehension through adapted learning materials. 2. Increased independence in reading and completing tasks.
Writing Ability	1. Improved ability to write vocabulary and simple sentences. 2. Increased writing accuracy through guided learning strategies. 3. Greater use of teacher feedback to improve learning outcomes.
Affective Dimension	1. Increased learning motivation and confidence. 2. Greater comfort and confidence in classroom participation. 3. Increased classroom engagement.

Considering these points, it can be stated that the application of specific learning strategies has a positive effect on the English language proficiency of inclusive learners. Student improved in listening, speaking,

reading and writing skills. For example they understood instructions better, they had a larger vocabulary, they could read and write more simply, and they could learn on their own. Moreover, the affective aspects of the student also changed including increased motivation, confidence, comfort, willingness to participate and involvement in learning. The learning strategies applied in general facilitate students' language skills and their psychological and social development in the process of learning.

3. Problems faced by teachers during teaching inclusive student

In-depth interviews were conducted with an English teacher to understand the challenges teachers face in managing English language learning when teaching inclusive students in regular classes. The findings are organized according to Richard M. Gargiulo & Emily C. Bouck. The interview results can be seen in the explanation below:

Table 4. 3
Problems faced during teaching inclusive student

Aspect	Problem
Classroom Management	1. Balancing attention between inclusive and other students. 2. Managing diverse student abilities, interests, and concentration levels.
Teacher Knowledge and Preparation	1. Addressing diverse learning needs of inclusive students. 2. Limited knowledge of appropriate teaching strategies for diverse learners. 3. Preparing learning materials, activities, and assignments for students with diverse abilities.

Differentiated Instruction	1. Determining the appropriate level of material simplification. 2. Selecting flexible teaching methods for diverse learning needs. 3. Limited time for preparing adapted learning materials and activities.
Collaborative Support	1. No significant barriers in collaboration with school staff. 2. Limited availability of learning resources and teaching media for inclusive students.
Assessment and Evaluation	1. Determining fair assessment standards for inclusive students. 2. Modifying assessments to accommodate diverse student needs. 3. Using multiple assessment methods to evaluate diverse abilities.

From these points, it can be concluded that the teachers experienced various challenges in teaching inclusive students, including aspects of classroom management, teacher knowledge and readiness, differentiated learning, collaborative support, and assessment and evaluation. These challenges are associated with managing a diverse classroom, meeting students' learning needs, selecting appropriate strategies and materials, inadequate learning resources and adapting assessments to be fair for students in an inclusive setting. In conclusion, the findings indicate that the implementation of inclusive education is still faced with complex challenges in the managerial, pedagogical and evaluative aspects.

B. Discussion

1. English Language Teacher Strategies in Teaching Inclusive Students in Class XI K SMA N 2 Rejang Lebong

Fluent and accurate English language learning is a significant task for students and undeniably a major responsibility for teachers to create optimal learning.⁵⁴ Students' output with accurate English language skills is indeed a crucial point for teachers to develop students with optimal abilities.

The result of this study showed that the English teacher at SMA N 2 Rejang Lebong applied differentiated instruction in three interrelated aspects namely content differentiation, process differentiation and product differentiation which were very much in line with Tomlinson's framework of differentiated instruction.⁵⁵ This framework argues that effective instruction in an inclusive classroom requires teachers to identify and respond to student diversity by adapting the learning content, instructional processes, and learning products to the readiness and needs of the students. The results of the interviews for each aspect presented in the words of the teacher in the discussion below are related to the theoretical framework in Chapter II and the findings of previous research.

a. Content Differentiation

In content differentiation, the teacher explained that she adjusts the language used in class to make it more accessible for inclusive students,

⁵⁴ Noviyenty, L. (2018). Strategies in learning and techniques in teaching English speaking. ENGLISH FRANCA: Academic Journal of English Language and Education, 2(1), 35-48.

⁵⁵ Carol Ann Tomlinson, *The Differentiated Classroom: Responding to the Needs of All Learners* (Alexandria, VA: Association for Supervision and Curriculum Development, 1999).

stating, *“Usually, I simplify the material by using simpler language that is easy for students to understand.”* When the material is too complex to be delivered at once, she breaks it into smaller units, explaining, *“When the material is quite difficult, I don't explain everything at once. I break it down into smaller parts and explain each one step by step.”* To support students' comprehension further, she relies on visual aids, noting, *“I often use visual media such as pictures, vocabulary cards, slides containing illustrations, and short videos related to the learning material.”* In selecting reading materials, she chooses texts that match the students' language level, stating, *“I usually choose simpler texts with shorter sentences and vocabulary that is more familiar to the students.”* Finally, when inclusive students require further support, she prepares tailored exercises, explaining, *“When inclusive students need additional help, I usually provide extra exercises tailored to their abilities.”*

These practices directly correspond to Tomlinson's concept of content differentiation, which emphasises adjusting the complexity, format, and mode of delivery of learning materials according to students' readiness and needs. The teacher's practice of simplifying language, breaking down material, using visual aids, and modifying texts illustrates a concrete application of this principle in an English-language classroom context. This finding is also in line with Oswal, Al-Kilani, Faisal, and Fteiha, who found that adaptive teaching practices, including the modification of learning materials, are central to successful inclusive

education.⁵⁶ The two studies indicate that the content and presentation of learning materials need to be modified to accommodate diverse learners rather than lowering academic standards. The difference, however, is in the scope of adaptation. Oswal et al. study (which was conducted in the context of higher education) discusses material adaptation in addition to institutional support systems, while the teacher at SMA N 2 Rejang Lebong relies on her own manual adjustments such as simplifying language, breaking down material and preparing visual aids, without any structured institutional programme to support this process. This suggests that the principle of content differentiation applies at all educational levels, but its implementation in a rural Indonesian secondary school depends largely on the individual teacher's initiative.

b. Process Differentiation

In process differentiation, the teacher emphasised the role of peer support in grouping students, explaining, *“Usually, I group inclusive students with friends who are willing to accept them so they can receive support and help during the activities. In group work, I also assign tasks according to each person's abilities.”* She also described providing structured guidance before students work independently, stating, *“I usually provide step-by-step instructions and use examples first before the students work on the tasks independently.”* When inclusive students do not

⁵⁶ Oswal, Al-Kilani, Faisal, and Fteiha, “A Systematic Review of Inclusive Education Strategies for Students of Determination in Higher Education Institutions.”

understand the material or instructions, she approaches them individually, noting, *“When inclusive students do not understand the material or instructions given, I usually go to their seat and repeat the explanation using simpler and more understandable language.”* The teacher also varies classroom activities to accommodate diverse learning needs, explaining, *“I use various learning activity variations to accommodate diverse learning needs.”* and provides individual assistance during group work, stating, *“I usually provide individual assistance when other students are working on assignments or group activities. At that time, I can approach inclusive students to provide additional explanations, guide them in completing tasks, or address the difficulties they face.”*

These practices are instances of Tomlinson’s concept of process differentiation that emphasizes how students process and engage with content through various instructional processes (e.g., scaffolding, grouping, and pacing).⁵⁷ The teacher’s use of peer grouping, guiding students through steps, explaining things multiple times, and giving individual help is a practical way to put this principle into action in a regular English classroom. This finding is in line with the systematic review of adapted pedagogical strategies in inclusive physical education by Ben Rakaa, Bassiri and Lotfi. They found that cooperative learning, tailored support and adaptive activities are central to successful inclusive

⁵⁷ Tomlinson, *The Differentiated Classroom*.

practice.⁵⁸ Both studies suggest that peer collaboration and individualised guidance are important in supporting inclusive students' participation in the learning process. The difference is in the subject context. The study of Ben Rakaa et al is about physical education where the process differentiation is closely related to physical and motor activity, and the present study is about English language learning where the process is more cognitive and linguistic in nature, and is centered on comprehension and verbal interaction. This shows that, while the principle of process differentiation has a broad field of application, its concrete form is determined by the concrete demands of the subject matter.

c. Product Differentiation

In product differentiation, the teacher explained that she gives inclusive students a range of assignment formats, stating, *"I give various forms of assignments to inclusive students, such as answering simple questions, matching vocabulary with pictures, or completing sentences."* She also allows alternative ways for students to demonstrate their understanding, explaining, *"For some materials, I also use activities like matching pictures and vocabulary, choosing the correct answer, or drawing as a way to demonstrate their understanding. What matters most to me is that students can show that they understand the material, even if*

⁵⁸ Ben Rakaa, Bassiri, and Lotfi, "Adapted Pedagogical Strategies in Inclusive Physical Education for Students with Special Educational Needs."

it's thru different methods than other students.” Task difficulty is adjusted according to each student's ability, as she stated, *“I adjust the difficulty level of the tasks to match each student's ability. Usually, I reduce the number of questions, use simpler instructions, choose more familiar vocabulary, and provide more structured tasks.”* and her assessment focuses not only on final results but also on the learning process, noting, *“In assessing the learning outcomes of inclusive students, I do not only focus on the final results, but also pay attention to the process, effort, and development they show during the learning.”*

These practices are in line with the concept of product differentiation by Tomlinson, which is about how students demonstrate what they have learned through different formats of tasks and flexible and process-oriented assessment.⁵⁹ The teacher closely applies this principle in the practice of giving students various options for completing an assignment, alternative ways of demonstrating their knowledge, modifications to the level of difficulty of the task, and assessment based on the process. This finding is consistent with Aftab, Amjad and Chaudhry who found that differentiated instruction including flexibility in task design and assessment is one of the main strategies for successful inclusion of students with disabilities in mainstream classrooms.⁶⁰ Both studies highlight the importance of flexibility in the assessment and development

⁵⁹ Tomlinson, *The Differentiated Classroom*.

⁶⁰ Aftab, Amjad, and Chaudhry, “Inclusive Education: Strategies for Successful Inclusion of Students with Disabilities in Mainstream Classrooms.”

of tasks to meet the needs of diverse learners. However, there is more focus on institutional and policy-level support such as the involvement of parents and continuous professional development in Aftab et al.'s study. The present study is more focused on the individual classroom-level practices of the teacher and there is little discussion on the institutional or policy support systems. The teacher's emphasis on process and effort in assessment also links to the research of Pujianti and Nugraha (2018) on the role of teachers in the development of inclusive character in students, which emphasizes the importance of a holistic teaching approach that extends beyond academic achievement.⁶¹ Although their study was not in the area of English language teaching but in Islamic Religious Education, both studies demonstrate that teachers' attention to students' effort and development rather than only their final results is an important dimension of inclusive practice in any subject area.

The discussion above shows that collectively, the strategies of the English teacher in teaching inclusive students in class XI K SMA N 2 Rejang Lebong are in accordance with the framework of content, process, and product differentiation by Tomlinson and in line with several studies that have been conducted previously in different educational and subject contexts, ranging from higher education to physical education and religious education. The results also show a particular aspect of this

⁶¹ Pujianti and Nugraha, "The Role of Islamic Religious Education Teachers in Shaping the Inclusive Character of Students."

context; the teacher, without institutional programmes to support her practice, depends on her own initiative and traditional low-resource strategies, such as simplified language, visual aids, peer grouping and flexible assessment. This confirms the research gap identified in Chapter II which states that, while the general principles of differentiated instruction are constant across settings, the concrete implementation is strongly affected by the specific institutional and contextual resources available to the teacher.

2. The perceived Impact of Teacher Strategies on Students' English Language Ability

The findings of this study suggest that the teaching strategies employed by the English teacher have an impact on the English language ability of the inclusive students in terms of the comprehensive aspects of listening, speaking, reading, and writing skills and the affective dimension. This finding is consistent with Brown's interactive principles of language pedagogy that effective language teaching places students as active participants in the language acquisition process. Thus, the strategies implemented by the teachers directly determine the quality of students' learning outcomes.⁶² Improved comprehension, increased oral participation, improved reading independence, improved writing accuracy and increased motivation and confidence are the five aspects identified in this study. These reflect the multidimensional nature of language development which Brown

⁶² Brown, *Teaching by Principles*, p. 233.

describes as inseparable from the affective and cognitive engagement of the learner.

a. Listening Ability

This study's success in enhancing the listening ability of inclusive students is consistent with Brown's notion of comprehensible input, which posits that students' capacity to understand oral language develops progressively as teachers modify the difficulty, speed, and clarity of language input according to students' circumstances.⁶³ This development was confirmed directly by the English teacher, who stated:

“After implementing various adjustments in the learning process, I noticed that inclusive students found it easier to understand the instructions given in class. They began to follow the steps of the learning activities better, especially when the instructions were delivered gradually, using simpler language, or supported with examples and visual media.”
The teacher further explained:

“After the learning is adjusted to their needs, the responses of inclusive students tend to be more positive and active. They are more willing to answer questions, provide feedback on the teacher's explanations, and show greater interest during learning activities.”

This result is also consistent with Oswal, Al-Kilani, Faisal and Fteiha who found that adaptive teaching practices facilitate the development of students' academic and communicative outcomes.⁶⁴ Both studies confirm the close relationship between gains in comprehension and the teachers' ability to adapt their instructional input to the students' needs.

⁶³ Ibid, p. 249.

⁶⁴ Oswal, Al-Kilani, Faisal, and Fteiha, "A Systematic Review of Inclusive Education Strategies for Students of Determination," 518.

They show the central role played by gradual, simplified and visually supported instructions in helping inclusive students to follow classroom activities more effectively.

b. Speaking Ability

The present study found that inclusive students improved their willingness to participate, self-confidence and vocabulary development. This reflects the communicative approach of Brown which states that real oral interaction through pair work, group discussion or role play greatly improves students' speaking fluency and confidence.⁶⁵ The teacher confirmed this development, stating:

“Based on my experience, after implementing learning strategies tailored to their needs, inclusive students show a greater willingness to participate in class activities. They become more courageous in answering questions, both orally and in writing, and are more active when asked to use English in simple activities.”

She further added:

“Tailored learning strategies are very helpful in boosting the self-confidence of inclusive students. When they are given tasks that match their abilities, receive support during the learning process, and get appreciation for their efforts, they tend to feel more confident.”

Regarding vocabulary development, the teacher explained:

“The development I have observed is evident in several aspects of speaking skills. In terms of vocabulary, students are beginning to recognize and use more words related to the material being studied.”

⁶⁵ Brown, *Teaching by Principles*, p. 268.

This finding is consistent with the results of Ben Rakaa, Bassiri, and Lotfi (2021) who found that personalized support and collaborative learning increase student involvement and participation in inclusive physical education.⁶⁶ Both studies found that social interaction opportunities and a psychologically safe environment are key in boosting inclusive students' engagement in classroom activities.

c. Reading Ability

For high school students, reading ability and comprehension become one of the benchmarks and key components that will determine the success of the educational process.⁶⁷ This is especially important for inclusive students at SMA 2 Rejang Lebong, where mastering this skill is crucial.

The finding that inclusive students experienced improved reading comprehension and greater independence in completing reading tasks is consistent with Brown's view that structured and adaptive reading strategies, including schema activation, vocabulary pre-teaching, and simplified texts, contribute to measurable improvement in students' reading abilities over time.⁶⁸ The teacher described this improvement as follows:

“Students become more capable of recognizing vocabulary that frequently appears in texts, finding important information, and

⁶⁶ Ben Rakaa, Bassiri, and Lotfi, "Adapted Pedagogical Strategies in Inclusive Physical Education," 67–85.

⁶⁷ Fauziah, M., Vrika, R., & Amrullah, A. (2024). EFL Students' Perception on Kahoot! as Alternative Learning Strategy to Improve Reading Comprehension Skill. *JELITA*, 5(2), 459-470.

⁶⁸ Brown, *Teaching by Principles*, p. 285.

understanding the general content of the reading. The use of simplified texts, visual aids, and vocabulary explanations before reading helps students better comprehend the text's content."

Regarding the students' growing independence, the teacher stated:

"If previously they often relied on the help of teachers or friends, after receiving appropriate support and training, they began to be able to read simple texts independently and try to complete the tasks given with their own effort."

Aftab, Amjad, and Chaudhry agree, emphasizing that individualized education and positive classroom climates contribute to the successful inclusion of students with disabilities in mainstream classrooms.⁶⁹ The increase in reading independence found in this study is a tangible result of the diversified training strategies indicated in the theoretical framework of this study.

d. Writing Ability

In terms of writing ability, the finding that inclusive students showed improvement in writing vocabulary and simple sentences, as well as increased use of teacher feedback, is consistent with Brown's process writing approach, which emphasizes that the stages of planning, drafting, revising, and editing allow students to gradually develop writing skills with the support of specific and tiered feedback from the teacher.⁷⁰

The teacher explained this development:

⁶⁹ Aftab, Amjad, and Chaudhry, "Inclusive Education: Strategies for Successful Inclusion," 439–453.

⁷⁰ Brown, *Teaching by Principles*, p. 301.

“They become more capable of writing the vocabulary they have learned, constructing simple sentences, and completing short writing tasks according to their level of ability.”

On the accuracy of students’ writing, the teacher added:

“The influence of the learning strategies used on the accuracy of inclusive students. Thru the use of examples, gradual exercises, and more directed guidance, students become better at understanding how to write vocabulary correctly.”

The teacher also highlighted students’ response to feedback:

“Most inclusive students strive to utilize the feedback given by the teacher to improve their work results.”

This finding is consistent with Pujianti and Nugraha that holistic teaching method which combines assistance, encouragement, and constant feedback enhances students’ effort and sense of responsibility in completing learning activities.⁷¹ Both studies suggest that students’ willingness to act on feedback reflects not only cognitive development but also the affective support provided by the teacher throughout the learning process.

e. Affective Dimension

The result of the affective dimension (motivation, confidence, comfort, and classroom engagement) is consistent with Brown’s concept of the affective filter, which argues that strategies to lessen students’ anxiety, motivation, and self-confidence generate an environment more conducive to language acquisition.⁷²

The teacher observed this change directly:

⁷¹ Pujianti and Nugraha, "The Role of Islamic Religious Education Teachers in Shaping the Inclusive Character of Students," 375.

⁷² Brown, *Teaching by Principles*, p. 318.

“They become more enthusiastic about participating in learning activities, more willing to try to complete the assigned tasks, they tend to be more confident and more motivated to engage in the learning process.”

She also noted:

“With the adjustment of materials, gradual guidance, the use of engaging media, and a supportive classroom atmosphere, students become calmer and more courageous in participating in learning.”

Additionally, the teacher stated:

“There is a noticeable increase in the engagement of inclusive students during learning. They have become more active in responding to the teacher’s questions, making an effort to complete the assigned tasks, and participating more frequently in group activities or class discussions.”

This finding also validates the work of Aftab, Amjad and Chaudhry (2010) who found positive classroom climates as an important factor contributing to students’ comfort and confidence in inclusive classrooms.⁷³ Both studies affirm that emotional and psychological support given by the teacher plays a foundational role in students’ overall learning success and willingness to participate.

To conclude, the discussion has demonstrated that Brown’s principles of interactive language teaching, which links teaching strategies with measurable growth in listening, speaking, reading, writing, and affective engagement, explains well the effect of the teacher’s strategies on the English language ability of inclusive students in class XI K SMA N 2 Rejang Lebong. The interview results directly confirm each of these developments, i.e. gradual, simplified and supportive teaching

⁷³ Aftab, Amjad, and Chaudhry, "Inclusive Education: Strategies for Successful Inclusion," 439–453.

adjustments, which consistently translate into observable progress across all language skills. The comparison with previous studies also shows that the general principles of adaptive, participatory, and emotional supportive teaching are reflected in different educational contexts although the specific way of implementing those principles is affected by the particular conditions of English language teaching in an inclusive classroom at the senior high school level in Indonesia.

3. Problems faced by teachers during teaching inclusive student

The result of this study shows that the problem faced by the English teacher in teaching inclusive students in class XI K SMA N 2 Rejang Lebong is in accordance with the framework of Gargiulo and Bouck which explains that inclusive education in regular classrooms creates a variety of real problems for teachers, from difficulties in classroom management to limited competence in dealing with students with special needs.⁷⁴ The five categories identified in this study, classroom management, teacher knowledge and preparation, differentiated instruction, collaborative support, and assessment and evaluation, directly reflect the dimensions proposed by Gargiulo and Bouck, confirming that these challenges are multidimensional and interrelated, rather than isolated technical issues.

a. Classroom Management

The finding that the teacher struggles to balance attention between inclusive and regular students and to manage diverse abilities and

⁷⁴ Gargiulo and Bouck, *Special Education in Contemporary Society*, p. 91.

concentration levels supports Gargiulo and Bouck's (2014) argument that teachers often find it difficult to maintain order and focus for all students while giving special attention to students with special needs.⁷⁵

The teacher confirmed this difficulty directly:

"One of the difficulties I often face is balancing attention between inclusive students and other students."⁷⁶

She further explained:

"The challenge I often face is the difference in levels of ability, interest, and concentration among students in the classroom."

This finding is also consistent with Ben Rakaa, Bassiri and Lotfi who found that inclusive education requires adapted instructional strategies and personalized support to accommodate diverse students' abilities within one learning environment.⁷⁷ Both studies show that the heterogeneity of the classroom composition creates management problems for teachers. However, the study by Ben Rakaa et al. was conducted in a physical education context where student diversity is expressed through physical ability differences whereas this study shows that in English language classrooms diversity is expressed through differences in linguistic comprehension, interest and concentration which requires different classroom management approaches.

b. Teacher Knowledge and Preparation

⁷⁵ Ibid, p. 93.

⁷⁶ Interview with English Teacher of SMA N 2 Rejang Lebong, June 2026.

⁷⁷ Ben Rakaa, Bassiri, and Lotfi, "Adapted Pedagogical Strategies in Inclusive Physical Education," 67–85.

In this study, the problem of limited knowledge and inadequate preparation is consistent with Gargiulo and Bouck's explanation that many regular teachers have not received specialised training in special or inclusive education that affects their confidence in designing appropriate learning strategies.⁷⁸

The teacher described this difficulty as follows:

"One of the difficulties I face is that inclusive students have different characteristics, so their learning needs are also different."

She added:

"Yes, I have experienced difficulties. So I feel the need to learn more appropriate teaching strategies to address the diverse needs of students in the classroom."

Regarding preparation, she also stated:

"The challenge I often face is the need to prepare materials, activities, and assignments that can be used by students with diverse abilities in one class."

This is in line with Oswal, Al-Kilani, Faisal and Fteiha, who found the inadequate training of lecturers to be a major hindrance to the optimal development of inclusive students' academic outcomes, even though inclusive policies were in place.⁷⁹ This is further supported by Aftab, Amjad, and Chaudhry, who emphasised that teacher readiness and continuous professional development are essential prerequisites for successful inclusion.⁸⁰ This convergence across the three studies points to

⁷⁸ Gargiulo and Bouck, *Special Education in Contemporary Society*, p. 96.

⁷⁹ Oswal, Al-Kilani, Faisal, and Fteiha, "A Systematic Review of Inclusive Education Strategies for Students of Determination," 518.

⁸⁰ Aftab, Amjad, and Chaudhry, "Inclusive Education: Strategies for Successful Inclusion," 439–453.

the fact that the policy-teacher readiness gap is a perennial, cross-context problem. This study has shown that this gap is prevalent also in the particular context of English language teaching at senior high school level in a rural setting.

c. Differentiated Instruction

The finding that the teacher has difficulty in determining the proper level of simplification of the material and has limited time for preparing adapted learning materials is consistent with Gargiulo and Bouck's observation that limited time and resources are common obstacles for teachers in preparing thoroughly differentiated learning materials with regard to differentiated instruction.⁸¹

The teacher explained this challenge:

“The difficulty I often face is determining the level of simplicity of the material that matches the abilities of inclusive students without compromising the learning objectives that must be achieved.”

She also noted the challenge of accommodating the whole class:

“The challenge that usually arises is the diverse learning needs of students in the classroom. A method that is effective for inclusive students may not necessarily be suitable for all students, and vice versa. Therefore, I need to choose a method that is sufficiently flexible.”

Regarding time constraints, she stated:

“The challenge I often face is the time constraint in preparing tasks, media, or activities that have been adapted for inclusive students, which requires additional planning compared to regular learning.”

⁸¹ Gargiulo and Bouck, *Special Education in Contemporary Society*, p. 99.

Ben Rakaa, Bassiri and Lotfi agree with this as well. Their systematic review revealed that adapting pedagogical strategies to accommodate different ability levels requires a considerable amount of teacher effort and institutional support.⁸² The convergence of these findings shows how differentiated instruction is a perennial challenge across disciplines, whether it is physical education or English language learning, largely because of the time and resources it demands of individual teachers.

d. Collaborative Support

The result that there are no significant barriers in collaboration with school staff, but learning resources and teaching media are still limited is partially in line with Gargiulo and Bouck who emphasize that the success of inclusive education depends heavily on close cooperation between regular teachers, special assistant teachers, and school administration.⁸³

The teacher confirmed the collaborative aspect directly:

“There are no specific obstacles with the guidance counselor, homeroom teacher, or school staff, because I often discuss the developments and issues I face with those teachers.”

However, regarding resources, she noted:

“In my opinion, one of the limitations still felt is the unavailability of learning resources or teaching media specifically designed to meet the needs of inclusive students.”

⁸² Ben Rakaa, Bassiri, and Lotfi, "Adapted Pedagogical Strategies in Inclusive Physical Education," 67–85.

⁸³ Gargiulo and Bouck, *Special Education in Contemporary Society*, p. 101.

This finding is a bit different from Aftab, Amjad and Chaudhry who found collaborative and institutional support including parental involvement a more prominent challenge in their context.⁸⁴ This difference suggests that the more pressing constraint is not in the interpersonal or institutional cooperation itself, but in the availability of adequate teaching resources and media for inclusive students, although collaborative relationships between staff at SMA N 2 Rejang Lebong seem to be relatively functional.

e. Assessment and Evaluation

In terms of assessment and evaluation, the problems identified in this study, that is, establishing appropriate assessment standards and changing assessments for students with inclusive needs, are consistent with the explanation of Gargiulo and Bouck that the general assessment system may not always apply directly to students with special needs due to the differences in their capacities and learning styles.⁸⁵

The teacher described this difficulty:

“The difficulty I often face is determining assessment standards that remain fair for inclusive students while also aligning with the learning objectives that need to be achieved.”⁸⁶

To address this, she explained the adjustments she makes:

⁸⁴ Aftab, Amjad, and Chaudhry, "Inclusive Education: Strategies for Successful Inclusion," 439–453.

⁸⁵ Gargiulo and Bouck, *Special Education in Contemporary Society*, p. 103.

⁸⁶ Interview with English Teacher of SMA N 2 Rejang Lebong, June 2026.

“Sometimes I need to modify the questions, simplify the instructions, provide alternative task formats, or give extra time to certain students.”⁸⁷

She further described her broader approach to evaluation:

“I need to use various assessment methods to obtain a more comprehensive picture of the students' abilities. In addition to evaluating the final results, I also pay attention to the process, effort, and progress shown by the students during the learning activities so that the assessment given is more in line with their abilities.”⁸⁸

In conclusion, Gargiulo and Bouck's multidimensional framework of challenges in inclusive education consisting of classroom management, teacher knowledge, differentiated instruction, collaborative support, and assessment can well explain the problems faced by the English teacher in teaching inclusive students in class XI K SMA N 2 Rejang Lebong. The results of the interview confirm that the teacher concretely faces these challenges on a daily basis, especially the limitation of time, resources and specialized training. The comparison with previous studies also reveals that while some challenges, in particular limited teacher training and preparation, are consistently echoed across different educational contexts and subjects, other challenges are more particularly shaped by the local conditions of this study such as the limited availability of teaching resources and media suited to inclusive students. These results confirm that although the barriers to inclusive education have common structural origins, their practical expression is largely determined by the context, such as the subject, the resources of the institution and the location.

⁸⁷ Ibid.

⁸⁸ Ibid.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion.

1. English Teacher Strategies in Teaching Inclusive Students in Class XI K SMA N 2 Rejang Lebong

The conclusion and suggestions drawn from the research findings and discussion presented in the previous chapter. The conclusion addresses the English teacher's strategies in teaching inclusive students, the problems faced by the teacher, and the impact of the strategies on the students' English language ability in class XI K at SMA N 2 Rejang Lebong. Suggestions are provided for English teachers, the school, future researchers, and English Tadris students at IAIN Curup.

The findings show that the English teacher at SMA N 2 Rejang Lebong applies differentiated instruction in three interrelated aspects, namely content, process, and product differentiation, in accordance with Tomlinson's framework. In content differentiation, the teacher simplifies language, breaks the material into smaller parts, uses visual media, selects simpler texts, and provides additional exercises tailored to students' abilities. In process differentiation, the teacher groups inclusive students with supportive peers, gives step-by-step instructions, repeats explanations using simpler language, varies learning activities, and provides individual assistance. In product differentiation, the teacher offers various forms of assignments, allows alternative ways to demonstrate understanding, adjusts task difficulty, and

assesses students based on their learning process rather than only the final result. Overall, these strategies show that the teacher is able to accommodate the needs of inclusive students, although this is achieved mainly through her own initiative and traditional low-resource strategies rather than through structured institutional support.

2. The Percieved Impact of Teacher Strategies on Students' English Language Ability

The findings show that the teacher's strategies have a positive and comprehensive impact on inclusive students' English language ability, consistent with Brown's principles of interactive language teaching. Students showed improved comprehension of instructions and more active participation in listening activities, greater willingness to participate and growing confidence in speaking, increased independence and comprehension in reading, and improved accuracy in writing simple vocabulary and sentences with the help of teacher feedback. In addition, the strategies also strengthened the affective dimension of learning, reflected in students' increased motivation, confidence, comfort, and engagement in the classroom. Taken together, these results demonstrate that the differentiated strategies used by the teacher are not only relevant to inclusive students' academic development but also to their psychological and social development in the process of learning English.

3. Problems Faced by the Teacher in Teaching Inclusive Students

The findings indicate that the problems faced by the teacher are multidimensional and consistent with Gargiulo and Bouck's framework,

covering classroom management, teacher knowledge and preparation, differentiated instruction, collaborative support, and assessment and evaluation. The teacher finds it difficult to balance attention between inclusive and regular students, feels she lacks specialised training in inclusive education, struggles to determine the appropriate level of material simplification within limited time, and experiences a shortage of learning resources and media designed specifically for inclusive students, even though collaboration with school staff is not a major obstacle. Determining fair assessment standards for inclusive students without compromising the intended learning objectives also remains a challenge. These findings confirm that the implementation of inclusive education at SMA N 2 Rejang Lebong is still constrained by managerial, pedagogical, and evaluative difficulties that mainly stem from limited time, resources, and specialised training.

B. Suggestions

1. For English Teachers

English teachers are encouraged to continue and refine the practice of content, process, and product differentiation, for example by developing a bank of simplified texts and visual media that can be reused across classes. Teachers are also encouraged to actively seek training or professional development related to inclusive education, so that decisions about the level of material simplification and the choice of teaching methods are based on stronger pedagogical knowledge rather than trial and error alone. Building simple peer-support systems and using process-oriented, flexible assessment

are also recommended to sustain the strategies that have already shown positive results.

2. For SMA N 2 Rejang Lebong

The school is encouraged to strengthen institutional support for inclusive education by providing training on differentiated instruction for teachers who work with inclusive students. The school should also develop shared teaching materials and media that can be adapted across subjects, establish clear assessment guidelines that accommodate students' needs while maintaining fairness, and improve coordination among English teachers, guidance and counselling teachers, and school administrators to better support inclusive students.

3. For Future Researchers

Future researchers are encouraged to conduct similar studies involving more than one English teacher or more than one school, so that the findings can be compared across different classroom contexts and are not limited to a single teacher's practice. A combination of interviews, classroom observation, and student-level data on language achievement would also allow future studies to examine more directly the relationship between specific strategies and measurable improvement in inclusive students' English ability, rather than relying mainly on the teacher's own account.

4. For English Tadris Students at IAIN Curup

English Tadris students at IAIN Curup are encouraged to develop sensitivity toward inclusive classroom contexts, since teaching students with diverse needs is an important part of professional practice in Indonesian

secondary schools. Familiarity with theoretical frameworks such as Tomlinson's differentiated instruction, Brown's interactive language teaching, and Gargiulo and Bouck's perspective on inclusive education will strengthen both future research and future classroom practice. This study may also serve as a methodological reference for students who wish to conduct qualitative descriptive research on teaching strategies in inclusive settings.

REFERENCES

- Aftab, M. J., F. Amjad, and H. Chaudhry. "Inclusive Education: Strategies for Successful Inclusion of Students with Disabilities in Mainstream Classrooms." *Academy of Education and Social Sciences Review* 4, no. 3 (2024): 439–453. <https://doi.org/10.48112/aessr.v4i3.824>.
- Ainscow, Mel, and Susie Miles. "Making Education for All Inclusive: Where Next?" *Prospects* 38, no. 1 (2008): 15–34.
- Amka. *Pendidikan Inklusif: Dari Teori ke Aksi*. Jakarta: CV Bravo Press Indonesia, 2025.
- Annisha, A. N., M. Hasanah, and G. Gusmaneli. "Konsep-Konsep Strategi Pembelajaran." *Ikhlas* 2, no. 2 (2025): 271–279.
- Apriani, E., Cardoso, L., Obaid, A. J., Muthmainnah, M., Wijayanti, E., Esmianti, F., & Supardan, D. (2024). Impact of AI-powered chatbots on EFL students' writing skills, self-efficacy, and self-regulation: a mixed-methods study. *Global Educational Research Review*, 1(2), 57-72.
- Apriani, E., Gempar, S. P. C., Sanjaya, H. K., Taman, M. R., & Supardan, D. (2026). Students' Perceptions of AI Use in Supporting Critical Thinking: A Small-Scale Survey of English Education Students. *Language and Education Journal*, 11(1), 97-117.
- Azka, S. N., R. T. Saputra, I. W. Agustina, J. F. Marszalek, and A. Amanatillah. "Teacher's Roles in Teaching English to Students with Special Needs: Strategies, Challenges, and Impacts." *Stairs* 6, no. 1 (2025): 22–32.
- Bakogiannis, A., and E. Papavasiliou. "Exploring Inclusive Teaching Practices of English for Academic Purposes (EAP) in Higher Education (HE): A Systematic Review and Narrative Synthesis." *The International Journal of Higher Education* (September 2025). <https://doi.org/10.1007/s10734-025-01483-3>.
- Brown, H. Douglas. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. 3rd ed. New York: Pearson Longman, 2007.
- Creswell, John W., and John D. Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 5th ed. Sage Publications, 2017.

- Creswell, John W., and Cheryl N. Poth. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. 4th ed. Thousand Oaks, CA: Sage Publications, 2018.
- Direktorat PPK-LK Pendidikan Dasar, Kementerian Pendidikan dan Kebudayaan. *Pedoman Umum Penyelenggaraan Pendidikan Inklusif (Sesuai Permendiknas No. 70 Tahun 2009)*. Jakarta: Kementerian Pendidikan dan Kebudayaan, 2011.
- Fauziah, M. (2022). The Effectiveness Of Fishbone Method On Students' Writing Ability Of Argumentative Text. *LENTERNAL: Learning and Teaching Journal*, 3(1), 10-14.
- Fauziah, M., Vrika, R., & Amrullah, A. (2024). EFL Students' Perception on Kahoot! as Alternative Learning Strategy to Improve Reading Comprehension Skill. *JELITA*, 5(2), 459-470.
- Florian, Lani. "What Counts as Evidence of Inclusive Education?" *European Journal of Special Needs Education* 29, no. 3 (2014): 286–294.
- Gargiulo, Richard M., and Emily C. Bouck. *Special Education in Contemporary Society: An Introduction to Exceptionality*. 6th ed. Los Angeles: SAGE Publications, 2021.
- Hallahan, Daniel P., James M. Kauffman, and Paige C. Pullen. *Exceptional Learners: An Introduction to Special Education*. 13th ed. Boston: Pearson, 2015.
- Hardani, et al. *Metode Penelitian Kualitatif dan Kuantitatif*. Yogyakarta: CV Pustaka Ilmu Group, 2020.
- Indriani, R., A. Sulastri, M. Husni, and Y. A. Hadi. "The Influence of Inclusive Education on Students' Social Skills and Self-Esteem at SDN 1 Gereneng in the Academic Year 2025/2026." *MODELING: Jurnal Program Studi PGMI* 12, no. 3 (2025): 294–308.
- Irawan, M. Ary, and Zul Anwar. "Harnessing Artificial Intelligence for Inclusive Education Management: Strategies for Supporting Students with Special Needs." *Journal of Educational Management and Instruction (JEMIN)* 5, no. 2 (2025): 350–370. <https://doi.org/10.22515/jemin.v5i2.11650>.
- Joyce, Bruce, Marsha Weil, and Emily Calhoun. *Models of Teaching*. 9th ed. Boston: Pearson Education, 2015.

- Kauffman, James M., and Timothy J. Landrum. *Characteristics of Emotional and Behavioral Disorders of Children and Youth*. 10th ed. Upper Saddle River, NJ: Pearson, 2013.
- Matja, M. M. *Metode Penelitian Kualitatif*. Malang: Universitas Negeri Malang Press, 2007.
- Miles, Matthew B., and A. Michael Huberman. *Qualitative Data Analysis: An Expanded Sourcebook*. 2nd ed. Thousand Oaks, CA: Sage Publications, 1994.
- Moleong, Lexy J. *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya, 2017.
- Munawir, M., N. M. Septya, R. R. Amalia, and Z. Muallifa. "Tantangan dan Strategi Guru Profesional dalam Menangani Keberagaman Siswa di Pendidikan Inklusif." *Ainara Journal* 6, no. 2 (2025): 275–283.
- Noviyenty, L. (2018). Strategies in learning and techniques in teaching English speaking. *ENGLISH FRANCA: Academic Journal of English Language and Education*, 2(1), 35-48.
- Noviyenty, L. (2022). English speaking lecturers' performances of communication strategies and their efforts to improve students' communicative competence. *European journal of educational research*, 11(2), 1047-1062.
- Noviyenty, L., & Anwar, K. (2023). Understanding pragmatics as a way to practice natural communication skills in various contexts of interactions. *Al-Ishlah: Jurnal Pendidikan*, 15(1), 1038-1052.
- Oswal, Nidhi, Mohammad Hani Al-Kilani, Rouhi Faisal, and Mohammad Fteiha. "A Systematic Review of Inclusive Education Strategies for Students of Determination in Higher Education Institutions: Current Challenges and Future Directions." *Education Sciences* 15, no. 5 (2025): 518. <https://doi.org/10.3390/educsci15050518>.
- Palaming, N. A. M. "Effective English Language Teaching Strategies and Instructions: A Classroom Vision for Teachers." *Asian Journal of Multidisciplinary Studies* 5, no. 2 (2017).
- Pujianti, Etika, and Hendika Adi Nugraha. "The Role of Islamic Religious Education Teachers in Shaping the Inclusive Character of Students." *Journal Corner of Education, Linguistics, and Literature* 4, no. 001 (2024): 375. <https://doi.org/10.54012/jcell.v4i001.402>.

- Rakaa, Ben, Omar Bassiri, and Said Lotfi. "Adapted Pedagogical Strategies in Inclusive Physical Education for Students with Special Educational Needs: A Systematic Review." *Pedagogy of Physical Culture and Sports* 29, no. 2 (2025): 67–85. <https://doi.org/10.15561/26649837.2025.0201>.
- Salvaña, L., and A. Protacio. "Navigating Inclusive Classrooms: English Language Teachers' Narratives of Teaching Students with Special Needs." (2025): 1266–1282.
- Sholihah, B. M. *Pendidikan Inklusi dan Strategi Mutu dalam Mencapai Kesenjangan Pendidikan di Indonesia*. 2024.
- Sidiq, Umar, and Moh. Miftachul Choiri. *Metode Penelitian Kualitatif di Bidang Pendidikan*. Ponorogo: CV Nata Karya, 2019.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2017.
- Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2007.
- Tomlinson, Carol Ann. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

A P P E N D I C E S

APPENDIX 1
INTERVIEW GUIDELINES

Table 3.1

Blueprint of Interview Guidance 1

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
1	English language teacher strategies in teaching inclusive students	Content Differentiation	Adjusting English learning materials based on inclusive students' readiness and needs	1. How do you simplify English materials so that inclusive students can understand the lesson more easily?
				2. When the English material is difficult, how do you divide or explain it step by step for inclusive students?
			Providing accessible learning input	3. What kinds of visual media, pictures, videos, or learning aids do you use to help inclusive students understand English materials?
			Adjusting the level of English texts or materials	4. How do you adjust the level of English texts, vocabulary, or exercises so that they are suitable for inclusive students?
			Providing alternative access to learning materials	5. What additional or alternative materials do you provide when inclusive students need more support in learning English?
		Process Differentiation	Adjusting classroom activities to support inclusive participation	6. How do you organize pair work or group work so that inclusive students can participate actively with their classmates?
			Providing gradual learning support	7. What kinds of step-by-step guidance, prompts, examples, or guided practice do you provide to help inclusive

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
				students complete English learning activities?
			Re-explaining and reinforcing instruction	8. What do you usually do when inclusive students still do not understand the English material or classroom instructions?
			Using varied learning activities	9. What kinds of learning activities do you use to accommodate the learning needs of inclusive students in English class?
			Providing individualized instructional support	10. How do you provide individual assistance to inclusive students during English lessons without ignoring other students in the class?
		Product Differentiation	Adjusting task formats based on students' abilities	11. What choices of English tasks do you provide for inclusive students, and how do you decide which task forms are appropriate for them?
			Allowing alternative ways to demonstrate understanding	12. In what situations do you allow inclusive students to show their understanding through oral answers, oral presentation, drawing, matching, or other alternatives instead of regular written tasks?
			Adjusting task difficulty	13. How do you adjust the difficulty, length, vocabulary, or completion time of English tasks for inclusive students?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			Applying flexible assessment	14. How do you assess inclusive students' English learning outcomes in a fair way while still considering the learning objectives?

Validation Notes:

The validation mainly revised the initial instrument by making the alignment among aspect, indicator, sub-indicator, and interview questions more explicit. In the initial version, the instrument already used content, process, and product differentiation, but some indicators were still general and the questions mostly asked about basic classroom practices. After validation, the questions were sharpened to explore concrete English teaching strategies for inclusive students, such as how the teacher simplifies material, adjusts text difficulty, gives scaffolding, provides individual assistance, and uses flexible tasks or assessment. The validated version is therefore more focused, systematic, and easier to connect with the theory of differentiated instruction.

Curup, June 30, 2026

Validator



Rizki Indra Guci, M.Pd.

Table 3.2

Blueprint of Interview Guidance 2

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
1	The impact of inclusive teaching strategies to the inclusive students' English abilities	Listening Ability	Improvement in understanding spoken English	1. After applying your teaching strategies, what changes have you noticed in inclusive students' ability to understand English instructions in class?
			Improvement in comprehending oral input	2. How do inclusive students respond to spoken English explanations, questions, or listening materials after receiving adjusted instruction?
		Speaking Ability	Improvement in oral participation	3. What changes have you seen in inclusive students' willingness to answer questions or speak English during classroom activities?
			Development of speaking confidence	4. How have the teacher's strategies affected inclusive students' confidence when speaking English in front of the teacher or classmates?
			Improvement in speaking performance	5. What progress have you noticed in inclusive students' speaking ability, such as pronunciation, vocabulary use, fluency, or ability to express simple ideas in English?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
		Reading Ability	Improvement in understanding written texts	6. After using specific teaching strategies, what changes have you observed in inclusive students' ability to understand English texts?
			Development of reading independence	7. To what extent have inclusive students become more independent in reading English texts or completing reading tasks?
		Writing Ability	Improvement in written expression	8. What progress have you noticed in inclusive students' ability to write English words, sentences, or short texts after receiving guided instruction?
			Development of writing accuracy	9. How have the teacher's strategies influenced inclusive students' accuracy in writing, such as spelling, vocabulary, grammar, or sentence structure?
			Improvement through feedback	10. How do inclusive students use the feedback given by the teacher to improve their English writing tasks?
		Affective Dimension	Increase in learning motivation	11. What changes have you observed in inclusive students' motivation to participate in English lessons after the teacher applied certain strategies?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
			Reduction of anxiety	12. How have the teacher's strategies helped inclusive students feel more comfortable or less anxious in learning English?
			Improvement in classroom engagement	13. What improvement have you seen in inclusive students' classroom engagement, such as asking questions, responding to tasks, or interacting with peers?

Validation Notes:

The validation revised the initial instrument by shifting the focus from teacher actions to student learning changes. In the initial version, several questions still asked about what the teacher does, such as adjusting speaking speed, using speaking activities, giving reading support, and guiding writing tasks. After validation, the questions were changed to examine the impact of those strategies on students' English ability, including improvement in listening comprehension, speaking confidence, reading understanding, writing accuracy, motivation, and classroom participation. The validated version is stronger because it helps the researcher collect data about students' progress, not merely about the teaching strategies used.

Curup, June 30, 2026

Validator



Rizki Indra Guci, M.Pd.

Table 3.3

Blueprint of Interview Guidance 3

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
1	English language teachers' problems in teaching inclusive students	Classroom Management	Managing a heterogeneous English classroom	1. What difficulties do you face when you have to give extra attention to inclusive students while also teaching other students in the same English class?
			Maintaining students' focus and classroom order	2. What challenges do you experience in keeping all students focused and actively involved during English learning activities?
		Teacher Knowledge and Preparation	Limited knowledge of inclusive education	3. What difficulties do you face in understanding the specific learning needs or characteristics of inclusive students in English class?
			Limited professional training	4. Have you ever experienced difficulties because of limited training or preparation in teaching inclusive students? Please explain.
			Confidence in lesson preparation	5. What problems do you encounter when preparing English lessons that are suitable for both inclusive students and regular students?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
		Differentiated Instruction	Adapting English materials	6. What difficulties do you face when adapting English materials, such as vocabulary, texts, or exercises, to the ability of inclusive students?
			Adjusting teaching methods	7. What problems do you experience when selecting teaching methods that can meet the needs of inclusive students without ignoring the learning objectives of the class?
			Managing time and workload	8. What challenges do you face in terms of time, workload, or resources when preparing different learning activities for inclusive and regular students?
		Collaborative Support	Coordination with school support staff	9. What problems do you face in coordinating with BK teachers, homeroom teachers, or other school staff when supporting inclusive students in English learning?
			Institutional support	10. What limitations do you find in school support, facilities, or learning resources for teaching inclusive students in English class?

No.	Aspect	Indicator	Sub-Indicator	Interview Questions
		Assessment and Evaluation	Determining fair assessment standards	11. What difficulties do you face in determining fair English assessment standards for inclusive students?
			Adjusting assessment instruments	12. What problems do you encounter when adjusting tests, assignments, or scoring procedures for inclusive students?
			Evaluating English language skills	13. What challenges do you face when evaluating inclusive students' English skills, especially listening, speaking, reading, and writing?

Validation Notes:

The validation revised the initial instrument by changing several questions from strategy-oriented questions into problem-oriented questions. In the initial version, some items still asked “how” the teacher manages, adjusts, or supports learning, which could lead the respondent to explain strategies instead of problems. After validation, the questions were reworded using clearer terms such as “difficulties,” “challenges,” “limitations,” and “problems.” Additional focus was also given to classroom interaction, limited teacher preparation, time and resource constraints, school support, parental communication, and assessment fairness. These changes make the instrument more suitable for answering the second research question about obstacles faced by teachers during English instruction.

Curup, June 30, 2026

Validator



Rizki Indra Guci, M.Pd.

APPENDIX 2
INTERVIEW TRANSCRIPT

DATA OF INTERVIEW

Trankrip Wawancara

Interview Guidance 1

1. Menurut Ma'am, bagaimana cara Ma'am menyederhanakan materi Bahasa Inggris agar lebih mudah dipahami oleh siswa inklusif?

Jawaban: Biasanya saya menyederhanakan materi dengan menggunakan bahasa yang lebih sederhana dan mudah dipahami oleh siswa

2. Boleh diceritakan Ma'am, ketika materi Bahasa Inggris cukup sulit, bagaimana cara Ma'am menjelaskan atau membaginya menjadi beberapa langkah agar lebih mudah dipahami oleh siswa inklusif?

Jawaban: Ketika materi cukup sulit, saya tidak langsung menjelaskan semuanya sekaligus. Saya membaginya menjadi beberapa bagian kecil dan menjelaskan satu per satu secara bertahap

3. Berdasarkan pengalaman Ma'am, media pembelajaran apa saja yang biasanya Ma'am gunakan, seperti gambar, video, atau alat bantu lainnya, untuk membantu siswa inklusif memahami materi Bahasa Inggris?

Jawaban: Saya sering menggunakan media visual seperti gambar, kartu kosakata, slide yang berisi ilustrasi, dan video pendek yang berkaitan dengan materi pembelajaran

4. Menurut Ma'am, bagaimana cara Ma'am menyesuaikan tingkat kesulitan teks, kosakata, atau latihan Bahasa Inggris agar sesuai dengan kemampuan siswa inklusif?

Jawaban: Saya biasanya memilih teks yang lebih sederhana dengan kalimat yang tidak terlalu panjang dan kosakata yang lebih familiar bagi siswa

5. Boleh diceritakan Ma'am, materi tambahan atau alternatif apa yang biasanya Ma'am berikan ketika siswa inklusif membutuhkan bantuan lebih dalam belajar Bahasa Inggris?

Jawaban: Ketika siswa inklusif membutuhkan bantuan tambahan, saya biasanya menyediakan latihan tambahan yang disesuaikan dengan kemampuan mereka

6. Menurut Ma'am, bagaimana cara Ma'am mengatur kegiatan berpasangan atau kerja kelompok agar siswa inklusif dapat berpartisipasi secara aktif bersama teman-temannya?

Jawaban: Biasanya saya mengelompokkan siswa inklusif bersama dengan teman yang mau menerimanya agar dapat dukungan dan membantu selama kegiatan berlangsung. Dalam kerja kelompok, saya juga membagi tugas sesuai kemampuan masing-masing

7. Berdasarkan pengalaman Ma'am, bentuk bimbingan seperti apa yang biasanya Ma'am berikan, misalnya petunjuk bertahap, contoh, atau latihan terbimbing, untuk membantu siswa inklusif menyelesaikan kegiatan pembelajaran Bahasa Inggris?

Jawaban: Saya biasanya memberikan petunjuk secara bertahap dan menggunakan contoh terlebih dahulu sebelum siswa mengerjakan tugas secara mandiri

8. Boleh diceritakan Ma'am, apa yang biasanya Ma'am lakukan ketika siswa inklusif masih belum memahami materi atau instruksi yang diberikan di kelas?

Jawaban: Ketika siswa inklusif belum memahami materi atau instruksi yang diberikan, saya biasanya datang ke tempat duduknya dan mengulang penjelasan dengan menggunakan bahasa yang lebih sederhana dan mudah dipahami

9. Menurut Ma'am, kegiatan pembelajaran seperti apa yang biasanya digunakan untuk mengakomodasi kebutuhan belajar siswa inklusif dalam pembelajaran Bahasa Inggris?

Jawaban: Saya menggunakan berbagai variasi kegiatan pembelajaran agar dapat mengakomodasi kebutuhan belajar yang beragam

10. Berdasarkan pengalaman Ma'am, bagaimana cara Ma'am memberikan bantuan secara individual kepada siswa inklusif tanpa mengabaikan siswa lainnya di dalam kelas?

Jawaban: Saya biasanya memberikan bantuan individual ketika siswa lain sedang mengerjakan tugas atau kegiatan kelompok. Pada saat itu, saya dapat mendekati siswa inklusif untuk memberikan penjelasan tambahan, mengarahkan dalam menyelesaikan tugas, atau menjawab kesulitan yang mereka hadapi

11. Menurut Ma'am, bentuk tugas Bahasa Inggris apa saja yang biasanya diberikan kepada siswa inklusif, dan bagaimana Ma'am menentukan jenis tugas yang paling sesuai untuk mereka?

Jawaban: Saya memberikan berbagai bentuk tugas kepada siswa inklusif, seperti menjawab pertanyaan sederhana, mencocokkan kosakata dengan gambar atau melengkapi kalimat

12. Boleh diceritakan Ma'am, dalam kondisi seperti apa Ma'am memberikan kesempatan kepada siswa inklusif untuk menunjukkan pemahaman mereka melalui presentasi lisan, menjawab secara lisan, menggambar, mencocokkan jawaban, atau bentuk alternatif lainnya selain tugas tertulis?

Jawaban: Untuk beberapa materi, saya juga menggunakan kegiatan mencocokkan gambar dan kosakata, memilih jawaban yang benar, atau menggambar sebagai cara untuk menunjukkan pemahaman mereka. Yang terpenting bagi saya adalah siswa dapat menunjukkan bahwa mereka memahami materi, meskipun melalui cara yang berbeda dari siswa lainnya

13. Menurut Ma'am, bagaimana cara Ma'am menyesuaikan tingkat kesulitan, panjang tugas, penggunaan kosakata, atau waktu pengerjaan tugas Bahasa Inggris bagi siswa inklusif?

Jawaban: Saya menyesuaikan tingkat kesulitan tugas dengan kemampuan masing-masing siswa. Biasanya saya mengurangi jumlah soal, menggunakan instruksi yang lebih sederhana, memilih kosakata yang lebih familiar, dan memberikan tugas yang lebih terstruktur

14. Berdasarkan pengalaman Ma'am, bagaimana cara Ma'am menilai hasil belajar Bahasa Inggris siswa inklusif secara adil, tetapi tetap sesuai dengan tujuan pembelajaran yang ingin dicapai?

Jawaban: Dalam menilai hasil belajar siswa inklusif, saya tidak hanya berfokus pada hasil akhir, tetapi juga memperhatikan proses, usaha, dan perkembangan yang mereka tunjukkan selama pembelajaran

Interview Guidance 2

1. Menurut Ma'am, setelah menerapkan strategi pembelajaran tertentu, perubahan apa yang Ma'am lihat pada kemampuan siswa inklusif dalam memahami instruksi Bahasa Inggris di kelas?

Jawaban: Setelah menerapkan berbagai penyesuaian dalam pembelajaran, saya melihat bahwa siswa inklusif menjadi lebih mudah memahami instruksi yang diberikan di kelas. Dia mulai mampu mengikuti langkah-langkah kegiatan pembelajaran dengan lebih baik, terutama ketika instruksi disampaikan secara bertahap, menggunakan bahasa yang lebih sederhana, atau didukung dengan contoh dan media visual

2. Boleh diceritakan Ma'am, bagaimana respons siswa inklusif terhadap penjelasan, pertanyaan, atau materi listening dalam Bahasa Inggris setelah mereka mendapatkan pembelajaran yang telah disesuaikan dengan kebutuhan mereka?

Jawaban: Setelah pembelajaran disesuaikan dengan kebutuhan mereka, respons siswa inklusif cenderung menjadi lebih positif dan aktif. Mereka lebih berani menjawab pertanyaan, memberikan tanggapan terhadap penjelasan guru, serta menunjukkan minat yang lebih besar selama kegiatan pembelajaran.

3. Berdasarkan pengalaman Ma'am, perubahan apa yang Ma'am lihat pada kemauan siswa inklusif untuk menjawab pertanyaan atau berbicara menggunakan Bahasa Inggris selama kegiatan pembelajaran di kelas?

Jawaban: Berdasarkan pengalaman saya, setelah diterapkan strategi pembelajaran yang disesuaikan dengan kebutuhan mereka, siswa inklusif menunjukkan kemauan yang lebih besar untuk berpartisipasi dalam kegiatan kelas. Mereka menjadi lebih berani menjawab pertanyaan, baik secara lisan maupun tertulis, serta lebih aktif ketika diminta menggunakan Bahasa Inggris dalam aktivitas sederhana

4. Menurut Ma'am, sejauh mana strategi pembelajaran yang diterapkan membantu meningkatkan rasa percaya diri siswa inklusif ketika berbicara Bahasa Inggris di depan guru maupun teman-temannya?

Jawaban: Strategi pembelajaran yang disesuaikan sangat membantu dalam meningkatkan rasa percaya diri siswa inklusif. Ketika dia diberikan tugas yang sesuai dengan kemampuan nya, lalu memperoleh dukungan selama proses belajar, serta mendapatkan apresiasi atas usaha yang dia lakukan, dia cenderung merasa lebih percaya diri

5. Boleh diceritakan Ma'am, perkembangan apa yang Ma'am amati pada kemampuan berbicara siswa inklusif, misalnya dalam pengucapan (pronunciation), penggunaan kosakata, kelancaran berbicara, atau kemampuan menyampaikan ide sederhana dalam Bahasa Inggris?

Jawaban: Perkembangan yang saya amati terlihat pada beberapa aspek kemampuan berbicara. Dari segi kosakata, siswa mulai mengenal dan

menggunakan lebih banyak kata-kata yang berkaitan dengan materi yang dipelajari

6. Menurut Ma'am, setelah menggunakan strategi pembelajaran tertentu, perubahan apa yang Ma'am amati pada kemampuan siswa inklusif dalam memahami teks Bahasa Inggris?

Jawaban: Setelah menerapkan strategi pembelajaran yang disesuaikan dengan kebutuhan siswa, saya melihat adanya peningkatan dalam kemampuan mereka memahami teks Bahasa Inggris. Siswa menjadi lebih mampu mengenali kosakata yang sering muncul dalam teks, menemukan informasi penting, dan memahami isi bacaan secara umum. Penggunaan teks yang telah disederhanakan, bantuan gambar, serta penjelasan kosakata sebelum membaca membantu siswa memahami isi teks dengan lebih baik. Meskipun tingkat perkembangan setiap siswa berbeda, secara umum mereka menunjukkan pemahaman yang lebih baik dibandingkan sebelumnya.

7. Berdasarkan pengalaman Ma'am, sejauh mana siswa inklusif menjadi lebih mandiri dalam membaca teks Bahasa Inggris atau menyelesaikan tugas membaca yang diberikan?

Jawaban: Berdasarkan pengalaman saya, siswa inklusif menunjukkan peningkatan dalam kemandirian mereka saat membaca teks dan mengerjakan tugas membaca. Jika sebelumnya mereka sering bergantung pada bantuan guru atau teman, setelah mendapatkan dukungan dan latihan yang sesuai mereka mulai mampu membaca teks sederhana secara mandiri dan mencoba menyelesaikan tugas yang diberikan dengan usaha mereka sendiri.

8. Boleh diceritakan Ma'am, perkembangan apa yang Ma'am lihat pada kemampuan siswa inklusif dalam menulis kata, kalimat, atau teks pendek dalam Bahasa Inggris setelah mendapatkan bimbingan selama proses pembelajaran?

Jawaban: saya melihat adanya perkembangan dalam kemampuan menulis siswa inklusif. Mereka menjadi lebih mampu menulis kosakata yang telah dipelajari, menyusun kalimat sederhana, dan menyelesaikan tugas menulis pendek sesuai dengan tingkat kemampuan mereka. Beberapa siswa yang sebelumnya hanya mampu menulis kata-kata terpisah mulai dapat menyusun kalimat sederhana untuk menyampaikan ide atau informasi. Meskipun masih terdapat beberapa kesalahan, secara umum kemampuan menulis mereka menunjukkan perkembangan yang positif dari waktu ke waktu.

9. Menurut Ma'am, bagaimana pengaruh strategi pembelajaran yang digunakan terhadap ketepatan siswa inklusif dalam menulis, seperti ejaan, penggunaan kosakata, tata bahasa, atau penyusunan kalimat?

Jawaban: pengaruh strategi pembelajaran yang digunakan terhadap ketepatan siswa inklusif Melalui penggunaan contoh, latihan bertahap, serta bimbingan yang lebih terarah, siswa menjadi lebih memahami cara menulis kosakata dengan benar dan menyusun kalimat sederhana sesuai pola yang telah dipelajari. Saya juga melihat adanya peningkatan dalam penggunaan

kosakata yang lebih tepat serta berkurangnya beberapa kesalahan dasar dalam penulisan

10. Berdasarkan pengalaman Ma'am, bagaimana siswa inklusif memanfaatkan umpan balik atau masukan yang diberikan guru untuk memperbaiki hasil tugas menulis Bahasa Inggris mereka?

Jawaban: Berdasarkan pengalaman saya, sebagian besar siswa inklusif berusaha memanfaatkan umpan balik yang diberikan guru untuk memperbaiki hasil pekerjaan mereka. Ketika diberikan koreksi atau penjelasan mengenai kesalahan yang mereka buat, siswa biasanya mencoba memperbaiki ejaan, kosakata, atau kalimat yang kurang tepat sesuai arahan yang diberikan. Dengan pendampingan dan penjelasan yang sederhana, mereka dapat memahami bagian mana yang perlu diperbaiki dan menerapkannya pada tugas berikutnya. Saya juga melihat bahwa umpan balik yang diberikan secara positif dan bertahap dapat membantu meningkatkan motivasi siswa untuk terus belajar dan memperbaiki kemampuan menulis mereka.

11. Menurut Ma'am, perubahan apa yang Ma'am lihat pada motivasi siswa inklusif untuk mengikuti pembelajaran Bahasa Inggris setelah Ma'am menerapkan strategi pembelajaran tertentu?

Jawaban: saya melihat adanya peningkatan motivasi belajar pada siswa inklusif. Mereka menjadi lebih antusias mengikuti kegiatan pembelajaran, lebih bersedia mencoba menyelesaikan tugas yang diberikan, dan menunjukkan minat yang lebih besar terhadap materi Bahasa Inggris. Ketika siswa merasa bahwa tugas dan aktivitas yang diberikan sesuai dengan kemampuan mereka, mereka cenderung lebih percaya diri dan lebih termotivasi untuk terlibat dalam proses pembelajaran.

12. Boleh diceritakan Ma'am, bagaimana strategi pembelajaran yang digunakan membantu siswa inklusif merasa lebih nyaman atau mengurangi rasa cemas mereka saat belajar Bahasa Inggris?

Jawaban: Dengan adanya penyesuaian materi, pemberian bimbingan secara bertahap, penggunaan media yang menarik, serta suasana kelas yang mendukung, siswa menjadi lebih tenang dan berani mengikuti pembelajaran. Saya melihat bahwa mereka lebih bersedia mencoba menjawab pertanyaan atau mengerjakan tugas karena tidak terlalu khawatir melakukan kesalahan. Hal tersebut membantu mengurangi rasa cemas dan meningkatkan kenyamanan mereka selama belajar Bahasa Inggris.

13. Berdasarkan pengalaman Ma'am, peningkatan apa yang Ma'am lihat pada keterlibatan siswa inklusif selama pembelajaran di kelas, misalnya dalam bertanya, merespons tugas, atau berinteraksi dengan teman-temannya?

Jawaban: terdapat peningkatan yang cukup terlihat dalam keterlibatan siswa inklusif selama pembelajaran. Mereka menjadi lebih aktif dalam merespons pertanyaan guru, berusaha menyelesaikan tugas yang diberikan, serta lebih sering berpartisipasi dalam kegiatan kelompok atau diskusi kelas

Interview Guidance 3

1. Menurut Ma'am, kesulitan apa yang biasanya Ma'am hadapi ketika harus memberikan perhatian lebih kepada siswa inklusif, tetapi di saat yang sama tetap mengajar siswa lainnya dalam kelas Bahasa Inggris?

Jawaban: Salah satu kesulitan yang sering saya hadapi adalah membagi perhatian secara seimbang antara siswa inklusif dan siswa lainnya. Siswa inklusif terkadang membutuhkan penjelasan tambahan, pendampingan yang lebih intensif, atau bantuan saat mengerjakan tugas. Di sisi lain, saya juga harus memastikan bahwa siswa lainnya tetap mendapatkan arahan dan perhatian yang cukup selama proses pembelajaran. Kondisi ini menjadi cukup menantang terutama ketika kegiatan pembelajaran berlangsung secara bersamaan dan kebutuhan setiap siswa berbeda-beda.

2. Boleh diceritakan Ma'am, tantangan apa yang biasanya Ma'am alami dalam menjaga agar seluruh siswa tetap fokus dan aktif selama kegiatan pembelajaran Bahasa Inggris berlangsung?

Jawaban; Tantangan yang sering saya alami adalah adanya perbedaan tingkat kemampuan, minat, dan konsentrasi siswa di dalam kelas. Beberapa siswa dapat mengikuti pembelajaran dengan cepat, sementara siswa lainnya, termasuk siswa inklusif, memerlukan waktu yang lebih lama untuk memahami materi. Kondisi tersebut terkadang membuat sebagian siswa kehilangan fokus atau kurang aktif dalam kegiatan pembelajaran. Untuk mengatasinya, saya berusaha menggunakan berbagai aktivitas yang bervariasi, seperti diskusi kelompok, permainan edukatif, penggunaan media visual, dan kegiatan interaktif lainnya agar siswa tetap tertarik dan terlibat dalam pembelajaran. Namun, menjaga seluruh siswa tetap fokus sepanjang proses pembelajaran tetap menjadi salah satu tantangan yang cukup sering saya hadapi.

3. Berdasarkan pengalaman Ma'am, kesulitan apa yang Ma'am hadapi dalam memahami kebutuhan belajar atau karakteristik khusus siswa inklusif di kelas Bahasa Inggris?

Jawaban: Salah satu kesulitan yang saya hadapi adalah karena siswa inklusif memiliki karakteristik yang berbeda jadi kebutuhan belajarnya pun berbeda. Anak inklusif ini permasalahannya adalah kendali emosi yang tidak stabil, jadi saya harus memperhatikan lonjakan emosi anak inklusif tersebut sebelum memulai pembelajaran

4. Apakah Ma'am pernah mengalami kesulitan karena keterbatasan pelatihan atau persiapan dalam mengajar siswa inklusif? Jika pernah, boleh diceritakan Ma'am?

Jawaban: Ya, saya pernah mengalami kesulitan karena tidak semua guru mendapatkan pelatihan khusus mengenai pendidikan inklusif secara mendalam. Terkadang saya merasa perlu mempelajari lebih banyak strategi pembelajaran yang sesuai untuk menangani kebutuhan siswa yang beragam di dalam kelas. Selain itu, saya juga harus mencari informasi secara mandiri melalui berbagai sumber atau berdiskusi dengan rekan guru untuk menemukan cara yang lebih efektif dalam membantu siswa inklusif mengikuti pembelajaran Bahasa Inggris.

5. Menurut Ma'am, kendala apa yang biasanya Ma'am temui saat menyiapkan pembelajaran Bahasa Inggris yang dapat mengakomodasi siswa inklusif sekaligus siswa reguler?

Jawaban: Kendala yang sering saya hadapi itu kebutuhan untuk menyiapkan materi, aktivitas, dan tugas yang dapat digunakan oleh siswa dengan kemampuan yang beragam dalam satu kelas. Saya perlu menyesuaikan tingkat kesulitan materi, menyediakan alternatif kegiatan, serta mempersiapkan media pembelajaran yang dapat membantu siswa inklusif tanpa mengurangi tujuan pembelajaran bagi siswa reguler. Proses tersebut tentu membutuhkan waktu, tenaga, dan persiapan yang lebih banyak dibandingkan pembelajaran yang menggunakan satu pendekatan untuk semua siswa.

6. Boleh diceritakan Ma'am, kesulitan apa yang Ma'am hadapi ketika harus menyesuaikan materi Bahasa Inggris, seperti kosakata, teks, atau latihan, dengan kemampuan siswa inklusif?

Jawaban: Kesulitan yang sering saya hadapi adalah menentukan tingkat kesederhanaan materi yang sesuai dengan kemampuan siswa inklusif tanpa menghilangkan tujuan pembelajaran yang harus dicapai. Terkadang materi Bahasa Inggris mengandung banyak kosakata baru atau teks yang cukup kompleks sehingga perlu disederhanakan terlebih dahulu. Saya harus memilih bagian-bagian yang paling penting dan menyesuaikannya dengan kemampuan siswa, namun tetap memastikan bahwa mereka memperoleh pemahaman yang sesuai dengan kompetensi yang sedang dipelajari.

7. Menurut Ma'am, kendala apa yang biasanya muncul saat memilih metode pembelajaran yang dapat memenuhi kebutuhan siswa inklusif tanpa mengabaikan tujuan pembelajaran yang harus dicapai?

Jawaban: Kendala yang biasanya muncul adalah karena kemampuan dan kebutuhan belajar siswa di dalam kelas sangat beragam. Metode yang efektif untuk siswa inklusif belum tentu sesuai untuk seluruh siswa, begitu pula sebaliknya. Oleh karena itu, saya perlu memilih metode yang cukup fleksibel agar semua siswa dapat terlibat dalam pembelajaran. Selain itu, saya juga harus memastikan bahwa metode yang digunakan tetap mendukung pencapaian tujuan pembelajaran dan tidak hanya berfokus pada kebutuhan satu kelompok siswa saja.

8. Berdasarkan pengalaman Ma'am, tantangan apa yang Ma'am hadapi terkait waktu, beban kerja, atau ketersediaan sumber daya ketika harus menyiapkan kegiatan pembelajaran yang berbeda untuk siswa inklusif dan siswa reguler?

Jawaban: Tantangan yang cukup sering saya hadapi adalah keterbatasan waktu dalam menyiapkan tugas, media, atau aktivitas yang telah disesuaikan untuk siswa inklusif memerlukan perencanaan tambahan dibandingkan pembelajaran reguler. Ketersediaan media dan sumber belajar yang sesuai terkadang juga terbatas, sehingga saya perlu berkreasi atau memodifikasi materi yang sudah ada agar dapat digunakan oleh seluruh siswa di kelas.

9. Menurut Ma'am, kendala apa yang biasanya Ma'am hadapi ketika berkoordinasi dengan guru BK, wali kelas, atau staf sekolah lainnya dalam mendukung pembelajaran siswa inklusif?

Jawaban: tidak ada kendala secara spesifik terhadap guru BK, wali kelas ataupun staf sekolah, karena saya sering mendiskusikan terkait perkembangan dan masalah yang saya hadapi oleh guru tersebut. Oleh karena itu, komunikasi dan kerja sama yang berkelanjutan sangat diperlukan untuk mendukung proses pembelajaran siswa inklusif secara optimal

10. Boleh diceritakan Ma'am, keterbatasan apa saja yang Ma'am rasakan terkait dukungan sekolah, fasilitas, atau sumber belajar yang tersedia untuk membantu proses pembelajaran Bahasa Inggris bagi siswa inklusif?

Jawaban: Menurut saya, salah satu keterbatasan yang masih dirasakan adalah belum tersedianya sumber belajar atau media pembelajaran yang secara khusus dirancang untuk memenuhi kebutuhan siswa inklusif. Terkadang guru perlu menyesuaikan atau memodifikasi sendiri materi yang ada agar lebih sesuai dengan kemampuan siswa. Selain itu, fasilitas pendukung tertentu yang dapat membantu proses pembelajaran inklusif juga masih terbatas. Oleh karena itu, guru sering kali harus memanfaatkan sumber daya yang tersedia secara kreatif agar kebutuhan belajar siswa inklusif tetap dapat terpenuhi. Meskipun demikian, sekolah tetap berupaya memberikan dukungan sesuai dengan kemampuan dan sumber daya yang dimiliki untuk mendukung pelaksanaan pendidikan inklusif.

11. Menurut Ma'am, kesulitan apa yang biasanya Ma'am hadapi dalam menentukan standar penilaian Bahasa Inggris yang adil bagi siswa inklusif?

Jawaban: Kesulitan yang sering saya hadapi adalah menentukan standar penilaian yang tetap adil bagi siswa inklusif sekaligus sesuai dengan tujuan pembelajaran yang harus dicapai. Setiap siswa memiliki kemampuan dan kebutuhan yang berbeda, sehingga saya perlu mempertimbangkan sejauh mana kemampuan siswa berkembang tanpa membandingkannya secara langsung dengan siswa lain. Di sisi lain, saya juga harus memastikan bahwa penilaian tetap mengacu pada kompetensi yang telah ditetapkan sehingga hasil penilaian dapat menggambarkan kemampuan siswa secara objektif.

12. Berdasarkan pengalaman Ma'am, kendala apa yang Ma'am temui ketika harus menyesuaikan bentuk tes, tugas, atau prosedur penilaian untuk siswa inklusif?

Jawaban: Kendala yang biasanya saya temui adalah menyesuaikan bentuk penilaian agar sesuai dengan kebutuhan siswa tanpa mengurangi esensi dari kompetensi yang ingin diukur. Terkadang saya perlu memodifikasi soal, menyederhanakan instruksi, memberikan bentuk tugas alternatif, atau menyediakan waktu tambahan bagi siswa tertentu. Proses penyesuaian tersebut memerlukan perencanaan yang lebih matang karena saya harus memastikan bahwa penilaian tetap valid dan dapat mengukur pemahaman siswa secara tepat.

13. Boleh diceritakan Ma'am, tantangan apa yang Ma'am hadapi saat menilai kemampuan Bahasa Inggris siswa inklusif, terutama pada keterampilan mendengarkan, berbicara, membaca, dan menulis?

Jawaban: saya perlu menggunakan berbagai cara penilaian untuk memperoleh gambaran kemampuan siswa secara lebih menyeluruh. Selain menilai hasil akhir, saya juga memperhatikan proses, usaha, dan perkembangan yang ditunjukkan siswa selama kegiatan pembelajaran agar penilaian yang diberikan lebih sesuai dengan kemampuan mereka.

APPENDIX 3
ADMINISTRATIVE DOCUMENT

LETTER OF THESIS SUPERVISOR DECISION



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : admin@iaincurup.ac.id

Nomor : 221 Tahun 2026

Tentang

PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup
7. Keputusan Rektor IAIN Curup 0704/In.34/R/KP.07.6/09/2023 tanggal 29 September 2023 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan : 1. Permohonan Saudara Sri Kusuma tanggal 23 April 2026 dan kelengkapan persyaratan pengajuan SK Pembimbing Skripsi
2. Berita Acara Seminar Proposal Pada Hari Kamis, 26 Februari 2026

MEMUTUSKAN :

Menetapkan Pertama

1. **Dr. Leffi Noviyenty, M.Pd** **197611062003122004**
2. **Meli Fauziah, M. Pd** **199405232020122003**

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Sri Kusuma**

N I M : **22551051**

JUDUL SKRIPSI : **ENGLISH TEACHER STRATEGIES FOR TEACHING INCLUSIVE STUDENT AT SMA N 2 REJANG LEBONG**

- Kedua : Proses bimbingan dilakukan sebanyak 12 kali pembimbing I dan 12 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku.

Ditetapkan di Curup,
Pada tanggal 23 April 2026
Dekan,



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;

LETTER OF PERMISSION FOR THESIS RESEARCH



PEMERINTAH KABUPATEN REJANG LEBONG
DINAS PENANAMAN MODAL
DAN PELAYANAN TERPADU SATU PINTU
Basuki Rahmat No.10 ■ Telp. (0732) 24622 Curup

SURAT IZIN

Nomor: 503/245 /IP/DPMPTSP/V/2026

TENTANG PENELITIAN KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG

- Dasar:
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
 2. Surat dari Wakil Dekan 1 Institut Agama Islam Negeri Curup (IAIN) Nomor: 531/In.34/FT/PP.00.9/05/2026 Tanggal 25 Mei 2026 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL	: Sri Kusuma / Curup, 8 Agustus 2004
NIM	: 22551051
Pekerjaan	: Mahasiswa
Program Studi/Fakultas	: S1 Tadris Bahasa Inggris / Tarbiyah
Judul Skripsi	: "English Teacher Strategies For Teaching Inclusive Student At SMA N 2 Rejang Lebong "
Lokasi Penelitian	: SMAN 2 Rejang Lebong
Waktu Penelitian	: 29 Mei 2026 s.d 29 Agustus 2026
Penanggung Jawab	: Wakil Dekan 1 IAIN Curup

Dengan ketentuan sebagai berikut:

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup
Pada Tanggal : 29 Mei 2026



An. Kepala Dinas Penanaman Modal dan
Pelayanan Terpadu Satu Pintu
Kabupaten Rejang Lebong
Plt. Sekretaris,

ACHMAD FAISAL ADRYAN, S.Sos
Penata Tingkat V/ III.d
NIP.19811017 200212 1 004

Tembusan:

1. Wakil Dekan 1 IAIN Curup
2. Kepala Sekolah SMAN 2 RL
3. Yang Bersangkutan
4. Arsip

RESEARCH RECOMMENDATION LETTER



PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
CABANG DINAS PENDIDIKAN WILAYAH II CURUP
Jalan Sidomulyo, Tempel Rejo, Curup Selatan, Rejang Lebong, Bengkulu 39124,
Pos-el ccabdinwilayahii@gmail.com

SURAT REKOMENDASI

Nomor : 420/ 558 /Cabdin.II/ 2026

Yang bertandatangan dibawah ini:

Nama : **Amrin Effendie, S.Sos**
NIP : 196809132007011027
Pangkat/golongan : Penata Tingkat I (III/d)
Jabatan : Ka. Sub Bagian Tata Usaha
Intansi : Cabang Dinas Pendidikan Wilayah II Curup

Berdasarkan Surat Izin Penelitian dari Institut Agama Islam Negeri (IAIN) Curup Nomor : 550/In.34/FT/PP.00.9/05/2026 Tanggal 3 Juni 2026 tentang Rekomendasi Izin Penelitian dan Surat Izin Penelitian dari Kepala SMAN 2 Rejang Lebong Nomor: 421.3/406/PL/SMAN.2/RL/2026 untuk mahasiswa :

Nama : Sri Kusuma
NIM : 22551051
Program Studi : Tadris Bahasa Inggris
Tempat Penelitian : SMAN 2 Rejang Lebong
Waktu Penelitian : 26 Mei 2026 s/d 29 Agustus 2026

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan Skripsi dengan judul "*English Teacher Strategis For Teaching Inclusive Student at SMAN 2 Rejang Lebong*".

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 04 Juni 2026
Kepala Cabang Dinas Pendidikan
Wilayah II Curup


Amrin Effendie, S.Sos
NIP.1968091320077011027

THESIS GUIDANCE CARD



KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI CURUP

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010
Homepage: <http://www.iaincurup.ac.id> Email: admin@iaincurup.ac.id Kode Pos 39119

KARTU BIMBINGAN SKRIPSI

Nama : Sri Kusuma.
NIM : 22551051
Program Studi : Tadris Bahasa Inggris
Mulai Bimbingan : 23 April 2026
Judul Skripsi : English Teacher Strategies for Teaching Inclusive Student at SMA N 2 Rejong Lebong.

Pembimbing I : Dr. Letfi Noviyenti, M.Pd.
Pembimbing II : Meli Fauziah, M.Pd.
Akhir Bimbingan : 09 Juli 2026

Pembimbing I			Pembimbing II		
Tanggal	Materi Bimbingan	Paraf	Tanggal	Materi Bimbingan	Paraf
23/4 ²⁶	Revisi Setelah Sempro.		29/4 ²⁶	Revisi Setelah Sempro	
30/4 ²⁶	Revisi Bab 1-3.		6/5 ²⁶	Revisi Bab 1-3	
7/5 ²⁶	Revisi teori.		13/5 ²⁶	Revisi teori	
14/5 ²⁶	Blueprint Wawancara.		20/5 ²⁶	Instrumen Penelitian	
21/5 ²⁶	Instrumen Penelitian.		27/5 ²⁶	Penyusunan Bab 4	
28/5 ²⁶	Penyusunan Bab 4		3/6 ²⁶	Revisi Bab 4	
9/6 ²⁶	Revisi Bab 4		10/6 ²⁶	Revisi Penyusunan hasil	
11/6 ²⁶	Revisi Penyusunan Hasil		17/6 ²⁶	Bab 4	
18/6 ²⁶	Bab 4		29/6 ²⁶	Menyerahkan hasil Bab 4	
25/6 ²⁶	Menyerahkan hasil Bab 4		1/7 ²⁶	Revisi Bab 4	
2/7 ²⁶	Revisi Bab 4		2/7 ²⁶	Perbaikan hasil penelitian	
3/7 ²⁶	Hasil Penelitian		3/7 ²⁶	Pengolahan Data	
6/7 ²⁶	Hasil & Pembahasan		6/7 ²⁶	Hasil & Pembahasan	
7/7 ²⁶	Penulisan Bab V		7/7 ²⁶	Penulisan Referensi	
8/7 ²⁶	Footnote, Bedyote & Aec		8/7 ²⁶	Tata Cara Penulisan	
	Ujian		9/7 ²⁶	Aec Ujian & krsi	

Pembimbing I,

Dr. Letfi Noviyenti, M.Pd.
NIP. 11976110620031220

Curup, 09 Juli 2026
Pembimbing II,

Meli Fauziah, M.Pd.
NIP. 199405232020122003

- Catatan : 1. Pada saat bimbingan, kartu ini harus diisi dan ditandatangani/Paraf oleh pembimbing
2. Kartu ini harus dilampirkan sebagai syarat pada saat mendaftar sidang
3. Materi bimbingan tertulis secara terinci tentang hal yang dibimbing

PLAGIARISM TEST RESULTS

Sri Kusuma

ORIGINALITY REPORT

14%

SIMILARITY INDEX

13%

INTERNET SOURCES

6%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1

e-theses.iaincurup.ac.id

Internet Source

2

repository.metrouniv.ac.id

Internet Source

3

Ashadi, Joko Priyana, Basikin, Anita Triastuti, Nur Hidayanto Pancoro Setyo Putro. "Teacher Education and Professional Development in Industry 4.0", CRC Press, 2020

Publication

4

Kimberly H. Council, Lynn Fiedler. "Gifted 101: Unlocking the Mystery of Academically Gifted Education", Music Educators Journal, 2017

Publication

5

core.ac.uk

Internet Source

6

Submitted to Syracuse University

Student Paper

7

ejournal.uinsaid.ac.id

Internet Source

8

ejournal.insuriponorogo.ac.id

Internet Source

9

digilib.uinsby.ac.id

Internet Source

10

Ade Gafar Abdullah, Vina Adriany, Cep Ubad Abdullah. "Borderless Education as a Challenge in the 5.0 Society", CRC Press, 2020

Publication

11

sportpedagogy.org.ua

Internet Source

12

digilib.uinkhas.ac.id

Internet Source

13

repository.usd.ac.id

Internet Source

14

www.mdpi.com

Internet Source

APPENDIX 4
DOCUMENTATION

DOCUMENTTION





RENCANA PELAKSANAAN PEMBELAJARAN
PENDEKATAN DEEP LEARNING

A. Identitas

Nama sekolah	:	SMA N 2 Rejang Lebong
Mata pelajaran	:	Bahasa Inggris
Kelas	:	XI
Semester tahun pelajaran	:	1/Tahun 2025/2026
Lingkup materi	:	Descriptive Text
Waktu JP	:	3 JP x 45 Menit

B. Perencanaan pembelajaran mendalam

1. Identifikasi

Identifikasi kesiapan peserta didik	Lingkungan tempat tinggal: Militer, PNS, Petani, Sopir, dan Pedagang
Karakteristik Materi Pelajaran	Teks deskriptif berfokus pada menggambarkan orang, tempat, benda, atau hewan secara detail dengan menggunakan kata sifat, frasa, dan klausa. Materi ini membantu siswa melatih kemampuan observasi, memperkaya kosakata, dan menyusun kalimat deskriptif yang runtut.. Struktur Materi - Pengantar Teks Deskriptif. - Definisi dan tujuan teks deskriptif. - Ciri ciri teks deskriptif. - Menganalisis Struktur Teks Diskusi - Identifikasi bagian teks: <i>identification</i> dan <i>description</i> - Memahami penggunaan kata sifat (adjectives), frasa kata sifat (adjective phrases), dan klausa kata sifat (adjective clauses). - Membaca untuk Memahami dan Mengevaluasi - Teknik membaca: menemukan ide utama dan detail deskripsi

	• Menentukan kata kunci (key words) dalam teks deskriptif • Menghubungkan informasi visual (gambar/foto) dengan teks 4. Mengembangkan Kosakata Deskriptif. • Kumpulan kosakata untuk menggambarkan bentuk, warna, ukuran, rasa, bau, dan sifat • Latihan membuat daftar kata sifat untuk orang, hewan, tempat, dan benda 5. Menulis teks Deskriptif. • Menyusun kerangka (brainstorming: siapa/apa yang dideskripsikan → ciri fisik → sifat → kesan pribadi) • Menulis teks sederhana berdasarkan gambar, benda nyata, atau pengalaman pribadi • Menyusun deskripsi kelompok Relevansi dengan Kehidupan Nyata Siswa 1. Keterampilan Berbahasa • Siswa belajar mengungkapkan pengamatan secara detail, berguna saat memperkenalkan diri, menjelaskan sesuatu, atau menceritakan pengalaman. 2. Meningkatkan Kosakata • Membaca dan menulis teks deskriptif memperkaya kosakata sehari-hari yang dapat dipakai dalam percakapan maupun tulisan. 3. Keterampilan Observasi • Siswa terlatih memperhatikan detail kecil dari benda, orang, atau tempat di sekitar mereka. 4. Penerapan dalam Kehidupan Sehari-hari • Siswa bisa mendeskripsikan teman, guru, makanan favorit, hewan peliharaan, atau tempat wisata dengan jelas dalam bahasa Inggris.
--	--

	5. Konektivitas dengan Dunia Digital - Membuat caption atau postingan media sosial dengan deskripsi yang menarik, relevan dengan kebiasaan siswa di dunia online. Tingkat Kesulitan: Secara umum tingkat kesulitan rendah hingga sedang, terutama dalam hal: - Menggunakan kosakata sifat yang bervariasi - Menyusun kalimat deskriptif dengan grammar yang benar - Membedakan antara <i>identification</i> dan <i>description</i> dalam teks		
Dimensi Profil Lulusan		Kewargaan	
	√	Bernalar kritis	
		Komunikasi	
	√	Kolaborasi	
	√	Kreativitas	
		Kemandirian	
		Kesehatan	
		Kewargaan	

2. Desain pembelajaran

a. Capaian Pembelajaran	Peserta didik mampu membaca dan merespons teks deskriptif secara mandiri, memahami ide pokok dan detail deskripsi, serta menulis teks deskriptif sederhana dengan kosakata yang sesuai.
b. Lintas Disiplin Ilmu yang Relevan	- Seni dan Budaya (mendeskripsikan karya seni, tarian, pakaian tradisional) - Ilmu Pengetahuan Alam (mendeskripsikan hewan, tumbuhan, fenomena alam) - Geografi (mendeskripsikan tempat dan lingkungan sekitar)
c. Tujuan Pembelajaran	Murid mampu : - Mengidentifikasi <i>identification</i> dan <i>description</i> dalam teks deskriptif. - Menggunakan kosakata sifat (adjectives), frasa sifat, dan klausa sifat. - Menulis teks deskriptif sederhana berdasarkan objek nyata atau gambar. - Menyampaikan deskripsi secara lisan dengan percaya diri.

d. Topik Pembelajaran yang kontekstual	Contoh teks deskriptif tentang: • Orang: sahabat, guru, tokoh terkenal • Benda: handphone, sepatu, tas, mainan • Hewan: kucing, burung, kelinci • Tempat: sekolah, rumah, taman, pantai
e. Kerangka Pembelajaran	
1) Praktik Pedagogik	Model pembelajaran : Project-based Learning (PjBl). Siswa dibagi kelompok untuk membaca teks diskusi dan membuat presentasi tentang argument yang ada. Contoh produk : 1. Poster Deskripsi • Menampilkan gambar orang/hewan/tempat dengan teks deskripsi singkat. • Menggunakan warna, simbol, atau stiker untuk memperjelas ciri-ciri. 2. Presentasi Digital • Menggunakan PowerPoint atau Google Slides untuk mendeskripsikan objek. • Menambahkan gambar, suara, atau musik latar. 3. Video Singkat • Video 2–3 menit memperkenalkan hewan peliharaan, tempat favorit, atau benda kesayangan. • Menggunakan narasi sederhana dengan bahasa Inggris dasar. 4. Album Foto / Booklet • Membuat mini-booklet berisi 3–5 gambar dengan teks deskripsi di bawahnya. • Bisa dikumpulkan menjadi portofolio kelas. 5. Mind Map • Peta pikiran berisi kata kunci deskripsi (warna, bentuk, ukuran, sifat). • Menghubungkan ide dari satu objek ke detail yang lain. 6. Rangkuman Kosakata • Membuat daftar kosakata sifat (adjectives) sesuai kategori: warna, ukuran, rasa, dll.

	• Disajikan dalam bentuk tabel atau flashcard.
2) Kemitraan Pembelajaran	• Perpustakaan Sekolah: ➢ Peran : sumber bacaan yang beragam. ➢ Manfaat : akses teks cetak dan digital untuk memperluas wawancara. • Media Sosial/Platform Digital: ➢ Peran : Berbagi hasil analisis dan diskusi. ➢ Manfaat : Mencapai audiens lebih luas dan mendapatkan umpan balik. • Platform pembelajaran online ➢ Peran : Menyimpan materi dan kuis. ➢ Manfaat : Pembelajaran mandiri dan kolaborasi ➢ berdiskusi.
3) Lingkungan Belajar	❖ Lingkungan fisik : • Ruang kelas ✓ Didesain dengan poster dan bahan visual tentang teks deskriptif. ✓ Area diskusi yang nyaman untuk kelompok ❖ Lingkungan digital : • Platform Pembelajaran Online : ✓ Aplikasi pembaca untuk teks digital (e-book yang ada di Rumah Pendidikan) • Media Interaktif : ✓ Kuiz dan aktivitas iteraktif (Blooket) untuk meningkatkan keterlibatan.
4) Pemanfaatan Digital	Platform Pembelajaran Digital • Rumah Pendidikan • YouTube • Kuiz interaktif (Blooket)

3. Pengalaman belajar

Langkah Langkah Pembelajaran

Kegiatan Awal (berkesadaran-bermakna)	a) Siswa berdoa. b) Siswa melakukan Alfa Zone (scene setting/wammer) c) Diskusi : mengapa membaca teks deskriptif penting dalam kehidupan sehari-hari? d) Menampilkan video pendek terkait isu yang akan dibahas.
Kegiatan Inti (Bermakna, menggembirakan)	1. Memahami (bermakna-menggembirakan) - Pertanyaan mendasar • Siswa menjawab pertanyaan pemantik

	• Bagaimana jika kita ingin mendeskripsikan sesuatu? • Bacaan teks deskriptif yang tersedia pada buku LKS sebagai bahan ajar . b. Mendesain perencanaan proyek • Diskusi kelompok: Mengidentifikasi ide pokok dan tujuan penulis. 2. Mengaplikasi (bermakna-berkesadaran menggembirakan) a. Menyusun jadwal • Siswa mengerjakan proyek selama 1 jam pelajaran b. Memonitor siswa dan kemajuan proyek • Setiap kelompok memperlihatkan hasil kerja kelompoknya. 3. Merefleksi (berkesadaran -bermakna) a. Menguji hasil dan evaluasi • Setiap kelompok membuat presentasi tentang teks yang dibaca, focus pada sintesis dan evaluasi. b. Komunikasi • Bentuk produk : poster, slide presentasi, atau video singkat. c. Refleksi • Diskusi kelas : Apa yang dipelajari dari teks. d. Aplikasi dan tindak lanjut • Pertanyaan reflektif L “Bagaimana mendeskripsikan sesuatu?
Kegiatan Penutup	• Siswa melakukan refleksi individu dengan kuis interaktif (Blooket) . • Guru menyampaikan umpan balik dan rencana pertemuan berikutnya. • Siswa bersyukur dengan berdoa

4. Assesmen

A. Asesmen Awal

Pertanyaan tentang pemahaman awal teks deskriptif.

B. Asesmen Proses

Tugas kelompok:

- Mengisi Worksheet yang diberikan oleh guru disertai presentasi.
- Rubrik penilaian mencakup pemahaman materi, kreativitas, dan kolaborasi.

C. Asesmen Akhir

1. Proyek Akhir :

Laporan dan presentasi tentang sintesis dan evaluasi teks deskriptif.

2. Rubrik Penilaian :

Keterpaduan isi, penguasaan materi, dan kemampuan komunikasi.

Rubrik Penilaian Membaca dan Menulis Teks Deskriptif

Aspek Penilaian	Sangat Berkembang (Level 4)	Berkembang Sesuai Harapan (Level 3)	Sudah Berkembang (Level 2)	Mulai Berkembang (Level 1)
Pemahaman Ide Pokok	Menunjukkan pemahaman yang mendalam terhadap objek yang dideskripsikan, detail sangat tepat.	Memahami ide pokok dengan baik, meski ada sedikit kekurangan detail.	Memahami sebagian ide pokok, tetapi banyak informasi terlewat.	Tidak menunjukkan pemahaman terhadap objek.
Struktur Teks (Identification & Description)	Struktur teks lengkap dan runtut, sesuai dengan kaidah deskriptif.	Struktur teks cukup baik, hanya ada sedikit bagian kurang tepat.	Struktur teks masih kurang jelas atau tidak lengkap.	Tidak menunjukkan struktur teks deskriptif.
Penggunaan Kosakata Deskriptif	Menggunakan kosakata sifat, frasa, dan klausa deskriptif dengan sangat tepat dan bervariasi.	Menggunakan kosakata deskriptif dengan baik, meski variasi terbatas.	Menggunakan kosakata deskriptif sederhana, banyak pengulangan.	Tidak menggunakan kosakata deskriptif dengan tepat.
Detail dan Akurasi Deskripsi	Memberikan detail yang lengkap dan akurat sehingga pembaca dapat membayangkan objek dengan jelas.	Memberikan detail cukup jelas, meski ada sedikit kekurangan.	Detail kurang jelas atau banyak informasi yang tidak akurat.	Tidak memberikan detail yang jelas atau akurat.
Kreativitas dan Gaya Bahasa	Menunjukkan kreativitas	Menunjukkan kreativitas	Kreativitas terbatas,	Tidak menunjukkan

Aspek Penilaian	Sangat Berkembang (Level 4)	Berkembang Sesuai Harapan (Level 3)	Sudah Berkembang (Level 2)	Mulai Berkembang (Level 1)
	tinggi, deskripsi menarik, dan gaya bahasa variatif.	yang baik dalam penyusunan deskripsi.	deskripsi sederhana tanpa variasi.	keaktivitas dalam menulis deskripsi.
Keterampilan Menyampaikan (Lisan/Tulisan)	Menyampaikan deskripsi dengan sangat jelas, runtut, dan mudah dipahami.	Menyampaikan deskripsi cukup jelas, meski ada sedikit kekurangan.	Penyampaian kurang jelas dan kurang terstruktur.	Tidak dapat menyampaikan deskripsi dengan jelas.

Mengetahui Kepala Sekolah,	Rejang Lebong, 14 September 2025 Guru Bahasa Inggris,
Pedito Alam, M.Pd NIP. 197512132005021001	Titian Afisi,SS NIP. 198108292008042001

RENCANA PELAKSANAAN PEMBELAJARAN PENDEKATAN DEEP LEARNING

A. Identitas

Nama sekolah	:	SMA N 2 Rejang Lebong
Mata pelajaran	:	Bahasa Inggris
Kelas	:	XI
Semester tahun pelajaran	:	1/Tahun 2025/2026
Lingkup materi	:	Giving and Defending Opinions.
Waktu JP	:	3 JP x 45 Menit

B. Perencanaan pembelajaran mendalam

1. Identifikasi

Identifikasi kesiapan peserta didik	Lingkungan tempat tinggal: Militer, PNS, Petani, Sopir, dan Pedagang
Karakteristik Materi Pelajaran	Materi <i>Giving and Defending Opinion</i> membahas bagaimana siswa menyampaikan pendapat tentang berbagai isu yang relevan dengan kehidupan mereka, sekaligus melatih kemampuan untuk mempertahankan pendapat tersebut melalui alasan dan analisis kritis. Struktur Materi 1. Pengantar Giving and Defending Opinion. • Definisi dan tujuan memberikan serta mempertahankan pendapat. • Situasi atau konteks ketika opini biasanya digunakan. 2. Ekspresi untuk memberikan opini. • Ungkapan umum untuk menyampaikan pendapat (I think..., In my opinion..., etc.) • Cara menyatakan persetujuan dan ketidaksetujuan dengan sopan. 3. Mendukung opini dengan alasan. • Memberikan alasan logis dan relevan.

	• Menggunakan contoh dan bukti sederhana untuk memperkuat pendapat. 4. Strategi membela pendapat (Defending Opinion). • Menjawab sanggahan dengan sopan. • Menggunakan kalimat penegasan untuk memperkuat argumen. • Teknik mempertahankan posisi tanpa menyinggung lawan bicara. 5. Praktik membaca dan mendengarkan. • Mengidentifikasi opini dan argumen dalam teks atau percakapan. • Mengevaluasi kekuatan argumen dan bukti 6. Menulis dan menyampaikan opini. • Menulis tanggapan kritis dengan alasan yang kuat • Latihan berbicara: menyampaikan opini secara lisan dan mempertahankannya dalam diskusi. Relevansi dengan kehidupan nyata siswa 1. Ketrampilan Berpendapat dan Berargumentasi • Siswa belajar untuk menyampaikan pendapat secara jelas dan efektif, yang berguna dalam diskusi kelas, organisasi, maupun percakapan sehari-hari 2. Kesadaran sosial • Melalui latihan memberi dan mempertahankan opini tentang isu nyata (misalnya: lingkungan, budaya, atau pendidikan), siswa mengembangkan kepedulian serta rasa tanggung jawab terhadap masalah di sekitar. 3. Kritis terhadap informasi • Siswa dilatih untuk menganalisis, membandingkan, dan mengevaluasi
--	--

	pendapat dari berbagai sumber, sehingga terbiasa menjadi konsumen informasi yang bijak di era digital. 4. Penerapan dalam kehidupan sehari-hari - Keterampilan memberi dan mempertahankan opini dapat digunakan dalam diskusi dengan teman, keluarga, maupun forum formal, termasuk saat presentasi atau debat. 5. Konektivitas dengan Dunia Digital - Dengan memanfaatkan media sosial atau platform online, siswa belajar mengekspresikan dan mempertahankan pendapat secara sopan dan berbasis alasan, sesuai dengan tren komunikasi modern. Tingkat kesulitan : secara umum tingkat kesulitan sedang, antara lain dalam hal : - Menyusun argumen logis dan konsisten - Memahami serta merespons opini lawan bicara dengan sopan. - Menghubungkan opini dengan bukti atau contoh yang relevan.		
Dimensi Profil Lulusan		Kewargaan	
	√	Bernalar kritis	
	√	Komunikasi	
	√	Kolaborasi	
	√	Kreativitas	
		Kemandirian	
		Kesehatan	
		Kewargaan	

2. Desain pembelajaran

a. Capaian Pembelajaran	Peserta didik mampu memberikan opini secara lisan maupun tulisan, mendukung pendapat dengan alasan logis, serta mempertahankan opininya dengan sopan dalam konteks diskusi.
b. Lintas Disiplin Ilmu yang Relevan	Sosiologi, Ilmu komunikasi, ilmu komputer.

c. Tujuan Pembelajaran	Murid mampu : • Mengidentifikasi opini dan argumen dalam sebuah teks atau percakapan. • Menggunakan ekspresi bahasa Inggris untuk memberikan dan mempertahankan opini • Menyampaikan opini dengan alasan dan bukti yang relevan • Merespons pendapat orang lain dengan sopan melalui persetujuan maupun ketidaksetujuan
d. Topik Pembelajaran yang kontekstual	Contoh teks diskusi tentang isu lingkungan, dampak sosial media, atau kebijakan Pendidikan.
e. Kerangka Pembelajaran	
1) Praktik Pedagogik	Model pembelajaran: Project-based Learning (PjBL) Siswa dibagi kelompok untuk membahas topik tertentu dan berlatih menyampaikan serta mempertahankan opini mereka. Contoh produk: 1. Poster infografis • Menampilkan berbagai ekspresi <i>giving and defending opinion</i>. • Memberikan contoh kalimat praktis yang bisa digunakan dalam percakapan. 2. Presentasi digital • Menggunakan PowerPoint atau Google Slides untuk menyajikan topik. • Masing-masing anggota kelompok menyampaikan opini mereka dan menanggapi opini lain. 3. Debat kelas • Setiap kelompok memilih posisi (pro/kontra) lalu memberikan opini dan mempertahankannya. • Menggunakan ungkapan-ungkapan formal maupun informal sesuai konteks. 4. Blog atau artikel online

	• Menulis artikel reflektif tentang bagaimana menyampaikan opini dan strategi membela opini. • Diposting di blog/medsos untuk mendapat tanggapan audiens. 5. Rangkuman ekspresi • Menyusun daftar ekspresi penting <i>giving and defending opinion</i>. • Disajikan dalam bentuk booklet digital atau catatan kelompok.
2) Kemitraan Pembelajaran	1. Perpustakaan Sekolah ○ <i>Peran</i>: sumber referensi tentang komunikasi bahasa Inggris. ○ <i>Manfaat</i>: akses buku frasa/ekspresi untuk mendukung diskusi opini. 2. Media Sosial/Platform Digital ○ <i>Peran</i>: tempat berbagi hasil praktik opini. ○ <i>Manfaat</i>: mendapat respons nyata dari audiens yang lebih luas. 3. Platform Pembelajaran Online ○ <i>Peran</i>: wadah menyimpan materi ekspresi, kuis, dan rekaman debat. ○ <i>Manfaat</i>: memfasilitasi pembelajaran mandiri & kolaborasi.
1. Lingkungan Belajar	❖ Lingkungan fisik: • Ruang kelas dengan poster ekspresi <i>giving and defending opinion</i>. • Area diskusi nyaman untuk latihan percakapan. ❖ Lingkungan digital: • <i>Platform Online</i>: aplikasi untuk menyimpan video, presentasi, dan catatan kelompok. • <i>Media Interaktif</i>: kuis online (Blooket/Kahoot) untuk latihan ekspresi.
2. Pemanfaatan Digital	Platform Pembelajaran Digital • Rumah Pendidikan • YouTube • Kuiz interaktif (Blooket)

3. Pengalaman belajar

Langkah Langkah Pembelajaran

Kegiatan Awal (berkesadaran-bermakna)	a) Siswa berdoa. b) Siswa melakukan Alfa Zone (scene setting/wammer) c) Diskusi: <i>“Mengapa penting bisa menyampaikan dan mempertahankan opini dalam kehidupan sehari-hari?”</i> (Appersepsi).
Kegiatan Inti (Bermakna, menggembirakan)	a) Memahami (bermakna – menggembirakan) - Pertanyaan mendasar - Siswa menjawab pertanyaan pemantik. - Contoh: <i>“Apa pendapatmu tentang menonton film dengan sumber ilegal?”</i> atau isu lain yang relevan. - Menyimak contoh ekspresi <i>giving and defending opinion</i> melalui teks atau video pendek di platform digital. - Mendesain perencanaan proyek - Diskusi kelompok: menuliskan pendapat awal mereka tentang isu yang dipilih. - Menyusun daftar ekspresi <i>giving opinion</i> dan <i>defending opinion</i> yang akan dipakai. b) Mengaplikasi (bermakna-berkesadaran menggembirakan) - Menyusun jadwal - Siswa mengerjakan proyek LKDP - Memonitor siswa dan kemajuan proyek - Setiap kelompok memperlihatkan hasil kerja kelompoknya. - Guru menyimpulkan materi. c) Merefleksi (berkesadaran -bermakna) - Refleksi - Diskusi kelas: <i>“Apa ekspresi baru yang kalian pelajari untuk memberi dan membela opini?”</i> - Aplikasi dan tindak lanjut - Pertanyaan reflektif: <i>“Bagaimana kamu bisa menggunakan ekspresi opini ini dalam kehidupan nyata, misalnya di kelas, organisasi, atau media sosial?”</i>
Kegiatan Penutup	Siswa melakukan evaluasi individu dengan kuis interaktif (Blooket) .

	• Guru menyampaikan umpan balik dan rencana pertemuan berikutnya. (Refleksi) • Siswa bersyukur dengan berdoa • Guru dan siswa saling memberikan salam
--	---

5. Assesmen

A. Asesmen Awal

Pertanyaan tentang pemahaman awal memberikan dan mempertahankan pendapat.

B. Asesmen Proses

Tugas kelompok:

Memberikan pendapat secara tertulis tentang isu yang telah dipilih. Rubrik penilaian mencakup pemahaman materi, kreativitas, dan kolaborasi.

C. Asesmen Akhir

1. Proyek Akhir :

LKDP terkait memberikan dan mempertahankan opini.

2. Rubrik Penilaian :

Keterpaduan isi, penguasaan materi, dan kemampuan komunikasi.

Rubrik Penilaian giving and defending opinions.

Aspek Penilaian	Sangat berkembang (Level 4)	Berkembang sesuai harapan (Level 3)	Sudah berkembang (Level 2)	Mulai berkembang (Level 1)
Pemahaman Ide Pokok	Menunjukkan pemahaman yang mendalam dan tetap terhadap ide pokok teks.	Memahami ide pokok dengan baik, meski ada sedikit kesalahan	Memahami Sebagian ide pokok, tetapi banyak kekurangan.	Tidak menunjukkan pemahaman terhadap ide pokok.
Analisis dan Evaluasi	Mampu menganalisis dan mengevaluasi argument dengan sangat baik.	Menganalisis dan mengevaluasi argumen dengan cukup baik	Analisis dan evaluasi kurang mendalam	Tidak melakukan analisis atau evaluasi
Sintesis informasi	Mampu menggabungkan informasi	Menggabungkan informasi dari berbagai	Sintesis informasi kurang jelas	Tidak dapat menyintesis

	dari berbagai sumber secara efektif.	sumber dengan baik	atau tidak lengkap	informasi dengan baik.
Identifikasi Tujuan Penulis	Mengidentifikasi tujuan penulis dengan sangat tepat dan mendalam	Mengidentifikasi tujuan penulis dengan baik	Mengidentifikasi tujuan penulis tetapi kurang tepat.	Tidak dapat mengidentifikasi tujuan penulis.
Inferensi dan Informasi Tersirat	Mampu melakukan inferensi dan memahami informasi tersirat dengan sangat baik.	Melakukan inferensi dengan cukup baik, meski ada kesalahan	Inferensi kurang tepat atau tidak mendalam	Tidak melakukan inferensi atau memahami informasi tersirat.
Keterampilan Komunikasi	Menyampaikan ide dan argument dengan sangat jelas dan terstruktur	Menyampaikan ide dengan cukup jelas, meski ada sedikit kekurangan.	Penyampaian ide kurang jelas dan terstruktur.	Tidak dapat menyampaikan ide dengan jelas.
Kreativitas dan Inovasi	Menunjukkan kreativitas tinggi dalam penyampaian dan presentasi.	Menunjukkan kreativitas yang baik dalam penyampaian.	Kreativitas terbatas dalam penyampaian dan presentasi.	Tidak menunjukkan kreativitas dalam penyampaian.

Mengetahui Kepala Sekolah, Pedito Alam, M.Pd NIP. 197512132005021001	Rejang Lebong, 13 Oktober 2025 Guru Bahasa Inggris, Titian Afisi, SS NIP. 198108292008042001
---	---

RENCANA PELAKSANAAN PEMBELAJARAN
STRATEGI DIFFERENTIATED LEARNING
(Pembelajaran Berdiferensiasi untuk Siswa Berkebutuhan Khusus)

A. Identitas

Nama sekolah	SMA N 2 Rejang Lebong
Mata pelajaran	Bahasa Inggris
Kelas	XI (Inklusif – terdapat siswa berkebutuhan khusus)
Semester / Tahun Pelajaran	1 / Tahun 2025/2026
Lingkup materi	Descriptive Text
Alokasi Waktu	3 JP × 45 Menit

B. Perencanaan Pembelajaran Berdiferensiasi

1. Identifikasi

Identifikasi Kesiapan dan Karakteristik Peserta Didik

Kelas XI bersifat inklusif, terdiri atas siswa reguler dan siswa berkebutuhan khusus (SBK). Karakteristik siswa yang perlu diperhatikan:

- Siswa dengan hambatan belajar (slow learner): membutuhkan penjelasan berulang, instruksi sederhana, dan waktu lebih panjang.
- Siswa dengan hambatan penglihatan (low vision/tunanetra): membutuhkan materi berformat audio, teks besar, atau braille (jika tersedia).
- Siswa dengan hambatan pendengaran (tunarungu ringan/sedang): membutuhkan dukungan visual, teks tertulis, dan bahasa isyarat sederhana.
- Siswa dengan ADHD / kesulitan fokus: membutuhkan aktivitas singkat, variasi media, dan penguatan positif.
- Siswa dengan spektrum autisme: membutuhkan struktur jelas, rutinitas, dan pilihan aktivitas yang terprediksi.
- Latar belakang sosial-ekonomi beragam (militer, PNS, petani, sopir, pedagang) yang memengaruhi akses teknologi dan pengalaman belajar.

Karakteristik Materi Pelajaran

Teks deskriptif berfokus pada menggambarkan orang, tempat, benda, atau hewan secara detail dengan menggunakan kata sifat, frasa, dan klausa. Materi ini membantu siswa melatih kemampuan observasi, memperkaya kosakata, dan menyusun kalimat deskriptif yang runtut. Materi bersifat konkret dan visual, sehingga sangat mendukung diferensiasi melalui gambar, benda nyata, dan media multi-sensori.

Struktur Materi

1. Pengantar Teks Deskriptif: definisi, tujuan, dan ciri-ciri teks deskriptif.
2. Menganalisis Struktur Teks: identification dan description; penggunaan adjectives, adjective phrases, dan adjective clauses.
3. Membaca untuk Memahami: teknik menemukan ide utama, detail deskripsi, dan menghubungkan teks dengan gambar.
4. Mengembangkan Kosakata Deskriptif: kata sifat untuk bentuk, warna, ukuran, rasa, bau, dan sifat.
5. Menulis dan Menyampaikan Teks Deskriptif: kerangka, penulisan sederhana, dan presentasi sesuai kemampuan individual.

Relevansi dengan Kehidupan Nyata Siswa

1. Keterampilan berbahasa: mengungkapkan pengamatan secara detail (memperkenalkan diri, menjelaskan benda/hewan peliharaan).
2. Peningkatan kosakata sehari-hari yang dapat digunakan dalam percakapan dan media sosial.
3. Keterampilan observasi detail di lingkungan sekitar (rumah, sekolah, pasar, kebun).
4. Aplikasi digital: membuat caption media sosial atau deskripsi singkat yang inklusif.
5. Penguatan rasa percaya diri siswa berkebutuhan khusus melalui produk yang disesuaikan dengan kemampuan mereka.

Tingkat Kesulitan

Tingkat kesulitan rendah hingga sedang. Tantangan utama:

- Variasi kosakata sifat yang terbatas pada siswa slow learner.
- Struktur grammar (adjective order, clauses) yang perlu disederhanakan.
- Kesulitan membedakan identification dan description bagi siswa dengan hambatan kognitif.
- Akses media visual/audio bagi siswa dengan hambatan sensorik.

Dimensi Profil Lulusan

Dimensi	Reguler	Slow Learner	Hambatan Sensorik	ADHD/Autisme
Bernalar Kritis	√	√ (sederhana)	√	√
Komunikasi	√	√	√ (visual/isyarat)	√
Kolaborasi	√	√	√	√ (terstruktur)
Kreativitas	√	√	√	√
Kemandirian	√	√ (scaffolding)	√	√
Kewargaan	√	√	√	√

2. Desain Pembelajaran

a. Capaian Pembelajaran

Peserta didik mampu membaca dan merespons teks deskriptif secara mandiri atau dengan dukungan, memahami ide pokok dan detail deskripsi, serta menulis/menyampaikan teks deskriptif sederhana dengan kosakata yang sesuai, sesuai dengan tingkat kesiapan dan profil belajar masing-masing.

b. Lintas Disiplin Ilmu yang Relevan

- Seni dan Budaya (mendeskripsikan karya seni, tarian, pakaian tradisional).
- Ilmu Pengetahuan Alam (mendeskripsikan hewan, tumbuhan, fenomena alam).
- Geografi (mendeskripsikan tempat dan lingkungan sekitar).
- Pendidikan Inklusif / Bimbingan Konseling (penguatan kepercayaan diri dan keterampilan sosial).

c. Tujuan Pembelajaran

Murid mampu (dengan diferensiasi sesuai kemampuan):

- Mengidentifikasi bagian identification dan description dalam teks deskriptif (dengan scaffolding visual/audio bagi SBK).
- Menggunakan kosakata sifat (adjectives), frasa, dan klausa sifat secara sederhana hingga kompleks sesuai tingkat kesiapan.
- Menulis atau menyusun teks deskriptif sederhana berdasarkan objek nyata, gambar, atau pengalaman pribadi.
- Menyampaikan deskripsi secara lisan, tertulis, atau multi-modal (gambar + teks / audio) dengan percaya diri.

d. Topik Pembelajaran yang Kontekstual

Contoh teks deskriptif tentang:

- Orang: sahabat, guru, tokoh favorit.
- Benda: handphone, sepatu, tas, mainan.
- Hewan: kucing, burung, kelinci, hewan peliharaan.
- Tempat: sekolah, rumah, taman, pantai, pasar.

e. Kerangka Pembelajaran

1) Praktik Pedagogik

Model/Strategi: Differentiated Learning (Pembelajaran Berdiferensiasi) dengan pendekatan multi-sensori dan Universal Design for Learning (UDL).

Diferensiasi dilakukan pada empat aspek:

- Konten: materi disajikan dalam format teks, audio, gambar besar, video, dan benda nyata.

- Proses: aktivitas bervariasi (individu, berpasangan, kelompok kecil) dengan scaffolding berbeda.
- Produk: siswa memilih bentuk hasil belajar sesuai minat dan kemampuan (poster, video singkat, mind map, rekaman audio, booklet sederhana).
- Lingkungan: pengaturan tempat duduk, pencahayaan, dan dukungan guru pendamping khusus (GPK) jika tersedia.

Contoh Produk Berdiferensiasi:

1. Poster Deskripsi (untuk semua siswa; ukuran font lebih besar / kontras tinggi bagi low vision).
2. Presentasi Digital / Slide sederhana (PowerPoint/Google Slides) dengan gambar dan teks singkat.
3. Video Singkat 1–2 menit (narasi sederhana atau voice-over) – cocok untuk siswa yang lebih kuat secara oral.
4. Rekaman Audio Deskripsi (bagi siswa dengan hambatan menulis atau low vision).
5. Mind Map / Peta Pikiran visual dengan stiker dan warna (cocok untuk ADHD dan autisme).
6. Booklet bergambar dengan kalimat sederhana (1–3 kalimat per halaman) untuk slow learner.
7. Flashcard Kosakata Sifat (kegiatan hands-on multi-sensori).

2) Kemitraan Pembelajaran

- Guru Pendamping Khusus (GPK) / Guru BK: mendukung adaptasi materi dan manajemen perilaku.
- Perpustakaan Sekolah: menyediakan buku cetak berhuruf besar, audio book, dan materi digital.
- Orang Tua / Wali: kolaborasi dalam penugasan rumah yang disesuaikan.
- Platform Digital: YouTube, Rumah Pendidikan, Blooket, Canva (versi sederhana).
- Komunitas Inklusif / Organisasi Penyandang Disabilitas setempat (jika tersedia) untuk sumber daya tambahan.

3) Lingkungan Belajar

Lingkungan Fisik:

- Ruang kelas dengan poster visual deskriptif, area tenang (quiet corner) untuk siswa yang mudah overstimulated.
- Pengaturan tempat duduk fleksibel (dekat papan untuk low vision, dekat guru untuk ADHD).
- Pencahayaan cukup dan minim gangguan suara.

Lingkungan Digital:

- Materi digital dengan font besar, kontras tinggi, dan opsi text-to-speech.

- Kuis interaktif (Blooket) dengan mode yang memungkinkan waktu tambahan.
- Aplikasi pembaca layar dan subtitle pada video.

4) Pemanfaatan Digital

- Rumah Pendidikan / e-book interaktif.
- YouTube (video deskriptif dengan subtitle).
- Blooket / Quizizz (asesmen formatif adaptif).
- Canva / Google Slides (produk visual sederhana).
- Aplikasi text-to-speech dan speech-to-text (dukungan bagi hambatan baca-tulis).

3. Pengalaman Belajar

Langkah-langkah Pembelajaran (dengan Diferensiasi)

Kegiatan Awal (10–15 menit) – Berkesadaran & Bermakna

- Siswa berdoa bersama (dipimpin secara bergiliran, termasuk siswa SBK).
- Alfa Zone / ice breaking singkat (gerakan sederhana atau lagu pendek) untuk menyiapkan fokus.
- Diskusi pemantik: “Bagaimana cara kita menggambarkan sesuatu agar orang lain bisa membayangkannya?” – guru menyediakan opsi jawaban lisan, tertulis, atau menunjuk gambar.
- Menampilkan video pendek / gambar objek nyata (hewan peliharaan atau tempat favorit) dengan subtitle dan narasi jelas.
- Asesmen awal singkat (lisan atau gambar) untuk memetakan kesiapan: siswa memilih kartu “mudah / sedang / sulit” terkait topik.

Kegiatan Inti (90–100 menit) – Bermakna, Menggembirakan, & Berdiferensiasi

Fase 1: Memahami (Content Differentiation)

- Pertanyaan mendasar: “Bagaimana jika kita ingin mendeskripsikan sahabat / hewan peliharaan / tempat favorit?”
- Guru menyajikan teks deskriptif dalam tiga format:
 - Format A (standar): teks lengkap dari LKS/buku.
 - Format B (disederhanakan): teks pendek + gambar besar + kata kunci berwarna.
 - Format C (multi-sensori): audio recording + gambar taktil / benda nyata.
- Siswa memilih atau diarahkan ke format sesuai kesiapan (guru + GPK memfasilitasi).
- Diskusi kelompok heterogen: mengidentifikasi identification dan description (setiap kelompok mendapat scaffolding berbeda).

Fase 2: Mengaplikasi (Process Differentiation)

- Siswa bekerja dalam kelompok atau individu sesuai profil:
 - Kelompok visual: membuat mind map / poster dengan stiker dan warna.
 - Kelompok auditori: merekam deskripsi lisan singkat.
 - Kelompok kinestetik: menyusun flashcard atau menyusun benda nyata lalu mendeskripsikan.
 - Siswa slow learner: worksheet dengan kalimat rumpang dan bank kata sifat.
- Guru memonitor dan memberikan scaffolding individual (prompt visual, contoh kalimat, perpanjangan waktu).
- Setiap siswa/kelompok menunjukkan kemajuan (check-in singkat).

Fase 3: Merefleksi & Mengomunikasikan (Product Differentiation)

- Setiap siswa/kelompok menyajikan produk sesuai pilihan:
 - Poster + penjelasan singkat.
 - Slide digital / video 1–2 menit.
 - Rekaman audio + gambar.
 - Booklet sederhana atau mind map.
- Peer feedback dengan rubrik sederhana (bintang / emotikon) agar inklusif.
- Refleksi kelas: “Apa yang paling membantu saya memahami deskripsi hari ini?” (jawaban lisan, tertulis, atau gambar).
- Aplikasi tindak lanjut: siswa diminta mendeskripsikan satu benda di rumah dengan cara yang mereka pilih.

Kegiatan Penutup (10–15 menit)

- Refleksi individu melalui kuis interaktif Blooket (mode dengan waktu tambahan & petunjuk visual).
- Guru memberikan umpan balik positif yang spesifik (terutama kepada siswa SBK) dan menyampaikan rencana pertemuan berikutnya.
- Siswa menuliskan atau menyampaikan satu hal yang dipelajari hari ini (exit ticket berdiferensiasi: tulisan, gambar, atau lisan).
- Doa penutup dan apresiasi bersama.

4. Asesmen

A. Asesmen Awal (Diagnostic)

- Pertanyaan singkat / kartu pilihan tentang pemahaman awal teks deskriptif.
- Observasi partisipasi dan respons siswa terhadap media yang disajikan.
- Pemetaan kesiapan: mudah / sedang / perlu dukungan.

B. Asesmen Proses (Formative)

- Observasi keterlibatan, kolaborasi, dan penggunaan strategi diferensiasi.

- Worksheet berdiferensiasi (versi standar, versi scaffolding, versi multi-sensori).
- Check-in kemajuan kelompok / individu.
- Rubrik proses: pemahaman materi, kreativitas, kolaborasi, dan kemandirian.

C. Asesmen Akhir (Summative)

- Produk akhir berdiferensiasi (poster, video, audio, booklet, mind map) + presentasi singkat.
- Penilaian menggunakan rubrik yang sama namun dengan ekspektasi yang disesuaikan (accommodations).
- Portofolio singkat (kumpulan hasil kerja selama 3 JP).

Rubrik Penilaian Membaca dan Menulis/Menyampaikan Teks Deskriptif (Berdiferensiasi)

Aspek	Sangat Berkembang (4)	Berkembang Sesuai Harapan (3)	Sudah Berkembang (2)	Mulai Berkembang (1)
Pemahaman Ide Pokok	Memahami objek secara mendalam; detail sangat tepat (dengan/ tanpa dukungan).	Memahami ide pokok dengan baik; sedikit kekurangan detail.	Memahami sebagian ide pokok; banyak informasi terlewat.	Belum menunjukkan pemahaman terhadap objek.
Struktur Teks (Identification & Description)	Struktur lengkap dan runtut sesuai kaidah (atau versi adaptasi yang konsisten).	Struktur cukup baik; sedikit bagian kurang tepat.	Struktur kurang jelas atau tidak lengkap.	Belum menunjukkan struktur teks deskriptif.
Penggunaan Kosakata Deskriptif	Kosakata sifat, frasa, klausa sangat tepat dan bervariasi (sesuai kemampuan).	Kosakata deskriptif baik; variasi terbatas.	Kosakata sederhana; banyak pengulangan.	Belum menggunakan kosakata deskriptif dengan tepat.
Detail & Akurasi Deskripsi	Detail lengkap dan akurat;	Detail cukup jelas; sedikit kekurangan.	Detail kurang jelas	Belum memberikan

	pembaca dapat membayangkan objek dengan jelas.		atau kurang akurat.	detail yang jelas.
Kreativitas & Gaya Bahasa / Produk	Kreativitas tinggi; produk menarik dan sesuai pilihan diferensiasi.	Kreativitas baik dalam penyusunan deskripsi/produk.	Kreativitas terbatas; produk sederhana.	Belum menunjukkan kreativitas.
Keterampilan Menyampaikan (Lisan/Tulisan/Multi-modal)	Menyampaikan sangat jelas, runtut, dan mudah dipahami (sesuai modalitas).	Menyampaikan cukup jelas; sedikit kekurangan.	Penyampaian kurang jelas dan kurang terstruktur.	Belum dapat menyampaikan deskripsi dengan jelas.
Partisipasi & Kemandirian (khusus SBK)	Aktif, mandiri, atau memanfaatkan dukungan secara efektif.	Berpartisipasi baik dengan sedikit bantuan.	Berpartisipasi dengan bantuan terus-menerus.	Masih sangat bergantung pada bantuan.

Catatan Asesmen untuk Siswa Berkebutuhan Khusus:

- Waktu pengerjaan dapat diperpanjang (time accommodation).
- Instruksi dibacakan ulang atau disediakan dalam format visual/audio.
- Produk dinilai berdasarkan proses dan usaha, bukan hanya hasil akhir standar.
- Gunakan portfolio dan observasi sebagai pelengkap skor rubrik.
- Libatkan GPK dalam proses penilaian jika tersedia.

Mengetahui Kepala Sekolah, Pedito Alam, M.Pd NIP. 197512132005021001	Rejang Lebong, 14 September 2025 Guru Bahasa Inggris, Titian Afisi, S.S. NIP. 198108292008042001
---	---