



Appendix 1 Observation Permission Letter



KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 3175/UN48.7.1/DT/2024

15 Agustus 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP 1 Bebandem
 di Karangasem

Dalam rangka pengumpulan data untuk menyelesaikan Observasi awal proposal penelitian skripsi, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Ni Luh Eka Ciptarini Wijayanti
NIM	: 2112021095
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2023/2024

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n. Dekan,
 Wakil Dekan I,



Ni Luh Putu Eka Sulistia Dewi
 NIP. 198104192006042002

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Koorprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 2 Research Permission Letter



KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI

UNIVERSITAS PENDIDIKAN GANESHA

FAKULTAS BAHASA DAN SENI

Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116

Telepon (0362) 21541 Fax. (0362) 27561

Laman: fbs.undiksha.ac.id

Nomor : 880/UN48.78.1/DT/2025

10 Maret 2025

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Bebandem

di Amlapura

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini :

Nama	: Ni Luh Eka Ciptarini Wijayanti
NIM	: 2112021095
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2024/2025
Judul	: The Implementation of English Teaching for Students with Reading Disability in an Inclusive Classroom Context at SMP Negeri 1 Bebandem

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

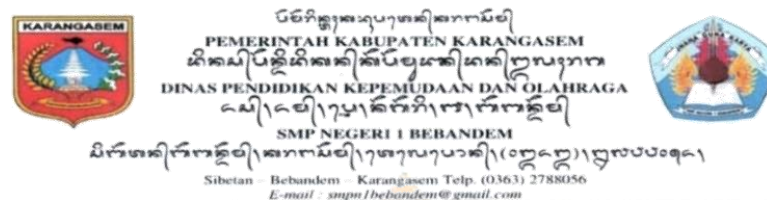
a.n Dekan ,
Wakil Dekan I,

Ni Luh Putu Eka Sulistia Dewi
NIP. 198104192006042002

Tembusan :

1. Dekan FBS Undiksha Singaraja
2. Kaprodi, Jurusan Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 3 Letter of Conducting Research



SURAT KETERANGAN

Nomor : 800/ 569 / SMPN 1 Bbd / 2025

Yang bertanda tangan dibawah ini, Kepala SMPN 1 Bebandem menerangkan bahwa :

Nama : Ni Luh Eka Ciptarini Wijayanti
 Tempat/Tanggal Lahir : 8 April 2003
 NIM : 2112021095
 Program Study : Pendidikan Bahasa Inggris
 Perguruan Tinggi : Universitas Pendidikan Ganesha
 Alamat : Jl.Sudirman, Banyuasri

Adalah benar nama tersebut diatas telah melaksanakan penelitian atau observasi di SMP Negeri 1 Bebandem. Terhitung 10 Maret 2025 sampai dengan 5 Mei 2025 dalam rangka melaksanakan penelitian berjudul:

"The Implementation of English Teaching for Students with Reading Disability in an Inclusive Classroom Context at SMP Negeri 1 Bebandem."

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan sebagaimana mestinya.

Bebandem, 9 Juli 2025
 Kepala SMPN 1 Bebandem

 Dr. Ni Wawan Parwati, S.Pd
 NIP.19740522 199702 2 001

Appendix 4 Instrument of Observation Sheet of English Teaching Procedure

Observation Sheet of English Teaching Procedure in an Inclusive Classroom

No	Date	Teaching Procedures		
		Findings of the observation		
		Pre-activity	While activity	Post-activity
1				
2				
3				
4				



Appendix 5 Instrument of Observation Checklist Teacher Challenges

Observation Checklist Teacher Challenges in Teaching English in an Inclusive Classroom

No	Challenges	Sub challenges	Answer	
			YES	NO
1	Lesson plan and material (Ahammed, 2021)	The teacher must prepare another lesson plan/material for students with reading disability.		
2	Parental expectations (Ahammed, 2021)	Parents of students with reading disability often have high expectations for their children to perform like other children.		
3	Time allocation (Ahammed, 2021)	Teacher lack time and need to allocate more time to teach students with reading disability.		
4	Behaviourally (Ahammed, 2021)	Students with reading disability may exhibit difficulties with disciplined behavior.		
		Students with reading disability sometimes show restlessness,		

No	Challenges	Sub challenges	Answer	
			YES	NO
		anxiety, and fear when they are unable to follow the lesson.		
5	Motivation and self-confidence (Ahammed, 2021)	Students with reading disability commonly experience low motivation and may express feelings of inadequacy, often stating, “I can’t.”		
		Students with reading disability may lack confidence in their abilities and avoid engaging in learning due to perceived inability.		
6	Emotional sensitivity (Ahammed, 2021)	Students with reading disability often show high emotional sensitivity, particularly toward negative emotions such as sadness or anger.		
7	Participation in the class (Adao et al., 2023)	Students with reading disability rarely participate in the learning activity in the class.		
		Students with reading disability rarely conduct discussions, such as answering and asking questions, in the learning process.		

No	Challenges	Sub challenges	Answer	
			YES	NO
8	Skill and knowledge of the teacher (Adao et al.,2023)	The teacher does not have sufficient skill or knowledge in teaching students with reading disability in the classroom.		
9	Other problems			



Appendix 6 Instrument of Observation Checklist Strategies

Observation Checklist Strategies that the Teacher Uses to Cope with the Challenges in Teaching English in an Inclusive Classroom

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
1	Working memory computer-assisted (Akbari et al., 2019)	The teacher uses computer media to teach English to students with reading disability.				
		The students with reading disability are asked to listen to spoken English words from the computer, then memorize and arrange them in order.				
		The students with reading disability read random letter sequences that have no meaning to improve their ability to recognize patterns and				

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
		strengthen their working memory.				
2	Explicit Phonics Instruction (Lovett et al., 2021)	The teacher instructs students with reading disability to identify and pronounce the sounds of letters individually and then combine them to form words.				
		The teacher provides students with reading disability with a list of words with rhyming patterns so that they can find new words with the same pattern. Example cat, hat, bat, rat.				
3	Reciprocal strategy (Gomaa, 2015)	The teacher asks students with reading disability to make predictions about the content of a text based				

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
		on the title or images/video before reading.				
		The teacher provides students with reading disability with the opportunity to use their existing information and knowledge to make predictions about the content of the text they will read (predicting).				
		The teacher instructs students with reading disability to identify important information in the text and ask questions to learn more information. (Questioning)				
		The teacher provides clarification on parts of				

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
		the text that are unclear, difficult, or unfamiliar to the students with reading disability (clarifying).				
		The teacher asks students with reading disability to stop when they don't understand a section of the text and to use clarification strategies such as looking for context around difficult words.				
		The teacher asks students with reading disability to write a summary of the text they have just read using the main points.				
4	Repeated reading	Students with reading disability are asked to				

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
	(Lee & Yoon, 2015)	read the same text multiple times.				
		Students with reading disability first listen to the passage they are going to read, which gives them an idea of how the words and sentences should be pronounced.				
5	Reading fluency (Lovett et al., 2021)	The teacher provides a list of words that students with reading disability must read within a specific time to improve reading speeds and accuracy.				
		The teacher asks students with reading disability to read the same text multiple times				

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
		until they can read it fluently.				
6	Multisensory instructions (Salvador, 2017) and (Ahammed, 2021)	The teacher combines visual elements, sound, and movement to enhance the engagement of students with reading disability.				
		The teacher teach students with reading disability using colored letters or words.				
		The teacher uses physical props such as flashcards to teach English to students with reading disability.				
		The teachers ask students with reading disability to learn to write in the air, book or table by using their				

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
		fingers while saying the words.				
		The teachers use songs or rhythms to memorize words during the learning process when teaching students with reading disability.				
7	Trial and error strategy (Ahammed, 2021)	Teachers try different methods and strategies and evaluate the most effective methods and strategies for each student.				
8	Curriculum adaptation (Ahammed, 2021)	The teacher simplifies the material for students with reading disability to make it easier to understand.				
		The teacher modifies tasks to suit the abilities				

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
		of students with reading disability.				
9	Positive reinforcement (Ahammed, 2021)	Teachers praise, reward, or give small gifts to students with reading disability when they achieve something.				
		The teacher helps students with to build their confidence.				
10	Other strategies					

Appendix 7 Instrument of Interview Guide

Interview guide

No	Research Question	Topic of Interview	Question/Alternative Question
1	How is the implementation of English teaching procedures for students with reading disability conducted in an inclusive classroom at SMP Negeri 1 Bebandem?	Implementation of the English teaching procedure	<p>1. How do you start your English lessons for students with reading disability in an inclusive classroom?</p> <p>2. How do you modify or adapt learning materials for students with reading disability?</p>
		Differentiate learning	<p>3. Do you differentiate instruction for students with reading disability in your English class?</p> <p>4. If there is one, please provide an example</p>
		Technology integration	<p>5. Do you use technology in</p>

No	Research Question	Topic of Interview	Question/Alternative Question
			<p>teaching English for students with reading disability in an inclusive classroom?</p> <p>6. If there is one, what technology tools or software do you use to support students with reading disability in English class?</p>
		Assessment and evaluation	<p>7. How do you assess the progress of students with reading disability in the learning process?</p> <p>8. What types of evaluation methods do you find most effective for students with reading disability?</p>

No	Research Question	Topic of Interview	Question/Alternative Question
2	What are teachers' challenges in English teaching for students with reading disability in an inclusive classroom at SMP Negeri 1 Bebandem?	Challenges in teaching	<p>9. What are the main challenges that you face when teaching English to students with reading disability in an inclusive classroom?</p> <p>10. How does having students with reading disability in your class impact lesson pacing?</p>
		Classroom management	<p>11. What difficulties or challenges do you encounter in classroom management when teaching students with reading disability in an inclusive classroom?</p> <p>12. How do you balance meeting the needs of</p>

No	Research Question	Topic of Interview	Question/Alternative Question
			students with reading disability while teaching other students?
3	How does the teacher cope with the challenges that may arise in English teaching for students with reading disability in SMP Negeri 1 Bebandem?	Strategies	<p>13. What specific teaching strategies do you use to support students with reading disability during the lesson?</p> <p>14. What strategies have you found most effective in overcoming the challenges of teaching students with reading disability?</p> <p>15. Can you share an example of how you have successfully adapted your teaching approach to support</p>

No	Research Question	Topic of Interview	Question/Alternative Question
			students with reading disability in the English learning process?



Appendix 8 Expert Judgement

EXPERT JUDGMENT OF INSTRUMENT

Researcher : Ni Luh Eka Ciptarini Wijayanti
 Expert Judge I : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
 Expert Judge II : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

INTRODUCTION

Mr. / Mrs. experts whom I respect, please allow me to take your time in assessing or validating the instrument to collect the data about the implementation of English teaching for students with reading disability in an inclusive classroom. Your willingness to validate this guide is very important for successfully developing the research entitled “The Implementation of English Teaching for Students With Reading Disability in an Inclusive Classroom Context at SMP Negeri 1 Bebandem” to determine the feasibility of using this instrument. Thank you for your willingness to assess and provide guidance.

INSTRUCTIONS

The assessment consists of two alternatives.

Relevant: If the instrument is relevant to the aspect being assessed

Not Relevant: If the instrument is not relevant to the aspects being assessed

Please put a checkmark (✓) in the answer column provided according to the level of your acceptance and provide feedback & suggestions in the existing column.

1. Observation Sheets

The researcher, in the role of non-participant observer, observed and wrote the English teaching procedures for students with reading disability in an inclusive context. The researcher wrote down all the findings discovered during the learning process, including pre-activity, during activity, and post-activity, on the observation sheets.

Observation sheets of teaching English procedure in an inclusive classroom

No	Date	Teaching Procedures			Validity Options		Descriptions
		Findings of the observation			Relevant	Irrelevant	
		Pre-activity	While activity	Post-activity			
1					✓		
2							
3							
4							

2. Observation checklist

Conducting observations is the primary instrument in this research. Observation is directly observing a project to see more closely and in detail the occurring phenomena or activities (Nurdin & Hartati, 2019). The observation checklist is used as a systematic and documentation tool, facilitating the accurate and reliable recording of the collected data about the implementation of English teaching for students with reading disability in an inclusive classroom at SMP Negeri 1 Bebandem.

Blueprint teacher challenges in teaching English in an inclusive classroom

No	Challenges	Sub challenges	Answer		Validation Options		Descriptions
			YES	NO	Relevant	Irrelevant	
1	Lesson plan and material (Ahammed, 2021)	The teacher must prepare another lesson plan/material given to students with reading disability.			✓		
2	Parental expectations (Ahammed, 2021)	Parents of students with reading disability often have high expectations for their children to perform like other children.			✓		

No	Challenges	Sub challenges	Answer		Validation Options		Descriptions
			YES	NO	Relevant	Irrelevant	
3	Time allocation (Ahmed, 2021)	Teacher lack time and need to allocate more time to teach students with reading disability.			✓		
4	Behaviourally (Ahmed, 2021)	Students with reading disability may exhibit difficulties with disciplined behaviour.			✓		
		Students with reading disability sometimes show restlessness, anxiety, and fear when they are unable to follow the lesson.			✓		
5	Motivation and self-confidence (Ahmed, 2021)	Students with reading disability commonly experience low motivation and may express feelings of inadequacy, often stating, "I can't"			✓		
		Students with reading disability may lack confidence in their abilities and avoid engaging in learning due to perceived inability.			✓		
6	Emotional sensitivity	Students with reading disability often show			✓		

No	Challenges	Sub challenges	Answer		Validation Options		Descriptions
			YES	NO	Relevant	Irrelevant	
	(Ahammed, 2021)	high emotional sensitivity, particularly toward negative emotions such as sadness or anger.					
7	Participation in the class (Adao et al., 2023)	Students with reading disability rarely participate in the learning activity in the class.			✓		
		Students with reading disability rarely conduct discussions, such as answering and asking questions, in the learning process.			✓		
8	Skills and knowledge of the teacher (Adao et al., 2023)	The teacher does not have sufficient skill or knowledge in teaching students with reading disability in the classroom.			✓		
9	Other problems				✓		

*Blueprint strategies that the teacher uses to cope with the challenges in teaching
English in an inclusive classroom*

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
1	Working memory computer-assisted (Akbari et al.,2019)	The teacher uses computer media to teach English to students with reading disability.				✓		
		The students with reading disability are asked to listen to spoken English words from the computer, then memorize and arrange them in order.				✓		
		The students with reading disability read random letter sequences that have no meaning to improve their ability to recognize patterns and strengthen their working memory.				✓		
2	Explicit Phonics Instruction (Lovett et al., 2021)	The teacher instructs students with reading disability to identify and				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		pronounce the sounds of letters individually and then combine them to form words.						
		The teacher provides students with reading disability with a list of words with rhyming patterns so that they can find new words with the same pattern. Example cat, hat, bat, rat				✓		
3	Reciprocal strategy (Gomaa, 2015)	The teacher asks students with reading disability to make predictions about the content of a text based on the title or images/video before reading.				✓		
		The teacher provides students with reading disability with the opportunity to use their existing				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		information and knowledge to make predictions about the content of the text they will read (predicting).						
		The teacher instructs students with reading disability to identify important information in the text and ask questions to learn more information. (Questioning)				✓		
		The teacher provides clarification on parts of the text that are unclear, difficult, or unfamiliar to the students with reading disability (clarifying).				✓		
		The teacher asks students with reading disability to stop when they don't understand a				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		section of the text and to use clarification strategies such as looking for context around difficult words.						
		The teacher asks students with reading disability to write a summary of the text they have just read using the main points.				✓		
4	Repeated reading (Lee & Yoon, 2015)	Students with reading disability are asked to read the same text multiple times.				✓		
		Students with reading disability first listen to the passage they are going to read, which gives them an idea of how the words and sentences should be pronounced.				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
5	Reading fluency (Lovett et al., 2021)	The teacher provides a list of words that students with reading disability must read within a specific time to improve reading speeds and accuracy.				✓		
		The teacher asks students with reading disability to read the same text multiple times until they can read it fluently.				✓		
6	Multisensory instructions (Salvador, 2017) and (Ahammed, 2021)	The teacher combines visual elements, sound, and movement to enhance the engagement of students with reading disability.				✓		
		The teacher teach students with reading disability using colored letters or words.				✓		
		The teacher uses physical props such				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		as flashcards to teach English to students with reading disability.						
		The teachers ask students with reading disability to learn to write in the air, book or table by using their fingers while saying the words.				✓		
		The teachers use songs or rhythms to memorize words during the learning process when teaching students with reading disability.				✓		
7	Trial and error strategy (Ahammed, 2021)	Teachers try different methods and strategies and evaluate the most effective methods and strategies for each student.				✓		
8	Curriculum adaptation (Ahammed, 2021)	The teacher simplifies the material for students with				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		reading disability to make it easier to understand.						
		The teacher modifies tasks to suit the abilities of students with reading disability.				✓		
9	Positive reinforcement (Ahmed, 2021)	Teachers praise, reward, or give small gifts to students with reading disability when they achieve something.				✓		
		The teacher helps students with reading disability to build their confidence.				✓		
10	Other strategies					✓		

3. Interview

In this research, the researcher will conduct semi-structured interviews with English teachers. According to Wahyuni ini Fiantika et al. (2022) a semi-structured interview is a conversation conducted between two people in which an issue can be discussed openly, allowing the respondent to express their opinions and ideas freely.

No	Research Question	Topic of Interview	Question/Alternative Question	Validation Options		Descriptions
				Relevant	Irrelevant	
			<p>teaching English for students with reading disability in an inclusive classroom?</p> <p>6. If there is one, what technology tools or software do you use to support students with reading disability in English class?</p>	✓		
		Assessment and evaluation	<p>7. How do you assess the progress of students with reading disability in the learning process?</p> <p>8. What types of evaluation methods do you find most effective for</p>	✓		

No	Research Question	Topic of Interview	Question/Alternative Question	Validation Options		Descriptions
				Relevant	Irrelevant	
			students with reading disability?			
2	What are teachers' challenges in English teaching for students with reading disability in an inclusive classroom at SMP Negeri 1 Bebandem?	Challenges in teaching	9. What are the main challenges that you face when teaching English to students with reading disability in an inclusive classroom?	✓		
			10. How does having students with reading disability in your class impact lesson pacing?	✓		
		Classroom management	11. What difficulties or challenges do you encounter in classroom management when teaching	✓		

No	Research Question	Topic of Interview	Question/Alternative Question	Validation Options		Descriptions
				Relevant	Irrelevant	
			students with reading disability in an inclusive classroom? 12. How do you balance meeting the needs of students with reading disability while teaching other students?	✓		
3	How does the teacher cope with the challenges that may arise in English teaching for students with reading disability in SMP Negeri 1 Bebandem?	Strategies	13. What specific teaching strategies do you use to support students with reading disability during the lesson? 14. What strategies have you found most effective in overcoming	✓ ✓		

EXPERT JUDGMENT OF INSTRUMENT

Researcher : Ni Luh Eka Ciptarini Wijayanti
 Expert Judge I : Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd.
 Expert Judge II : Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

INTRODUCTION

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The researcher, in the role of non-participant observer, observed and wrote the English teaching procedures for students with reading disability in an inclusive context. The researcher wrote down all the findings discovered during the learning process, including pre-activity, during activity, and post-activity, on the observation sheets.

No	Challenges	Sub challenges	Answer		Validation Options		Descriptions
			YES	NO	Relevant	Irrelevant	
3	Time allocation (Ahmed, 2021)	Teacher lack time and need to allocate more time to teach students with reading disability.			✓		
4	Behavioural (Ahmed, 2021)	Students with reading disability may exhibit difficulties with disciplined behaviour.			✓		
		Students with reading disability sometimes show restlessness, anxiety, and fear when they are unable to follow the lesson.			✓		
5	Motivation and self-confidence (Ahmed, 2021)	Students with reading disability commonly experience low motivation and may express feelings of inadequacy, often stating, "I can't"			✓		
		Students with reading disability may lack confidence in their abilities and avoid engaging in learning due to perceived inability.			✓		
6	Emotional sensitivity	Students with reading disability often show			✓		

No	Challenges	Sub challenges	Answer		Validation Options		Descriptions
			YES	NO	Relevant	Irrelevant	
	(Ahammed, 2021)	high emotional sensitivity, particularly toward negative emotions such as sadness or anger.					
7	Participation in the class (Adao et al., 2023)	Students with reading disability rarely participate in the learning activity in the class.			✓		
		Students with reading disability rarely conduct discussions, such as answering and asking questions, in the learning process.			✓		
8	Skills and knowledge of the teacher (Adao et al., 2023)	The teacher does not have sufficient skill or knowledge in teaching students with reading disability in the classroom.			✓		
9	Other problems				✓		

*Blueprint strategies that the teacher uses to cope with the challenges in teaching
English in an inclusive classroom*

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
1	Working memory computer-assisted (Akbari et al., 2019)	The teacher uses computer media to teach English to students with reading disability.				✓		
		The students with reading disability are asked to listen to spoken English words from the computer, then memorize and arrange them in order.				✓		
		The students with reading disability read random letter sequences that have no meaning to improve their ability to recognize patterns and strengthen their working memory.				✓		
2	Explicit Phonics Instruction (Lovett et al., 2021)	The teacher instructs students with reading disability to identify and				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		pronounce the sounds of letters individually and then combine them to form words.						
		The teacher provides students with reading disability with a list of words with rhyming patterns so that they can find new words with the same pattern. Example cat, hat, bat, rat				✓		
3	Reciprocal strategy (Gomaa, 2015)	The teacher asks students with reading disability to make predictions about the content of a text based on the title or images/video before reading.				✓		
		The teacher provides students with reading disability with the opportunity to use their existing				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		information and knowledge to make predictions about the content of the text they will read (predicting).						
		The teacher instructs students with reading disability to identify important information in the text and ask questions to learn more information. (Questioning)				✓		
		The teacher provides clarification on parts of the text that are unclear, difficult, or unfamiliar to the students with reading disability (clarifying).				✓		
		The teacher asks students with reading disability to stop when they don't understand a				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		section of the text and to use clarification strategies such as looking for context around difficult words.						
		The teacher asks students with reading disability to write a summary of the text they have just read using the main points.				✓		
4	Repeated reading (Lee & Yoon, 2015)	Students with reading disability are asked to read the same text multiple times.				✓		
		Students with reading disability first listen to the passage they are going to read, which gives them an idea of how the words and sentences should be pronounced.				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
5	Reading fluency (Lovett et al., 2021)	The teacher provides a list of words that students with reading disability must read within a specific time to improve reading speeds and accuracy.				✓		
		The teacher asks students with reading disability to read the same text multiple times until they can read it fluently.				✓		
6	Multisensory instructions (Salvador, 2017) and (Ahammed, 2021)	The teacher combines visual elements, sound, and movement to enhance the engagement of students with reading disability.				✓		
		The teacher teach students with reading disability using colored letters or words.				✓		
		The teacher uses physical props such				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		as flashcards to teach English to students with reading disability.						
		The teachers ask students with reading disability to learn to write in the air, book or table by using their fingers while saying the words.				✓		
		The teachers use songs or rhythms to memorize words during the learning process when teaching students with reading disability.				✓		
7	Trial and error strategy (Ahammed, 2021)	Teachers try different methods and strategies and evaluate the most effective methods and strategies for each student.				✓		
8	Curriculum adaptation (Ahammed, 2021)	The teacher simplifies the material for students with				✓		

No	Strategies	Sub Strategies	Meetings			Validation Options		Descriptions
			1	2	...	Relevant	Irrelevant	
		reading disability to make it easier to understand.						
		The teacher modifies tasks to suit the abilities of students with reading disability.				✓		
9	Positive reinforcement (Ahammed, 2021)	Teachers praise, reward, or give small gifts to students with reading disability when they achieve something.				✓		
		The teacher helps students with reading disability to build their confidence.				✓		
10	Other strategies					✓		

3. Interview

In this research, the researcher will conduct semi-structured interviews with English teachers. According to Wahyuni ini Fiantika et al. (2022) a semi-structured interview is a conversation conducted between two people in which an issue can be discussed openly, allowing the respondent to express their opinions and ideas freely.

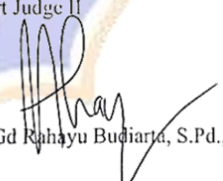
No	Research Question	Topic of Interview	Question/Alternative Question	Validation Options		Descriptions
				Relevant	Irrelevant	
			<p>teaching English for students with reading disability in an inclusive classroom?</p> <p>6. If there is one, what technology tools or software do you use to support students with reading disability in English class?</p>	✓		
		Assessment and evaluation	<p>7. How do you assess the progress of students with reading disability in the learning process?</p> <p>8. What types of evaluation methods do you find most effective for</p>	✓		

No	Research Question	Topic of Interview	Question/Alternative Question	Validation Options		Descriptions
				Relevant	Irrelevant	
			students with reading disability?			
2	What are teachers' challenges in English teaching for students with reading disability in an inclusive classroom at SMP Negeri 1 Bebandem?	Challenges in teaching	9. What are the main challenges that you face when teaching English to students with reading disability in an inclusive classroom?	✓		
			10. How does having students with reading disability in your class impact lesson pacing?	✓		
		Classroom management	11. What difficulties or challenges do you encounter in classroom management when teaching	✓		

No	Research Question	Topic of Interview	Question/Alternative Question	Validation Options		Descriptions
				Relevant	Irrelevant	
			<p>the challenges of teaching students with reading disability?</p> <p>15. Can you share an example of how you have successfully adapted your teaching approach to support students with reading disability in the English learning process?</p>	✓		

Singaraja, 29 April 2025

Expert Judge II


 Luh Gd Rahayu Budiarta, S.Pd., M.Pd.

Appendix 9 Results of Observation Sheet

Lembar Observasi Prosedur Pengajaran Bahasa Inggris di Kelas Inklusif

Nomor	Tanggal	Prosedur Pengajaran		
		Temuan observasi		
		Pra-aktivitas	Saat beraktivitas	Pasca aktivitas
1	10 Maret 2025	<p>Kelas dimulai pada jam 8.30</p> <p>Topik: narrative text</p> <p>Kegiatan: menjawab dan diskusi worksheet tentang "Ugly Duckling"</p> <p>1) Guru membuka kelas dengan salam pembuka</p> <p>2) Doa bersama dipimpin oleh ketua kelas</p> <p>3) Guru mengecek kehadiran kerabat / disini tempat duduk serta kerabat peserta didik.</p> <p>4) Guru mengajak siswa untuk melakukan ice-breaking karena kurang Fokus</p> <p>5) Guru menyimpulkan tujuan Pembelajaran</p> <p>6) Guru memberikan pertanyaan pemantik terkait materi, seperti: "Do you like to listen / read / watch story"</p> <p>7. Guru memberikan kesempatan siswa untuk menjawab, guru juga membantu siswa yang kesulitan untuk menyampaikan opininya. Siswa yang menjawab diberikan pujian seperti Good, nice.</p> <p>8. Pukul 10.00 menyanyi Indonesia Raya, Pancasila</p>	<p>1) Guru menampilkan gambar "Ugly Duckling" mengajak siswa untuk menebak Ki Cerita</p> <p>2) Guru memberi pertanyaan kepada siswa dengan Reading disability (RD).</p> <p>"What is in the picture"</p> <p>dalam Bahasa Inggris kemudian guru memberikan pujian</p> <p>3) guru melanjutkan pada peserta didik lainnya</p> <p>4. guru membagikan worksheet tentang "Ugly Duckling" siswa mengerjakan dengan teman sebangkunya.</p> <p>5. Guru berkeliling mengecek keadaan apakah ada permasalahan</p> <p>6. Setelah selesai, menjawab. lanjut kegiatan diskusi</p> <p>7. Pertama, guru membaca teks ugly duckling dengan lantang</p> <p>8. siswa dituntut untuk membaca</p> <p>9. siswa dengan RD diminta untuk membaca kalimat yang paling mudah berulang-ulang. Guru membantu mengartikan dan bagaimana pengucapannya setelah selesai, guru berkata Nice!</p> <p>10) guru ke depan kelas menerangkan kalimat sulit dengan grammar translation method.</p> <p>11) mengulas materi past tense</p> <p>12) Disasi bertanya, siswa menjawab dengan semangat</p>	<p>1) Guru menyimpulkan materi Narrative teks</p> <p>2) Guru menanyakan Perasaan siswa tentang pembelajaran hari ini</p> <p>3) Pukul 12.00 guru menutup Pembelajaran. Kerabat kelas diminta untuk memimpin doa Penutup dilanjutkan dengan tti Sandhy a</p>

Nomor	Tanggal	Prosedur Pengajaran		
		Temuan observasi		
		Pra-aktivitas	Saat beraktivitas	Pasca aktivitas
2	Senin, 17 Maret 2025	<p>Kelas dimulai jam 9.30 topik narrative teks kegiatan : menjawab dan diskusi lembar kerja / worksheet tentang "the Fox and the Grapes"</p> <p>1) Guru membuka salam dengan salam Pembuka</p> <p>2) Doa bersama dipimpin ketua kelas</p> <p>3) Guru mengecek kehadiran dan kesediaan siswa dalam mengikuti pembelajaran</p> <p>4) Ada siswa yang kurang fokus, guru melakukan icebreaking "call-and-response"</p> <p>5) guru menyampaikan tujuan pembelajaran, yaitu, siswa dapat memahami dan menga- nalisis teks narrative serta menjawab soal pemandaran</p> <p>6) guru merangsang pertanyaan pemahic dengan mengulas pertanyaan tentang narrative teks</p> <p>7) pukul 10.00 menyanyi Indonesia taya dan mengucapkan Pancasila</p>	<p>1) guru membagikan worksheet berisikan cerita dan 10 pertanyaan</p> <p>2) siswa harus menjawab worksheet</p> <p>3) guru berkeliling mengecek apakah ada masalah</p> <p>4) guru ke tempat anak dengan RD dan memilihkan kalimat untuk dibaca berulang kali, guru memberi contoh cara membacanya (siswa tampak gemetar) setelah bisa siswa diberikan pujian</p> <p>5) guru kembali ke depan kelas, dan bertanya apakah anak "menemukan masalah" Ada banyak anak tidak mengerti, karena ceritanya sulit.</p> <p>6) setelah selesai menjawab soal, berlanjut pada kegiatan diskusi</p> <p>7. Pertama, guru membaca dengan suara keras</p> <p>8. Bergantian anak "disuruh untuk membaca bergantian</p> <p>7. siswa diminta menjer- mahkan, karena sulit guru membantu mener- jemahkan</p> <p>8. guru membantu anak RD untuk memahami cerita</p> <p>9. siswa dituntut secara adat untuk menjawab</p> <p>8. anak dengan RD dihanya diberikan judul dari cerita</p> <p>5 siswa" diberi Pujian.</p>	<p>1. guru menyampaikan kesimpulan</p> <p>2. guru melakukan evaluasi serta Feedback</p> <p>3. siswa ditanyakan tentang perasaan mereka setelah pembelajaran berlangsung.</p> <p>4. Pukul 12.00 guru menutup pembelajaran ketua kelas memimpin doa, teratunir Tri Sandhya</p>

Nomor	Tanggal	Prosedur Pengajaran		
		Temuan observasi		
		Pra-aktivitas	Saat beraktivitas	Pasca aktivitas
3	14 April 2025	<p>Kelas : 9-30 Topic: asking and giving Opinion related to the Environment Kegiatan: Perkenalan Materi, menganalisis dan membuat dialog</p> <p>1) guru membuka Pembelajaran dengan Salam 2) Doa dipimpin oleh Ketua Kelas 3) Guru mengecek kehadiran siswa (absensi) 4) Guru mengajak ice-breaking untuk meningkatkan focus siswa "Call-and-Response" 5) Guru menyampaikan tujuan pembelajaran 6) Guru memberikan pertanyaan pemantik tentang pendapat siswa mengenai peran kelas khusus untuk anak dengan RD diberikan pertanyaan dengan bahasa Indonesia. 7) Pukul 10.00 - menyanyikan lagu Indonesia Raya - mengucapkan Pancasila</p>	<p>1) pertama-tama guru menjelaskan materi asking and giving opinion related to the environment (arti, contoh ungkapan, dll) 2) Guru ke meja anak dengan RD lalu menjelaskan dengan cara yg lebih sederhana 3) Selanjutnya guru membuat dialog di depan kelas dengan judul "reducing plastic", guru membaca dengan keras dan berulang 4) siswa mencatat ungkapan dan bebas bertanya 5) siswa dengan RD ditanya judul, tetapi tidak mau menjawab. guru pun membantu. 6) siswa dengan RD diberikan membaca kalimat yang mudah dan dibaca serta diucapkan berulang 7) Guru menulis dialog di papan tulis dan siswa menganalisis 8) Guru menugaskan siswa untuk membuat dialog singkat dengan teman sebangkunya 8. siswa menampilkan dialognya di depan kelas.</p>	<p>1) guru menyimpulkan materi asking and giving opinion related to the environment 2) guru memberitahukan agenda pada minggu selanjutnya 3) siswa ditanya bagaimana keruasannya setelah pembelajaran. 4) pukul 12.00 Pembelajaran berakhir guru menutup pembelajaran 5. Doa bersama, ditanyai oleh Tri Sandhya</p>

Nomor	Tanggal	Prosedur Pengajaran		
		Temuan observasi		
		Pra-aktivitas	Saat beraktivitas	Pasca aktivitas
4	5 Mei 2025	<p>Kelas dimulai pukul 08.20</p> <p>Topic, asking and giving opinion related to the Environment</p> <p>Kegiatan : membuat Poster tentang "Loving the earth"</p> <ol style="list-style-type: none"> 1) Guru membuka pelajaran dengan salam Pembuka 2) Doa bersama dipimpin oleh ketua kelas 3) Guru mencatat absensi 4) Guru mengajak siswa untuk melakukan ice-breaking dengan bernyanyi lagu "Are you sleeping, Brother John" 5) Setelah siswa fokus guru menyampaikan rencana pembelajaran "membuat poster" 6) Guru menyampaikan tujuan pembelajaran 7) Guru mengajukan pertanyaan pemantik tentang lingkungan saat ini 8) Pukul 10.00 menyanyikan lagu Indonesia Raya 	<ol style="list-style-type: none"> 1) Guru menginstruksikan siswa untuk membuat Poster dengan tema "Loving the Earth" 2) Guru memberikan contoh terlebih dahulu cara membuat poster di papan tulis. 3) Gambar yang dibuat harus memiliki ajakan untuk menjaga bumi 4) Siswa diberikan waktu untuk menggambar poster sesuai kreatifitasnya masing-masing 5) Guru berkeliling untuk memantau apakah ada siswa yang mengalami kesulitan 6) Guru memberikan perhatian khusus kepada anak dengan reading disability 7) anak "boleh berdiskusi dengan teman sebangkunya asal jangan berisik" 8) Setelah siswa selesai, siswa akan menampilkan dan presentasi di depan kelas. 9) siswa yang presentasi akan mendapatkan tepuk tangan 10) siswa yang tidak sempat presentasi akan dilanjutkan minggu depan 	<ol style="list-style-type: none"> 1) Guru menyimpulkan hasil pembelajarannya 2) Guru menginformasikan bahwa pertemuan selanjutnya presentasi akan dilanjutkan 3) siswa ditanya bagaimana perasaannya setelah membuat poster 4) Pukul 12.00 Pembelajaran berakhir, doa bersama dan lanjut Tri Sandhya.

Appendix 10 Results of Observation Checklist of Teacher Challenges

Observasi Checklist Tantangan Guru dalam Mengajar Bahasa Inggris Di Kelas
Inklusif

No mor	Tantangan	Tantangan Sub	Menjawab	
			YA	TIDAK
1	Rencana Pelajaran dan bahan (Ahmad, 2021)	Guru harus menyiapkan rencana pelajaran/materi lain untuk siswa dengan disabilitas membaca.		✓
2	Harapan orang tua (Ahmad, 2021)	Orang tua siswa dengan disabilitas membaca sering kali memiliki harapan tinggi agar anak-anak mereka berprestasi seperti anak-anak lain.		✓
3	Alokasi waktu (Ahammed, 2021)	Guru kekurangan waktu dan perlu mengalokasikan lebih banyak waktu untuk mengajar siswa dengan disabilitas membaca.		✓
4	Secara perilaku (Ahmad, 2021)	Siswa dengan disabilitas membaca mungkin menunjukkan kesulitan dalam berperilaku disiplin.	✓	
		Siswa dengan disabilitas membaca terkadang menunjukkan kegelisahan, kecemasan, dan ketakutan saat mereka tidak dapat mengikuti pelajaran.	✓	
5	Motivasi dan kepercayaan diri (Ahmad, 2021)	Siswa dengan disabilitas membaca umumnya mengalami motivasi rendah dan mungkin mengungkapkan perasaan tidak mampu, sering kali menyatakan, "Saya tidak bisa."	✓	
		Siswa dengan disabilitas membaca mungkin kurang percaya diri terhadap kemampuan mereka dan menghindari keterlibatan dalam pembelajaran karena dianggap tidak mampu.	✓	

No mor	Tantangan	Tantangan Sub	Menjawab	
			YA	TIDAK
6	Kepekaan emosional (Ahmad, 2021)	Siswa dengan disabilitas membaca sering kali menunjukkan kepekaan emosional yang tinggi, terutama terhadap emosi negatif seperti kesedihan atau kemarahan.	✓	
7	Partisipasi di kelas (Adao dkk., 2023)	Siswa dengan disabilitas membaca jarang berpartisipasi dalam kegiatan belajar di kelas.	✓	
		Siswa dengan disabilitas membaca jarang melakukan diskusi, seperti menjawab dan mengajukan pertanyaan, dalam proses pembelajaran.	✓	
8	Keterampilan dan pengetahuan guru (Adao et al., 2023)	Guru tidak memiliki keterampilan dan pengetahuan yang memadai dalam mengajar siswa dengan disabilitas membaca di kelas.		✓
9	Masalah lainnya ● Kelas besar / jumlah siswa terlalu banyak	Jumlah siswa di kelas inklusif adalah 32 orang, dengan 1 diantaranya anak dengan reading disability	✓	
10	Kurangnya Fasilitas	Di dalam kelas tidak terdapat LCD, Proyektor, ataupun komputer sebagai penunjang pembelajaran	✓	

Appendix 11 Results of Observation Checklist Teacher Strategies

Strategi cetak biru untuk mengatasi tantangan dalam mengajar bahasa Inggris di kelas inklusif

No mor	Strategi	Sub Strategi	Pertemuan			
			1	2	3	4
1	Memori kerja berbantuan komputer (Akbari et al., 2019)	Guru menggunakan media komputer untuk mengajar bahasa Inggris kepada siswa penyandang disabilitas membaca.				
		Siswa dengan disabilitas membaca diminta untuk mendengarkan kata-kata bahasa Inggris lisan dari komputer, kemudian menghafal dan menyusunnya sesuai urutan.				
		Siswa dengan disabilitas membaca membaca rangkaian huruf acak yang tidak memiliki arti untuk meningkatkan kemampuan mereka dalam mengenali pola dan memperkuat memori kerja mereka.				
2	Instruksi Fonetik Eksplisit (Lovett et al., 2021)	Guru memberi instruksi kepada siswa dengan disabilitas membaca untuk mengidentifikasi dan mengucapkan bunyi huruf secara individual dan kemudian menggabungkannya untuk membentuk kata.				
		Guru memberikan daftar kata-kata dengan pola rima kepada siswa yang memiliki gangguan membaca sehingga mereka dapat menemukan kata-kata baru dengan				

No mor	Strategi	Sub Strategi	Pertemuan			
			1	2	3	4
		pola yang sama. Contoh cat, hat, bat, rat				
3	Strategi timbal balik (Gomaa, 2015)	Guru meminta siswa dengan disabilitas membaca untuk membuat prediksi tentang isi teks berdasarkan judul atau gambar/video sebelum membaca.				
		Guru memberikan kesempatan kepada siswa dengan disabilitas membaca untuk menggunakan informasi dan pengetahuan yang mereka miliki untuk membuat prediksi tentang isi teks yang akan mereka baca (prediksi).				
		Guru memberikan instruksi kepada siswa dengan disabilitas membaca untuk mengidentifikasi informasi penting dalam teks dan mengajukan pertanyaan untuk mempelajari informasi lebih lanjut. (Bertanya)				
		Guru memberikan klarifikasi pada bagian teks yang kurang jelas, sulit, atau kurang familiar bagi siswa berkebutuhan khusus (klarifikasi).				
		Guru meminta siswa dengan disabilitas membaca untuk berhenti ketika mereka tidak memahami bagian teks dan menggunakan strategi klarifikasi				

No mor	Strategi	Sub Strategi	Pertemuan			
			1	2	3	4
No mor	Strategi	seperti strategi di sekitar kata-kata yang sulit.	Pertemuan			
			1	2	3	4
	(Salvador, 2017) dan (Ahammed, 2021)	Guru membantu siswa dengan disabilitas membaca dengan menggunakan huruf atau kata menara tingkatan teks yang berwarna. Guru menggunakan alat peraga point-point warna.				
4	Membaca berulang-ulang (Lee dan Yoon, 2015)	Siswa dengan disabilitas membaca mengajari bahasa Inggris kepada disabilitas membaca. Para guru meminta siswa dengan disabilitas membaca untuk belajar pertama-tama mendengarkan menulis di udara, buku atau meja bagian yang akan mereka baca, dengan menggunakan jari-jari yang memberi mereka gambaran mereka sambil mengucapkan kata-kata tersebut.	✓	✓	✓	
5	Kelancaran membaca (Lovett dkk., 2021)	Para guru meminta siswa dengan disabilitas membaca untuk belajar pertama-tama mendengarkan menulis di udara, buku atau meja bagian yang akan mereka baca, dengan menggunakan jari-jari yang memberi mereka gambaran mereka sambil mengucapkan kata-kata tersebut.	✓	✓	✓	
7	Strategi coba-coba (Ahmad, 2021)	Guru mencoba berbagai metode dan strategi yang paling efektif untuk setiap siswa. Guru meminta siswa dengan disabilitas membaca untuk				
8	Adaptasi kurikulum (Ahmad, 2021)	Guru menyederhanakan materi membaca teks yang sama beberapa kali hingga mereka dapat membaca agar lebih mudah memahaminya.	✓	✓	✓	
6	Instruksi multisensori	Guru menggabungkan unsur visual, suara, dan gerakan untuk menyesuaikan kemampuan siswa meningkatkan keterlibatan siswa dengan disabilitas membaca.				

No mor	Strategi	Sub Strategi	Pertemuan			
			1	2	3	4
9	Penguatan positif (Ahmad, 2021)	Guru memuji, memberi penghargaan, atau hadiah kecil kepada siswa dengan disabilitas membaca ketika mereka mencapai sesuatu.	✓	✓	✓	✓
		Guru membantu siswa untuk membangun kepercayaan dirinya.	✓	✓	✓	✓
10	Strategi lainnya Bilingual method/ Dua bahasa	Guru menggunakan dua bahasa secara bergantian. Bahasa yang digunakan adalah bahasa Inggris dan Indonesia	✓	✓	✓	✓
		Guru menggunakan dua bahasa sebagai bahasa pengantar dalam proses Pembelajaran	✓	✓	✓	✓
11	Membaca nyaring (reading aloud)	Guru membacakan teks dengan suara lantang dan nyaring, sehingga informasi dapat diterima oleh semua siswa	✓	✓	✓	
12	Mobile Assisted Language Learning (MALL)	Guru menggunakan telepon seluler atau handphone untuk membantu proses Pembelajaran				

Appendix 12 Results of Interview

Wawancara

Topik Wawancara : Pelaksanaan Prosedur Pengajaran Bahasa Inggris

1. Bagaimana Anda memulai pelajaran bahasa Inggris untuk siswa dengan disabilitas membaca di kelas inklusif?

Jawaban: " Saya memulainya seperti biasa, tidak ada yang berbeda dengan anak-anak lainnya. Pertama saya masuk kelas, buka dengan salam, doa, ~~dan~~ setelah itu melakukan absensi. Kemudian belajar seperti biasa, seperti yang telah adik amari selama ini. ... Saya tidak membedakan dengan yang lain? agar anak tersebut juga ga merasa minder atau merasa beda"

2. Bagaimana Anda memodifikasi atau mengadaptasi materi pembelajaran untuk siswa dengan disabilitas membaca?

Jawaban: "Saya tidak memodifikasi materi pembelajaran, semua menggunakan materi yang sama. Yang membedakan mungkin saya lebih menyederhanakan bagaimana cara saya menjelaskan kepada anak tersebut sehingga mudah dipahami"

Topik Wawancara : Membedakan Pembelajaran

3. Apakah Anda membedakan pengajaran untuk siswa dengan disabilitas membaca di kelas Bahasa Inggris Anda?

Jawaban: "Tidak, tidak saya tidak membedakannya. Pengajarannya sama dan berada di dalam satu kelas yang sama. Yang membedakan pada pendekatan dengan anak tersebut"

4. Jika ada, berikan contohnya

Topik Wawancara : Integrasi Teknologi

5. Apakah Anda menggunakan teknologi dalam mengajar bahasa Inggris untuk siswa dengan disabilitas membaca di kelas inklusif?

Jawaban: "Iya saya menggunakan teknologi"

6. Jika ada, alat teknologi atau perangkat lunak apa yang Anda gunakan untuk mendukung siswa dengan disabilitas membaca di kelas bahasa Inggris?

Jawaban: "U... Iya biasanya saya menggunakan Hp, karena di kelas juga tidak ada LCD projector ... saya biasanya pakai pada materi-materi yang kompleks atau saat saya tidak bisa mengajar. Saya akan berikan materi pada ketua kelas. Nanti ketua kelasnya lah yang menyebarkan di grup belajarnya. ... Saat semester bill, semester 1 saya lumayan sering lah mengirimin materinya itu ..."

Topik Wawancara : Penilaian dan Evaluasi

7. Bagaimana Anda menilai kemajuan siswa dengan disabilitas membaca dalam proses pembelajaran?

Jawaban: "Kalau saya menilai dengan Pendekatan yang berkelanjutan, 'bagaimana' saya melihat dari segi akademis, tapi dari Prosesnya juga."

8. Metode evaluasi jenis apa yang menurut Anda paling efektif untuk siswa dengan disabilitas membaca?

Jawaban: "Tidak ada metode evaluasi khusus. saya mengobservasi dan melihat bagaimana anak tersebut berproses."

Topik Wawancara : Permasalahan dalam mengajar

9. Apa saja tantangan utama yang Anda hadapi saat mengajar bahasa Inggris kepada siswa penyandang disabilitas membaca di kelas inklusi?

"... siswa tsb memiliki kemampuan membaca yang rendah dan cenderung masih merasa ditundukkan dengan teman yang lainnya. Sehingga dia sering merasa tidak percaya diri, gelisah, takut, dan mengelengkan kepala kalau ditanya. Sulit diajak berpartisipasi dalam pembelajaran atau diskusi. Dia juga kalau ditanya dan sering menatap diri."

"Satu kelas isinya 22 siswa. Karena jumlahnya banyak jadi waktu untuk memberikan fokus terhadap siswa ⁽ⁱⁿⁱ⁾ terbatas. Sementara siswa ini kan perlu perhatian khusus yang lebih intensif dan berulang-ulang. Tapi di sisi lain siswa lainnya juga harus diperhatikan agar pembelajaran tetap berjalan dan seimbang. Kadang sulit sekali membagi waktu dan tenaga untuk memenuhi kebutuhan siswa dengan jumlah yang besar."

"... Untuk di sekolah sendiri, LCD, Proyektor, dan Speaker yang sebagai pendukung pembelajaran tidak tersedia di setiap kelas. Kalau di kantor ada LCD, khusus digunakan saat rapat guru. Guru hanya mengajar dengan buku dan media print. Jadi terkadang sedikit sulit kalau ingin mengajar dengan menggunakan media yang interaktif."

10. Bagaimana pengaruh kehadiran siswa berkebutuhan khusus dalam kelas Anda terhadap kecepatan pelajaran?

Jawaban: "Adanya peserta didik saya yang memiliki kesulitan ~~untuk~~ membaca memang mempengaruhi kecepatan pembelajaran, pembelajaran menjadi lebih slow sedikit, karena saya harus menyesuaikan ritme pembelajaran agar anak ini juga bisa ikut pembelajaran."

Topik Wawancara: Manajemen kelas

11. Kesulitan atau tantangan apa yang Anda hadapi dalam manajemen kelas saat mengajar siswa penyandang disabilitas membaca di kelas inklusif?

Jawaban: "Kesulitan hampir sama dengan tantangan yang tadi sudah saya jawab, yaa terkait anak tersebut cenderung diam, tidak aktif, tidak mau berpartisipasi kalau tidak dibantu, pemalu seperti itu, penanganannya lebih sulit dibandingkan dengan anak-anak lainnya, selain itu jumlah siswa yang banyak serta kurangnya fasilitas, itu menurut saya tentang hasilnya."

12. Bagaimana Anda menyeimbangkan pemenuhan kebutuhan siswa dengan RD sambil mengajar siswa lain?

Jawaban: "Saya berusaha semaksimal mungkin, mendatangi anak ini ke tempat duduknya sesering mungkin dan selalu menanyakan apakah dia ada masalah, dan membantu saat dia tidak bisa serta memberi sedikit penguatan dan dorongan agar dia mau mencoba."

15. Dapatkah Anda memberikan contoh bagaimana Anda berhasil mengadaptasi pendekatan pengajaran Anda untuk mendukung siswa dengan disabilitas membaca dalam proses pembelajaran bahasa Inggris?

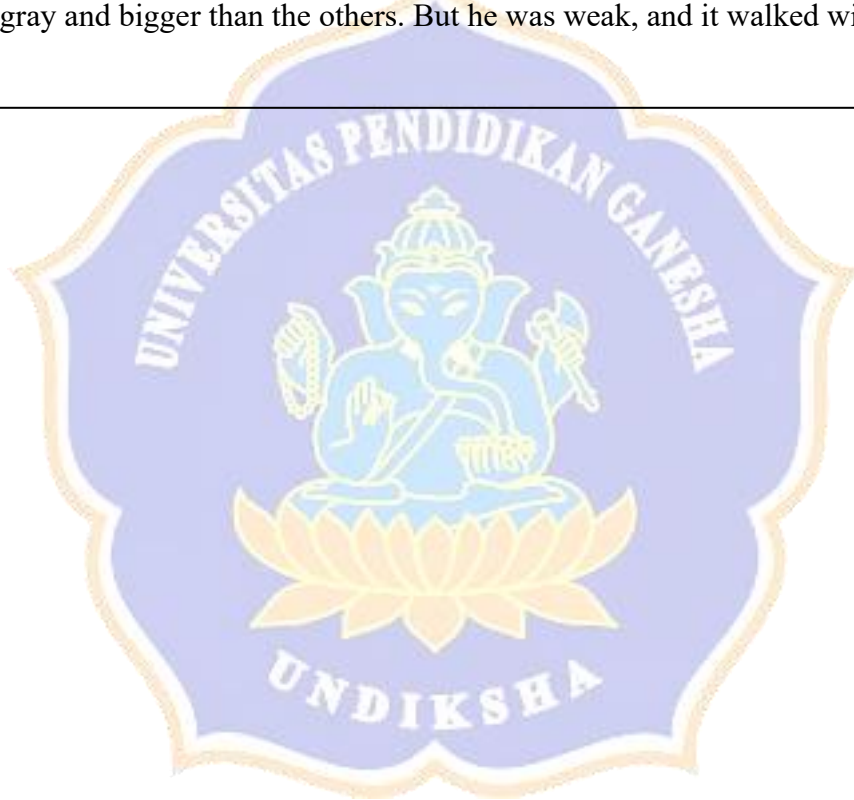
Jawaban: " menurut saya ketika anak sudah mau mencoba, artinya strategi yang saya terapkan berhasil "



Ugly Duckling

Appendix 13 Media that the Teacher Use

Once upon a time, on a big farm, a Mother Duck sat on her nest. She had to keep her six eggs warm until they hatched. At last, the eggs began to crack. One by one, five yellow ducklings came out of the eggs. They shook their wings and said, “Quack, quack.” Then, they walked gracefully. “Look at all of you!” said Mother Duck with joy. “You are all so cute!”. She counted one, two, three, four, five. “Oh, dear! I should have six ducklings!” Mother Duck was worried. But one large egg was still in the nest. It was a little stubborn. So, Mother Duck sat on her nest again and waited some more. The next day, the big egg cracked open. A shy duckling came out. He was not yellow! He was gray and bigger than the others. But he was weak, and it walked with a funny wobble



The Fox and the Grapes

Once upon a time, there was a cunning fox who was strolling through the forest one hot afternoon. He was feeling very hungry and was looking for something to eat. As he walked, he came across a vineyard filled with plump, juicy grapes. The fox's mouth watered at the sight of the grapes, but there was a problem: the grapes were hanging high up on the vines, just out of his reach.

The fox tried to jump up and reach the grapes, but they were too high. He tried to climb the vine, but it was too slippery. The fox was starting to get frustrated. He didn't want to give up on the grapes, but he didn't know how to get them.

Just then, an idea came to the fox. He backed away from the vine and pretended to walk away. As he walked, he glanced over his shoulder at the grapes. He saw that the grapes were still hanging out of his reach.

The fox stopped walking and turned back to the vine. He looked up at the grapes and said, "Those grapes look sour anyway. I don't want them."

With that, the fox turned and walked away. He was not really hungry anymore. He had learned that it is no use to want something that you cannot have.

Dialog 1

Topic : Reducing Plastic Use

Aldi : Hi Maya . Can I ask you something?

Maya : Sure , what is it?

Aldi : What do you think about using plastic every day?

Maya : I think ~~it's~~ not good for the environment .

Aldi : I agree . In my opinion , we should bring our own bags .




Maya : That's great idea ! We can use tote bags or paper bags .

Aldi : Yes , let's tell our friends too .

Appendix

14 Documentation



Activity	Documentation
Visited SMP Negeri 1 Bebandem	
Preliminary research	
Ask permission from the principal to conduct research	

Activity	Documentation
Classroom Observation	
	
	

Activity	Documentation
Classroom Observation	
	
Interview with the English Teacher	