

Appendix 1 Observation Permission Letter

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Nomor : 3175/UN48.7.1/I	DT/2024	15 Agustus 2024
Perihal : Permohonan I	zin Observasi	
Yth. Kepala SMP 1 Bebar di Karangasem	ndem	
Dalam rangka pengumpu	lan data untuk menyelesaikan Obs <mark>ervas</mark> i	awal proposal penelitian
skripsi, dengan hormat k	ami mohon agar Bapak/Ibu mengizinkan	mahasiswa di bawah ini:
Nama NIM Jurusan Program Studi Jenjang Tahun Akademik untuk mencari data yang	: Ni Luh Eka Ciptarini Wijayanti : 2112021095 : Bahasa Asing : Pendidikan Bahasa Inggris : S1 : 2023/2024 diperlukan pada institusi yang Bapak/Ib	u pimpin.
Atas perhatian dan bantı	an Bapak/Ibu, kami ucapkan terima kasi a.n. Dekan, Wakil Dekan I, Wakil Dekan I,	Dewi

Tembusan:

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

Appendix 2 Research Permission Letter



Nomor: 880/UN48.78.1/DT/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 :

10 Maret 2025

÷	Ni Luh Eka Ciptarini Wijayanti
a i	2112021095
1	Bahasa Asing
:	Pendidikan Bahasa Inggris
2	SI
	2024/2025
:	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.



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

Appendix 3 Letter of Conducting Research



Appendix 4 Instrument of Observation Sheet of English Teaching Procedure

No	Date	Teaching Procedures		
		Fi	ndings of the observat	tion
		Pre-activity	While activity	Post-activity
1				
2			NDIDA	
3		aTIAS	ANO	
4		8 1		
			IKSHA	

Observation Sheet of English Teaching Procedure in an Inclusive Classroom

Appendix 5 Instrument of Observation Checklist Teacher Challenges

Observation Checklist Teacher Challenges in Teaching English in an

Inclusive Classroom

No	Challenges	Sub challenges	Ansv	ver
			YES	NO
1	Lesson plan and	The teacher must prepare another		
	material	lesson plan/material for students with		
	(Ahammed,	reading disability.		
	2021)	A TOTA	7	
2	Parental	Parents of students with reading		
	expectations	disability often have high		
	(Ahammed,	expectations for their children to	<	
	2021)	perform like other children.		
3	Time allocation	Teacher lack time and need to allocate		
	(Ahammed,	more time to teach students with		
	2021)	reading disability.		
4	Behaviourally	Students with reading disability may		
	(Ahammed,	exhibit difficulties with disciplined		
	2021)	behavior.		
		Students with reading disability		
		sometimes show restlessness,		

No	Challenges	Sub challenges	Ansv	ver
			YES	NO
		anxiety, and fear when they are		
		unable to follow the lesson.		
5	Motivation and	Students with reading disability		
	self-confidence	commonly experience low motivation		
	(Ahammed,	and may express feelings of		
	2021)	inadequacy, often stating, "I can't."		
		Students with reading disability may		
		lack confidence in their abilities and		
	1 3	avoid engaging in learning due to		
		perceived inability.		
6	Emotional	Students with reading disability often		
	sensitivity	show high emotional sensitivity,		
	(Ahammed,	particularly toward negative emotions	5	
	2021)	such as sadness or anger.		
7	Participation in	Students with reading disability rarely		
	the class	participate in the learning activity in		
	(Adao et	the class.		
	al.,2023)	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	The teacher does not have sufficient		
	knowledge of	skill or knowledge in teaching		
	the teacher	students with reading disability in the		
	(Adao et	classroom.		
	al.,2023)			
9	Other problems			



Appendix 6 Instrument of Observation Checklist Strategies

Observation Checklist Strategies that the Teacher Uses to Cope with the

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

Challenges in Teaching English in an Inclusive Classroom

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
		strengthen their working				
		memory.				
2	Explicit Phonics	The teacher instructs				
	Instruction	students with reading				
	(Lovett et al.,	disability to identify and				
	2021)	pronounce the sounds of				
		letters individually and				
		then combine them to	Ya			
		form words.	24			
		The teacher provides		2	1	
	~	students with reading	3			
		disability with a list of			IJ	
	7	words with rhyming	2			
		patterns so that they can	2			
		find new words with the	2			
		same pattern. Example				
		cat, hat, bat, rat.				
3	Reciprocal	The teacher asks				
	strategy	students with reading				
	(Gomaa, 2015)	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				4
		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	Va			
	13	they dont understand a	1			
		section of the text and to		1	1/	
	~	use clarification				
		strategies such as			IJ	
	7	looking for context	2			
		around difficult words.	2			
		The teacher asks	2			
		students with reading				
		disability to write a				
		summary of the text				
		they have just read using				
		the main points.				
4	Repeated	Students with reading				
	reading	disability are asked to				

No	Strategies	Sub Strategies	Meetings			
			1	2	3	4
	(Lee & Yoon,	read the same text				
	2015)	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	Ve.			
	1 3	sentences should be	1		and the second s	
		pronounced.		SHI	1	
5	Reading fluency	The teacher provides a	5			
	(Lovett et al.,	list of words that				
	<mark>2</mark> 021)	students with reading	2			
		disability must read	2			
		within a specific time to	2			
		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	The teacher combines				
	instructions	visual elements, sound,				
	(Salvador, 2017)	and movement to				
	and (Ahammed,	enhance the engagement				
	2021)	of students with reading				
		disability.	Ya			
	S	The teacher teach				
		students with reading		SE	1	
	~	disability using colored	3	2		
		letters or words.			IJ	
	7	The teacher uses	9			
		physical props such as	2			
		flashcards to teach	2			
		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				
		1		1	1	

No	Strategies	Sub Strategies		Mee	tings	
			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.	Va.			
7	Trial and error	Teachers try different	1		and the second second	
	strategy	methods and strategies		31	1	
	(Ahammed,	and evaluate the most	6			
	2021)	effective methods and				
	7	strategies for each	2			
		student.	2			
8	Curriculum	The teacher simplifies	2	C. C.		
	adaptation	the material for students		4		
	(Ahammed,	with reading disability				
	2021)	to make it easier to				
		understand.				
		The teacher modifies				
		tasks to suit the abilities				

No	Strategies	Strategies Sub Strategies			Meetings				
			1	2	3	4			
		of students with reading							
		disability.							
9	Positive	Teachers praise, reward,							
	renforcement	or give small gifts to							
	(Ahammed,	students with reading							
	2021)	disability when they							
		achieve something.							
		The teacher helps	0						
		students with to build	34						
		their confidence.		SHA					
10	Other strategies	MA A	5						



Appendix 7 Instrument of Interview Guide

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

Interview guide

No	Research Question	Topic of	Question/Alternative
		Interview	Question
			teaching English for
			students with reading
			disability in an
			inclusive classroom?
			6. If there is one, what
		\wedge	technology tools or
		NUNDIAL	software do you use to
	170	Stevenut	support students with
	A Star		reading disability in
		N Ze	English class?
	~ (Assessment and	7. How do you assess the
		evaluation	progress of students
	7 0	XXXXXXXXX	with reading disability
		2005	in the learning
	5	NDIKSN	process?
			8. What types of
			evaluation methods do
			you find most
			effective for students
			with reading
			disability?

No	Research Question	Topic of	Question/Alternative
		Interview	Question
2	What are teachers'	Challenges in	9. What are the main
	challenges in English	teaching	challenges that you
	teaching for students		face when teaching
	with reading disability		English to students
	in an inclusive	A.	with reading disability
	classroom at SMP		in an inclusive
	Negeri 1 Bebandem?	TENDIAL	classroom?
	100	Stevenut	10. How does having
			students with reading
		N L L	disability in your class
		(ma)	impact lesson pacing?
		Classroom	11. What difficulties or
	7 9	management	challenges do you
		2005	encounter in
	0	NDIKSU	classroom
		\sim	management when
			teaching students with
			reading disability in
			an inclusive
			classroom?
			12. How do you balance
			meeting the needs of

No	Research Question	Topic of	Question/Alternative
		Interview	Question
			students with reading
			disability while
			teaching other
			students?
3	How does the teacher	Strategies	13. What specific
	cope with the	\wedge	teaching strategies do
	challenges that may	NUNDIAL	you use to support
	arise in English	Stevenut	students with reading
	teaching for students		disability during the
	with reading disability	N R Ze	lesson?
	in <mark>SMP</mark> Negeri 1	In S	14. What strategies have
	Bebandem?		you found most
	7 🔍	((()))	effective in
		105	overcoming the
	0	NDIKSN	challenges of teaching
			students with reading
			disability?
			15. Can you share an
			example of how you
			have successfully
			adapted your teaching
			approach to support

No	Research Question	Topic of	Question/Alternative
		Interview	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 1	: 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 (\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.

No	Date	Teaching Procedures			Validity	Descriptions	
		Finding	Findings of the observation		Relevant	Irrelevant	
		Pre-	Pre- While				
		activity	activity	activity			
1					√		
2							
3			and the second	Aller		-	
4		6	R				

Observation sheets of teaching English procedure in an inclusive classroom

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	allenges Sub challenges		wer	Validatio	on Options	Descriptions
	1.0	1000	YES	NO	Relevant	Irrelevant	
1	Lesson plan	The teacher must		~	1	1	8
	and	prepare another lesson	~		-	11	
	material	plan/material given to	111	8	V	1.2	
	(Ahammed,	students with reading		2.00			
	2021)	disability.	and the		and the second		
2	Parental	Parents of students					
	expectations	with reading disability					
	(Ahammed,	often have high			\checkmark		
	2021)	expectations for their					
		children to perform					
		like other children.					

No	Challenges	s Sub challenges		wer	Validation Options		Descriptions
			YES	NO	Relevant	Irrelevant	
3	Time	Teacher lack time and					
	allocation	need to allocate more					
	(Ahammed,	time to teach students			\checkmark		
	2021)	with reading					
		disability.					
4	Behaviourall	Students with reading	1	-			
	У	disability may exhibit	1		No. of Concession, Name		
	(Ahammed,	difficulties with					
	2021)	disciplined behaviour.	M	6.5		1 miles	
		Students with reading	255	20	1400		
		disability sometimes	-		1.11	2	
		show restlessness,	(A)	5	\checkmark	24	
×	1	anxiety, and fear when	- 1-	55_		6	1
		they are unable to	26	\mathcal{I}	d	24	11
	5	follow the lesson.	N 4	6	788		
5	Motivation	Students with reading	55	-	VA.		
	and self-	disability commonly	1/	$\sum i$	1		
	confidence	experience low		UII S	4	-	
	(Ahammed,	motivation and may	200	1	-V		
	20 <mark>21)</mark>	express feelings of			100	<u>A</u>	
	V.	inadequacy, often					
		stating, "I can't"	\bigcirc	~		1	
		Students with reading			315	1.8	
		disability may lack	1112	5		100	
		confidence in their			1		
		abilities and avoid	10 10	-			
		engaging in learning					
		due to perceived					
		inability.					
6	Emotional	Students with reading					
	sensitivity	disability often show			✓		

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No	Challenges	Sub challenges Answer Va		Validatio	on Options	Descriptions	
			YES	NO	Relevant	Irrelevant	
	(Ahammed,	high emotional					
	2021)	sensitivity,					
		particularly toward					
		negative emotions					
		such as sadness or					
		anger.					
7	Participation	Students with reading			-		
	in the class	disability rarely					
	(Adao et al.,	participate in the	ND)	h		No.	
	2023)	learning activity in the	15		4.4 10		
		class.	-				
		Students with reading	1155	è.		192	
1		disability rarely			2.63	3	77
		conduct discussions,	24	11		Tent	
	5	such as answering and	16	27	V	-	
		asking questions, in	17		$\sqrt{2}$		
		the learning process.					11 8
8	Skills and	The teacher does not		and the second	5	5	11
	knowledge of	have sufficient skill or	V.S.	5			
	th <mark>e</mark> teacher	knowledge in teaching			V		
	(Adao et	students with reading					
	al.,2023)	disability in the	\checkmark	-		1	1
		classroom.		-	1	1.1	
9	Other	S S S S S S S S S S S S S S S S S S S	10.2	350	1	18	
	problems		-		V		

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No	Strategies	Sub Strategies	M	lecting	gs	Validation Options		Descriptions
			1	2		Relevant	Irrelevant	
1	Working	The teacher uses						
	memory	computer media to						
	computer-	teach English to	de.			\checkmark		
	assisted	students with	1	100		-		
	(Akbari et	reading disability.						
	al.,2019)	The students with						
		reading disability			11	\geq 1		
		are asked to listen				4.10		
		to spoken English	£			6	A. D	2
		words from the	4	<u>)</u> ,		\checkmark	9 Par	12
T		computer, then		2	\supset	63.	30	7
		memorize and	2	1	1.	38		
	5	arrange them in	57.	62		12	-	
		order.	\cdot					
		The students with	77	-		1		
		reading disability	6	M.	C.Y.	4		
		read random letter		5.	~			Contraction of the second
		sequences that have		1		V		
	1 V.	no meaning to		12		1		
		improve their	5	1	1		1	1
		ability to recognize		1	2	1	10	
		patterns and	1	10		2.20	11	
		strengthen their					- /	
		working memory.	1.25	-		and the second	-	
2	Explicit	The teacher						
	Phonics	instructs students						
	Instruction	with reading						
	(Lovett et al.,	disability to						
	,,	identify and						

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

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No	Strategies	Sub Strategies	N	lectin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		pronounce the						
		sounds of letters						
		individually and						
		then combine them						
		to form words.	d.					
		The teacher			12/20	1. mar.		
		provides students						
		with reading		1				
	100 M	disability with a list	NI.	11	π			
		of words with			1	1		
	100	rhyming patterns so	h	R		6	200	
	1 8	that they can find					2.	Contraction of the second
		new words with the			7	J.	32	7/
	8	same pattern.	2	1	1	1. A		
		Example cat, hat,				12		
		bat, rat	1		1	\sim		
3	Reciprocal	The teacher asks	1	17	1.v	1		
	strategy	students with		-0		2A		1
	(Go <mark>m</mark> aa, 2015)	reading disability		1	1Y	111		
	1	to make predictions		12	22	<		
		about the content	2	1		\checkmark		1
		of a text based on					11	
		the title or		18	1	324	1.2	
		images/video	52	1				
	100	before reading.		Con the		ALCONT.		
		The teacher						
		provides students						
		with reading				1		
		disability with the						
		opportunity to use						
		their existing						

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No	Strategies	Sub Strategies	M	cetin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		information and						
		knowledge to make						
		predictions about						
		the content of the						
		text they will read						
		(predicting).	2	1				
		The teacher	-	-		State State State		
		instructs students						
		with reading	1.1	11	m			
		disability to		(in	14	4.1		
		identify important	, the			16	2	0
		information in the	Щ	$\overline{\mathcal{D}}$			12	
		text and ask	5		5		50	77
		questions to learn	1	1		33	E.	
	2	more information.	1	2.4		CR.		
		(Questioning)	12	74	1	V^{∞}		
		The teacher	11	1	120	9		
		provides	5	2		3.1		
	76	clarification on	1	Y	Y	$\gamma \gamma$		5
		parts of the text			10			
		that are unclear,	2	2		-		5
		difficult, or		1			1.1	
		unfamiliar to the	1	10	31	12	1.1	
		students with	3	2			-	
		reading disability		Sec.		OTHER DESIGNATION		
		(clarifying).						
		The teacher asks						
		students with						
		reading disability				\checkmark		
		to stop when they						
		dont understand a						

.

No	Strategies	Sub Strategies	M	cetin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		section of the text						
		and to use						
		clarification						
		strategies such as						
		looking for context						
		around difficult		1				
		words.				Contraction of the local division of the loc		
		The teacher asks						
		students with	N	117			and the second s	
		reading disability	375	1	11	1.05		
		to write a summary				1		
		of the text they	ai	10				
1	S B	have just read	E.		6		1	1
		using the main			1	da l	24	18
	S	points.			4	100		
4	Repeated	Students with		-		NA.		
	reading	reading disability			17			
	(Lee & Yoon,	are asked to read	2	10	164			
	2015)	the same text					1	
		multiple times.		2				
		Students with				-<		
		reading disability	1		-1			0
		first listen to the				2.15	11	
		passage they are		10	31	120	1	
		going to read,		1		V		
		which gives them		Ser.	-	0722-024		
		an idea of how the						
		words and						
		sentences should be						
		pronounced.						

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No	Strategies	Sub Strategies	M	lecting	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
5	Reading	The teacher						
	fluency	provides a list of						
	(Lovett et al.,	words that students						
	2021)	with reading						
		disability must read						
		within a specific	A			V		
		time to improve	2.		No.			
		reading speeds and						
		accuracy.	1.10	57	-			
		The teacher asks	175	22	11	1 mars	1	
		students with	2			2.80		
		reading disability	a	ñ.			200	
ve	0 18	to read the same		-		V	100	and the second second
	1 5	text multiple times	2		7	5	32	1
	12	until they can read	è,	15	4	200		
	1	it fluently.		Sec.		1		
6	Multisensory	The teacher	1		L	(°		
	instructions	combines visual		T	13	1		11
	(Salvador,	elements, sound,		20		D/		
	2017) and	and movement to	20	77	Y	1		5
	(Ahammed,	enhance the		11	110	1		
	2021)	engagement of	1					1
		students with		1			1	
		reading disability.	1	120	1		1.2	
		The teacher teach	63	-	- 10			
	<u> </u>	students with	1					
		reading disability				\checkmark		
		using colored						
		letters or words.						
		The teacher uses				1		
		physical props such				✓		

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No	Strategies	Sub Strategies	N	lectin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		as flashcards to						
		teach English to						
		students with						
		reading disability.						
		The teachers ask	1					
		students with	0		Colores and			
		reading disability	~					
		to learn to write in				\checkmark		
	100 M	the air, book or		UII	17			
		table by using their				4.11		
		fingers while		R.		9	1	
		saying the words.					2	A Star
	1 8	The teachers use		1	7		32	7.1
	1 2	songs or rhythms to		1	4	53 I		
		memorize words						
		during the learning	1	6		G		
		process when	12	7	11.5	L°		
		teaching students	23	=1		\gg		
		with reading		1				
	1 V.	disability.		1				
7	Trial and error	Teachers try	4		1		1	
	strategy	different methods						
	(Ahammed,	and strategies and	T	1<	53		C.	
	2021)	evaluate the most	1			v		
		effective methods	1.5	The second	-	and a second	100	
		and strategies for						
		each student.						
8	Curriculum	The teacher						
	adaptation	simplifies the				\checkmark		
	(Ahammed,	material for						
	2021)	students with	I		1	1		

No	Strategies	Sub Strategies	M	lecting	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		reading disability						
		to make it easier to						
		understand.						
		The teacher						
		modifies tasks to	1					
		suit the abilities of	1	1	12.20	\checkmark		
		students with						
		reading disability.						
9	Positive	Teachers praise,	111	<u>jî</u>	71	20		
	reinforcement	reward, or give				2.11 -		
	(Ahammed,	small gifts to	A	R.		9	2	
-	2021)	students with				\checkmark	12	
		reading disability			7	5	32	7/
	S	when they achieve		1	4	22		
		something.		-		N.		
		The teacher helps	1	-	I.	1 3		
		students with	2	1	Ly	4		
		reading disability		80		B A		1
		to build their						
		confidence.				<		
10	Other		~		1		1	
	strategies	11-			2	V	18	

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	Topic of	Question	n/Alternative	Validatio	on Options	Descriptions
	Question	Interview	Qu	estion	Relevant	Irrelevant	
			te	eaching			
			E	nglish for			
			st	udents with			
			re	eading			
			d	isability in			
			a	n inclusive			
			c	lassroom?			
		6	6. II	there is one,			
	-		o B N w	hat >	18		
		de	to	chnology	1		
		2	to	ools or	6		
		S7	S	oftware do	1		
1		Star 1	y.	ou use to		80	77
		A.	SI	upport 🦂	8	-	
		10/	st	udents with	8		
			re	ading	~		
		6	1601	isability in			
		NE		nglish class?	Seal		
		Assessment		ow do you	$\alpha \gamma$	10	
		and evaluation		ssess the	12		
				rogress of	\checkmark	1	
		1	100 A	udents with		18	
		v_N	1 · · · · · · · · · · · · · · · · · · ·	eading		1.8	
		- W	23.04	isability in		11	
	5	Contraction of the local division of the loc		e learning		-	
				rocess?			
				/hat types of			
				valuation	\checkmark		
				ethods do	·		
			-	ou find most			
			ef	fective for			

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No	Research	Topic of	Question/Alternative	Validatio	n Options	Descriptions
	Question	Interview	Question	Relevant	Irrelevant	
			students with			
			reading			
			disability?			
2	What are	Challenges in	9. What are the			
	teachers'	teaching	main			
	challenges in		challenges	\checkmark		
	English	and the second	that you face	Contraction of the local division of the loc		
	teaching for	6	when			
	students with		teaching	18		
	reading	Sec.	English to	1.00		
	disability in an	AV	students with	"R		
	inclusive	S.	reading	-		
1	classroom at	1	disability in			1
	SMP Negeri 1	A	an inclusive	2		
	Bebandem?	- 878 V	classroom?	8		
			10. How does	λ_{i}		
			having			
			students with	~		
			reading	21		1
			disability in			
			your class	<	1	
			impact lesson		14	
		De.	pacing?			
		Classroom	11. What	122	10	
		management	difficulties or			
			challenges do	V		
			you encounter			
			in classroom			
			management			
			when			
			teaching			

No	Research	Topic of	Question/Alternative	Validatio	n Options	Descriptions
	Question	Interview	Question	Relevant	Irrelevant	
			students with			
			reading			
			disability in			
			an inclusive			
			classroom?			
			12. How do you			
			balance	Concerne of the second		
			meeting the			
	1000		needs of	~	and the second	
		Cho.	students with	1.35		
		AL VIE	reading	Nº R		
		87	disability			
1		8 12	while	1.18	2	
	N S	a	teaching other			
	B		students?	R		
3	How docs the	Strategies	13. What specific	A.		
	teacher cope		teaching	\checkmark		11 8
	with the	1	strategies do	S		
	challenges that		you use to	\sim	6	Carl Carl
	may <mark>ar</mark> ise in		support			
	English		students with	1		4
	teaching for		reading		14	
	students with	O N	disability		14	
	reading	N.	during the			
	disability in		lesson?		and a	
	SMP Negeri 1		14. What			
	Bebandem?		strategies	\checkmark		
			have you			
			found most			
			effective in			
			overcoming			

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EXPERT JUDGMENT OF INSTRUMENT

Researcher	: Ni Luh Eka Ciptarini Wijayanti
Expert Judge 1	: 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 (\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.

No	Challenges	Sub challenges	Ans	wer	Validatio	on Options	Descriptions
			YES	NO	Relevant	Irrelevant	
3	Time allocation (Ahammed, 2021)	Teacher lack time and need to allocate more time to teach students with reading disability.			~		
4	Behaviourall y (Ahammed, 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.				CANKS HI	7
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"		る意うこ)	
		Students with reading disability may lack confidence in their abilities and avoid engaging in learning due to perceived inability.		S		1	
6	Emotional sensitivity	Students with reading disability often show			V		

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No	Challenges	Sub challenges	Ans	wer	Validatio	on Options	Descriptions
			YES	NO	Relevant	Irrelevant	
	(Ahammed,	high emotional					
	2021)	sensitivity,					
		particularly toward					
		negative emotions					
		such as sadness or					
		anger.					
7	Participation	Students with reading			and the second s		
	in the class	disability rarely					
	(Adao et al.,	participate in the	10	m	V	Conservation of the local division of the lo	
	2023)	learning activity in the	1		44.10		
	1 Pas	class.	$ \rightarrow $		34	2	
		Students with reading	11.5	22		Sec.	
1		disability rarely			1	100	77
		conduct discussions,	26	21	37		
		such as answering and	1.6	2		-	
		asking questions, in	.72		VA		
		the learning process.					11
8	Skills and	The teacher does not	2	area.	5.	1	18
	knowledge of	have sufficient skill or	VA:	1			Contraction of the second seco
	the teacher	knowledge in teaching			V		
	(Adao et	students with reading					
	al.,2023)	disability in the	\checkmark	-		1	1
		classroom.		-	1 D	11	
9	Other		102	32	1		
	problems				v		

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No	Strategies	Sub Strategies	M	lecting	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
1	Working	The teacher uses						
	memory	computer media to						
	computer-	teach English to	d.			\checkmark		
	assisted	students with	1	100	ie au	1 mar		
	(Akbari et	reading disability.						
	al.,2019)	The students with		and the second				
		reading disability		11	11	>		
		are asked to listen				4.10		
		to spoken English	Ś			6	Par de	0
-		words from the	4	\mathbb{D}_{i}			12	
		computer, then	5		\supset		50	77
1		memorize and		1		83	1	
	-	arrange them in	SA	12		R	-	
		order.				1		
		The students with			2.6			
		reading disability		34	1000	6		
		read random letter	No.		V		6	Contra Co
		sequences that have	1			V		
	1.1	no meaning to		14				
		improve their	1		2	-	1	1
		ability to recognize			1		18	
		patterns and	11			y 20	11	
	1	strengthen their			1			
		working memory.	1 all	100		1. State		
2	Explicit	The teacher						
	Phonics	instructs students						
	Instruction	with reading				\checkmark		
	(Lovett et al.,	disability to				Ť		
	2021)	identify and						

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

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No	Strategies	Sub Strategies	N	lectin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		pronounce the						
		sounds of letters						
		individually and						
		then combine them						
		to form words.	de.					
		The teacher			No. of	-		
		provides students						
		with reading		-				
		disability with a list	V.	11	Л			
		of words with				1		
	100	rhyming patterns so	A	R.		6		
1		that they can find		1		2	12	ALC: Y
		new words with the	2		2	A	S.	7/
	12	same pattern.	2	4	4	22		
		Example cat, hat,	5			X		
		bat, rat	1	5	L	\sim		
3	Reciprocal	The teacher asks		1	Ly	2		11
	strategy	students with		80				1
	(Gomaa, 2015)	reading disability			070	TD		
	N.	to make predictions		14		-		
		about the content				\checkmark		1
		of a text based on				24.2	100	
		the title or	1		5 8	3126	1 det	
		images/video						
	J.P.	before reading.	1	and the	-	Prest Diversion		
		The teacher						
		provides students						
		with reading				\checkmark		
		disability with the						
		opportunity to use						
		their existing						

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No	Strategies	Sub Strategies	M	lectin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		information and						
		knowledge to make						
		predictions about						
		the content of the						
		text they will read						
		(predicting).	1	1				
		The teacher	-	-		State State State		
		instructs students						
		with reading	1.1	11	177		and the second second	
		disability to	- A		14	4.10		
		identify important	j,			16	2	0
		information in the	<u>a</u>	<u>D</u>	Ş.,		12	
1	< B	text and ask	6		Þ	~	80	77
		questions to learn	1	2		33	E	
		more information.	21	14		CR.		
		(Questioning)	12	Z		V^{∞}		
		The teacher	11	T	1985	9		11
		provides	5-			5.1		
	7	clarification on	1	47	Y	$\gamma \gamma$		5
		parts of the text			24			
		that are unclear,	20				1	1
		difficult, or	1	1			1.1	
		unfamiliar to the	1	7.0	3.1		1.1	
		students with	3	-			- /	
		reading disability		1		or tour		
		(clarifying).						
		The teacher asks						
		students with						
		reading disability				$ $ \checkmark		
		to stop when they						
		dont understand a						

.

No	Strategies	Sub Strategies	M	cetin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		section of the text						
		and to use						
		clarification						
		strategies such as						
		looking for context						
		around difficult	A	1				
		words.	2			Contraction of the local division of the loc		
		The teacher asks				1		
		students with	N	177			-	
		reading disability	375	1	11	1.05		
		to write a summary				1	2 · · ·	
		of the text they	ai	10				
1	S B	have just read	E.	-	6		1	1
		using the main			1	da l	24	18
	S	points.			-	100		
4	Repeated	Students with		-		NA.		
	reading	reading disability			1			
	(Lee & Yoon,	are asked to read	2	1	164			
	2015)	the same text		5			1 8	
		multiple times.						
	N.	Students with				<		1
		reading disability	2	1	_1		1	0
		first listen to the			2	2.15	1	
		passage they are		10	51	120	18	
		going to read,		Ś		V		
		which gives them		No. of		0725-074		
		an idea of how the						
		words and						
		sentences should be						
		pronounced.						

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No	Strategies	Sub Strategies	M	lectin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
5	Reading	The teacher						
	fluency	provides a list of						
	(Lovett et al.,	words that students						
	2021)	with reading						
		disability must read						
		within a specific	A			V		
		time to improve	2.		No.			
		reading speeds and						
		accuracy.	1.10	57	-			
		The teacher asks	575	20	11	1 mars		
		students with	1			2.110		
		reading disability	a	ñ.			200	
1		to read the same		-		V	100	and the second s
	1 5	text multiple times	2		7	5	32	1
	1 2	until they can read		10	4	12		
		it fluently.		100		\mathcal{N}		
6	Multisensory	The teacher	1		I.	\sim		
	instructions	combines visual		T	R.V.	1		118
	(Salvador,	elements, sound,		2		D/A		18
	2017) and	and movement to	16	1	Y	~		1
	(Ahammed,	enhance the		12	14	1		
	2021)	engagement of	1	1h				1
		students with		1			1.1	
		reading disability.	1	12	1	19.52	1.2	
		The teacher teach	63	- 2			- 1	
		students with	1			and the second		
		reading disability				\checkmark		
		using colored						
		letters or words.						
		The teacher uses				1		
		physical props such				×		

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No	Strategies	Sub Strategies	Ŋ	lectin	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		as flashcards to						
		teach English to						
		students with						
		reading disability.						
		The teachers ask	Å	~				
		students with	2		100			
		reading disability						
		to learn to write in				\checkmark		
	100 A	the air, book or		UI	1)			
		table by using their			200	4.11		
		fingers while	1	R.		9	2	
ve		saying the words.		1			2	A Star
	N S	The teachers use		1	7		32	7.1
	1 2	songs or rhythms to		4	4	5.2		
		memorize words		-		X.		
		during the learning	1		11	\mathcal{C}		
	. V.	process when	11	1	11.5	_		
		teaching students	2.4	3		\gg		
		with reading	24					
	10	disability.			1	\leq		
7	Trial and error	Teachers try	2		_1			
	strategy	different methods	3	<		24.2	1	
	(Ahammed,	and strategies and	T	1	31		1 der	
	2021)	evaluate the most	>			V		
		effective methods	1.15	100	_	07750		
		and strategies for						
		each student.						
8	Curriculum	The teacher						
	adaptation	simplifies the				\checkmark		
	(Ahammed,	material for						
	2021)	students with						
	the second							and the second se

No	Strategies	Sub Strategies	M	lecting	gs	Validatio	on Options	Descriptions
			1	2		Relevant	Irrelevant	
		reading disability						
		to make it easier to						
		understand.						
		The teacher						
		modifies tasks to	J.					
		suit the abilities of	2	1	12.20	\checkmark		
		students with						
		reading disability.						
9	Positive	Teachers praise,	1 L	11	11	20		
	reinforcement	reward, or give				2.11 -		
	(Ahammed,	small gifts to	1	R.		9	200	
-	2021)	students with				\checkmark	12	A Start
		reading disability			7	5	32	7
	S	when they achieve	2	4	4	82		
		something.		-		1		
		The teacher helps	1	-	I.	Y Y		
	1	students with	2	T	Ly	2		
		reading disability		20		B A		
		to build their		1		119		
		confidence.				\leq		1
10	Other		~	1	1		1	
	strategies	The				V	11	

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	Topic of	Quest	ion/Alternative	Validatio	n Options	Descriptions
	Question	Interview		Question	Relevant	Irrelevant	
				teaching			
				English for			
				students with			
				reading			
				disability in			
			and a	an inclusive			
				classroom?			
		10	6.	If there is one,			
	100	-	181	what >	13		
		all me	No.	technology	1		
			3	tools or	6	10	
	1 1	S.	54	software do		2	
	< 2	S. mel	6 f =	you use to		32	77
		(A)	17	support	3	E	
		101	-	students with	8	1	
			Mr.	reading	A 5		
				disability in			
		NE		English class?	SUN		
		Assessment	7.	How do you	$\gamma\gamma$	10	
		and evaluation	10.0	assess the	1		
				progress of	\checkmark	1	
		1		students with		10	
		C N	573	reading		1.8	
		and the second	21	disability in	-		
	5	Contraction of the local division of the loc		the learning		-	
			1.	process?			
			8.	What types of			
				evaluation	\checkmark		
				methods do	•		
				you find most			
				effective for			

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No	Research	Topic of	Question/Alternative	Validatio	n Options	Descriptions
	Question	Interview	Question	Relevant	Irrelevant	
			students with			
			reading			
			disability?			
2	What are	Challenges in	9. What are the			
	teachers'	teaching	main			
	challenges in		challenges	\checkmark		
	English	and the second second	that you face	and the second se		
	teaching for	6	when			
	students with		teaching	18		
	reading	Sec.	English to	1.05		
	disability in an	AV	students with	"R		
	inclusive	S.	reading	-		
1	classroom at	1 12	disability in			1
1	SMP Negeri 1	A	an inclusive			
	Bebandem?	1 (27) V	classroom?	8 C		
			10. How does	λ_{i}		
			having			
	11		students with	\checkmark		
			reading	\mathbf{N}		1
			disability in			
			your class	<	1	
			impact lesson		14	
		De.	pacing?			
		Classroom	11. What	121	10	
		management	difficulties or			
	J.		challenges do	V		
			you encounter			
			in classroom			
			management			
			when			
			teaching			

No	Research	Topic of	Question/Alternative	Validatio	n Options	Descriptions
	Question	Interview	Question	Relevant	Irrelevant	
			students with			
			reading			
			disability in			
			an inclusive			
			classroom?			
			12. How do you			
			balance			
			meeting the			
			needs of	~	and the second	
		Els.	students with	1.35		
		A	reading	R		
			disability		1	
1		8 12	while	1.18	2	
		a	teaching other			
	5		students?	8		
3	How docs the	Strategies	13. What specific	A.		
	teacher cope		teaching	\checkmark		1 8
	with the	1	strategies do	S		
	challenges that		you use to	\sim	6	1
	may <mark>ar</mark> ise in		support			
	English		students with	1	1	1
	teaching for		reading		12	-
	students with	O is	disability		1.8	
	reading	- V	during the		14	
	disability in 🔓		lesson?			
	SMP Negeri 1		14. What			
	Bebandem?		strategies	\checkmark		
			have you			
			found most			
			effective in			
			overcoming			

•

No	Research	Topic of	Question/Alternative	Validatio	on Options	Descriptions
	Question	Interview	Question	Relevant	Irrelevant	
	INTER	SESTINS	the challenges of teaching students with reading disability? 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?	V N G	AHSHA	
		2 D N	DIKSA	Expert Jud	Phan	5 5, 5, 5, 7, 6, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7, 7,

•

Appendix 9 Results of Observation Sheet

Nomor	Tanggal	Prosedur Pengajaran					
		Temuan observasi					
		Pra-aktivitas	Saat beraktivitas	Pasca aktivitas			
1	lo triaret 2025	Kelas dimulal pida son B:20 Topik: Darrative texi Kagiatan: menyeluap dan dicicusi usorteineet tentang "Ugiy Diofling" 1) Gury membuka telas dengan salam fembuka 2) Doa bersanoi dipimpin olen ketua kelas	dah Suru memberikan pujlan 3) Buru melanjutkan Poda	1) Bura menyunputkan Materi Tarratwe teks 2) Gunu menanyacan Perasaan krawa tentang pembelogan harr mi 3) Puput 12 00 guru menutup Pembegiaran kawa baas diminta Utuk menumpin dea			
		 3) Ouru mengece kehediaa kerapian i bosisi tenpat duduk certa teorpan pecerta didik. 4) Guru menggjak secual Untuk melabulkan ice-b- reatering tarana hutang Fotus r) guru menyampulaan tujuan Pembergjaran c) Guru memberileun Pertanyaan pematike terkaik materi sieperti. 	4. guru membagikan uzrt. Sheet tenkang "luguy Ductling" Sutica mengerjakan dengan teman Sebangeu. 5. Quru bertehiling mengecet teadaan apican ada ferma- Sulawa" 6 Setelah Selesai, menjawab. Anjut Egjakan discusi 7. Pertama i guru membaca ters Ugiy ductiong deng lantang 8. Sisua dinunjute Unitak	Penutul dilanj iutian Kangar tri Sandiny a			
		"bo you like to listen) read / watch ftory " 7. Guru memberikan tesempatan sisus untuk membanku sisusa yang kesulitan untuk men- gampatoun opininya. Sisusa yang menjawab	membaca 3. histoba dengan RD Alminta Unkut membaca Falimat yang paling mudak berulang -ulang Curu membantu mengacihikan Aan bagaiman pengucakanyu setaa. h selesai gureu bertah Mucel. 10)guru ke depan kelas peneremanyukan kalundi.				
		diberticar Rusian separti God, niece. 8. Pubul 10.00	eullit dencian stammar translation method. 11) mangulas materi fast tense				
		monupunyi indonesia raya,	12) Piskasi berlanjulti shava menjawaw dengan semange	4			

Lembar Observasi Prosedur Pengajaran Bahasa Inggris di Kelas Inklusif

1.54

Nomor	Tanggal		Prosedur Pengajaran			
		Temuan observasi				
		Pra-aktivitas	Saat beraktivitas	Pasca aktivitas		
2	Senin, 17 Maret	Kelas dimulai jam 3.30 toplif narrative teks	1) gun, membagkan Ubacswee berisikan cerita dan 10 pertanyaan '	Festinpulan		
	2025	keglahan inenjawab dan discuni lembar kerja (worksheet tentang "the Fox and	2) shive hards manthab loorcheet 3) gun berteliing mengecer apalcan ada masalah 4) gun te tempor anac	3. Eswa ditanyakan		
		Abe Grapes L) Churu Membuta salam dengan salam Pembuka 2) Da bersama dipenpin Kelua Kelas	dengan RD dan menullihikan kalimat unkus dibaca berubar bahi guru memberi conton Cara membacanya (sisusa tampat gundar) setaan bica sicusa diberuan hyjian	benangsung.		
		3 Jauru Mongecer Febadia dan kesidiran Fiewa dalam mengipuhi Pembelajaran 4) Ada Fiswa Yang kurang Forus ; guru Melakukan ke breaking " (all - and - response "	5) guru kembali ke depan kelas, dan bertasya apava. Anale " menemukan masabi- Ada banyale anak tidak mengerti slarenci Caritanya Fulit. b) sekalah sekesai menjewab Soal i benanjuk pada kepiatan dukusi	Icetua telas deanoria menumpin doa, tecabuir Tri Sandhya		
		5) guru menyampaikan tujuan pembelajaran, 'salku i fisusa dapat memonanni dan mengana- likis tetis narrative serra menyawab saal	 1. Perhama, guru membaca dengen swara kiras 8. Bergantian anak 4 disuruh unbux membaca bergantian 1. susua diminita menerje- mahican, i carena sulit 			
		Pendraman 6) gunu menangaban bertanyaan penahis dengan mengulas kerkanyaan tenkang	guru Menbahru Mener. Jenotican 8. ganu membaniu attalic 49 luntuk memahami Cerita 3. showa dipunjuk secara			
		Narrahue tets 7) Autral 10.00 meryanyi Indonesia taya dan menguapan Pancasuas	acat untrite menjawab 8. anat dangan 20 ditanya apatati judul dari centra 3. maua diperi Pujuan.			

Nomor	Tanggal		Prosedur Pengajaran	
			Temuan observasi	
		Pra-aktivitas	Saat beraktivitas	Pasca aktivitas
	H Ani 2025	keias · 0:30 Tornic: anewy and giving Opinion related to the environment kegiatan: perkenalan Materi, menganahisi s dan membuan dialog 1) guru membuka Pembelajaran dengan salam	Altering and giving apprices to the environment (artri, conton Ungleapan, all) 2) Ouru ke meja anale dergan kn law menjelawar dergan cara ya lebin sederhana	bagaimana kerusaannya
4	Į	2) Doa dipinipin oleh terua telas 3) Guni mengecete tenad- itan sisua (absensi) 4) Oturu mengajak Ke- becakeng Wituke moni- Ngsartean Pouls sisua " cail - and -Response" 5) Oturu menyampatian tuguan pembelajaran 6) Bruni membechean Pertanyasin Pemoklic	 3) Selanjuinga guru membaa dialog di depan belas dengan judul teducing Prastie , guru membaca dengan keras dan berulang 4) siswa mencatat ungapan dan bebas bertanya S) siswa dengan RD dutanya sudul, tetapi tidak mau membachu. b) siswa dengan RD dutanya sudul, tetapi tidak mau membachu. b) siswa dengan RD dutanya membachu. 	4) purul 6.00 Printeragiaran berakhir Surv menurup tembergian r.70a bersama, ditanjurisen Tri Sandhu
		tentang Pendalat Sisuso Mengenai pojot kelasi khunus untuk anac dengan PD diberikan Pirtanyaan dengan barasa Indonesia. 7) Pukul 10.00 -menyanyisan lagu Indonesia Paya - Mengucapean Pancaeria	Yang mudah dan ditoca serta duucaphan berucang 7) Gunu menulis dialog di papan tulis dan siswa menganalis 8) Ouru menugasiaan siswa untuk menubuat dialog singuat dengan teman sebangaunya 8: siswa menompilian dialogniya di depan	

Nomor	Tanggal	Prosedur Pengajaran					
			Temuan observasi				
		Pra-aktivitas	Saat beraktivitas	Pasca aktivitas			
4		Ketas dimulai putul 8:20 Tople : asking and giving Phinion Qated to the Environment Kazatan : membuar PD&ex tentang "Loing the earth" 1) Euru membuar 2) Das bersoma difinipin Olen Fetua Fetas 3) Euru membura (1) Euru membura 2) Das bersoma difinipin Olen Fetua Fetas 3) Euru mengajat hisua untuk melakukan ke- breaking dengan bernya ngi lagu "Are yay 5) Setelah hisua tokus guru menyampaikan tencana penibelajaran "Membuat Poster" 6) Guru mengajukan Removan Rematik tentang lingkungan saat Ini	4) Friesa diberileen waren Untue menggunteu poster Sesiai kreatifitainya Maring " () Ouru berceliling untue Memanicu aparan ada Friena yang mengalami	1) Guru mensimpullan hasil Pembelajacan 2) Gua menginpecan bahasa perlemuan setangunya Perlemulu akan dilanjurpan 3) sicusa ditanya bagaimana perasaannya setelah membrilat Poster 4) puan 12:00 Pembelajaran berakhir, daa bersana dan lanjut Tri Sandhya.			
		-menyanyican lagu Indonesia Raya	tepuk tangan 10) shevoa yang tidak Sempar preventasi Aban dilanjukoan Minggu				
	di seri se		depan				

Appendix 10 Results of Observation Checklist of Teacher Challenges

No	Tantangan	Tantangan Sub	Menjawab		
mor			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.	J		
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.	V		

Observasi Checklist Tantangan Guru dalam Mengajar Bahasa Inggris Di Kelas Inklusif

Tantangan	Tantangan Sub	Menjawab		
		YA	TIDAK	
Kepekaan emosional (Ahmad, 2021)	Siswa dengan disabilitas membaca sering kali menunjukkan kepekaan emosional yang tinggi, terutama terhadap emosi negatif seperti kesedihan atau kemarahan.	~		
Partisipasi di kelas (Adao	Siswa dengan disabilitas membaca jarang berpartisipasi dalam kegiatan belajar di kelas.	J		
dkk.,2023)	Siswa dengan disabilitas membaca jarang melakukan diskusi, seperti menjawab dan mengajukan pertanyaan, dalam proses pembelajaran.	7		
Keterampilan dan pengetahuan guru (Adao et al., 2023)	Guru tidak memiliki keterampilan dan pengetahuan yang memadai dalam mengajar siswa dengan disabilitas membaca di kelas.	IN SHA	J	
Masalah lainnya	Jumlah sisusa di telas intelusit- adalah 32 orang, dengan 1 diantaranya arak dengan reading disability	1		
₩ Kurangnya Fasilifas	Di dalam kelas tidat terdapat LCO, proyector (atuupun nomputer Schagai penunjang Benbelagjaran	Y		
	emosional (Ahmad, 2021) Partisipasi di kelas (Adao dkk.,2023) Keterampilan dan pengetahuan guru (Adao et al., 2023) Masalah lainnya Masalah lainnya	emosional (Ahmad, 2021)kali menunjukkan kepekaan emosional yang tinggi, terutama terhadap emosi negatif seperti kesedihan atau kemarahan.Partisipasi di kelas (Adao dkk.,2023)Siswa dengan disabilitas membaca jarang berpartisipasi dalam kegiatan belajar di kelas. (Adao dkk.,2023)Keterampilan dan pengetahuan guru (Adao et al., 2023)Siswa dengan disabilitas membaca jarang melakukan diskusi, seperti menjawab dan mengajukan pertanyaan, dalam proses pembelajaran.Keterampilan dan pengetahuan guru (Adao et al., 2023)Guru tidak memiliki keterampilan dan pengetahuan yang memadai dalam mengajar siswa dengan disabilitas membaca di kelas.Masalah lainnyaJunta taunya taunya taunah tasua tertatu banyatLo kelas banyatJunta taunya anate dangan tasunah tasua tertatu banyatDi datam tasilihasDi datam telas tudat terdapat LCO, Progetor 1 ataupun tomputer	Kepekaan Siswa dengan disabilitas membaca sering emosional kali menunjukkan kepekaan emosional yang (Ahmad, 2021) tinggi, terutama terhadap emosi negatif Partisipasi di Siswa dengan disabilitas membaca jarang kelas berpartisipasi dalam kegiatan belajar di kelas. (Adao Siswa dengan disabilitas membaca jarang melakukan diskusi, seperti menjawab dan / mengajukan pertanyaan, dalam proses / pembelajaran. Guru tidak memiliki keterampilan dan guru (Adao et al., 2023) Masalah lainnya Juntah suwa dai belas (NEUS)+ Ausalah lainnya Juntah suwa di belas (NEUS)+ Keterangnya Juntah suwa di belas (NEUS)+ juntah karanga disabilitas Juntah suwa di belas (NEUS)+ juntah suwa di belas (NEUS)+ Juntah suwa di belas (NEUS)+ juntah suwa di belas (NEUS)+ Juntah suwa di belas (NEUS)+ juntah suwa di belas (NEUS)+ Juntah suwa di belas (NEUS)+ juntah suwa di belas (NEUS)+ Juntah suwa di belas (NEUS)+ juntah suwa di belas (NEUS)+ Juntah suwa di belas (NEUS)+ juntah suwa di belas (NEUS)+ Juntah suwa di belas (NEUS)+ juntah suwa di belas (NEUS)+	

Appendix 11 Results of Observation Checklist Teacher Strategies

Strategi cetak biru untuk mengatasi tantangan dalam mengajar bahasa Inggris

di kelas inklusif

No	Strategi	Sub Strategi	Pertemuan				
mor	-		1	2	3	4	
1	Memori kerja berbantuan komputer (Akbari et al.,	Guru menggunakan media komputer untuk mengajar bahasa Inggris kepada siswa penyandang disabilitas membaca.					
	2019)	Siswa dengan disabilitas membaca diminta untuk mendengarkan kata- kata bahasa Inggris lisan dari komputer, kemudian menghafal dan menyusunnya sesuai urutan.	N'GY				
		Siswa dengan disabilitas membaca membaca rangkaian huruf acak yang tidak memiliki arti untuk meningkatkan kemampuan mereka dalam mengenali pola dan memperkuat memori kerja mereka.		S.M.A			
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.		4			
		Guru memberikan daftar kata-kata dengan pola rima kepada siswa yang memiliki gangguan membaca schingga mereka dapat menemukan kata-kata baru dengan					

	Strategi	Sub Strategi	Pertemuan			
mor		3	1	2	3	4
		pola yang sama. Contoh cat, hat,				
		bat, rat				
3	Strategi timbal	Guru meminta siswa dengan				
	balik	disabilitas membaca untuk				
	(Gomaa, 2015)	membuat prediksi tentang isi teks				
		berdasarkan judul atau				
		gambar/video sebelum membaca.				
		Guru memberikan kesempatan	200			
		kepada siswa dengan disabilitas				
		membaca untuk menggunakan				
		informasi dan pengetahuan yang	N			
		mereka miliki untuk membuat	3	2.		
1	15	prediksi tentang isi teks yang akan		Par.		
51		mereka baca (prediksi).		80		7
	2	Guru memberikan instruksi		1	20 e	1
	-	kepada siswa dengan disabilitas				
		membaca untuk mengidentifikasi	<u> </u>			
		informasi penting dalam teks dan				
1			8.0			8
		mengajukan pertanyaan untuk				
		mempelajari informasi lebih				
		lanjut. (Bertanya)				
		Guru memberikan klarifikasi pada				
		bagian teks yang kurang jelas,				
		sulit, atau kurang familiar bagi		11		
	Constraint,	siswa berkebutuhan khusus				
		(klarifikasi).				
		Guru meminta siswa dengan				
		disabilitas membaca untuk				
		berhenti ketika mereka tidak				
		memahami bagian teks dan				
		menggunakan strategi klarifikasi				

No	Strategi	Strategi Sub Strategi		Pertemuan				
mor			1	2	3	4		
No	Strategi	seperti messanbi Storategis di sekitar		Perte	nuan			
mor		kata-kata yang sulit.	1	2	3	4		
alar idaerer e	(Salvador, 2017)	Guna mengaiar siswa dengan						
	dan (Ahammed,	disabilitas membaca membaga						
	2021)	mengesunakanasahutuks stang bata						
		berwarna saja mereka baca menggunakan		and the second	a de la composición d	i i Problemska		
		Guru menggunakan alat peraga						
4	Membaca	fisik seperti kartu catatan untuk Siswa dengan disabilitas membaca						
	berulang-ulang	mengajar bahasa Inggris kepada diminta untuk membaca teks yang	~	~	~			
	(Lee dan Yoon,	siswa dengan disabilitas membaca. sama beberapa kali.	p					
	2015)	Para guru meminta siswa dengan Siswa dengan disabilitas membaca disabilitas membaca untuk belajar	ିର୍					
<		pertama-tama mendengarkan menulis di udara, buku atau meja		e.		107		
	5	bagian yang akan mereka baca, dengan menggunakan jari-jari			V			
	E	yang memberi mereka gambaran mereka sambil mengucapkan kata-	~	1				
		tentang bagaimana kata-kata dan	λ_{i}					
		kalimat hares diucapkan lagu atau						
5	Kelancaran	Gunna mensediakaghardaftana kata			/			
8	membaca	Senamaharosesdibanoclaglatan Rianka			6			
	(Lovett dkk.,	panyandangis disabiligan disabilikas						
	2021)	dalambacavaktu tertentu untuk	\leq		11			
7	Strategi coba-	meninghancoba herepaainmetode			1			
	coba	kan patha tegim kana, mengevaluasi		1.	1			
-	(Ahmad, 2021)	metodendaninstrategiswangdpaling						
		dischtiftuntuk setianusiswa. untuk						
8	Adaptasi	Guru menyederhanakan materi membaca teks yang sama beberapa	V	V	V			
	kurikulum	untuk siswa dengan disabilitas kali hingga mereka dapat						
	(Ahmad, 2021)	membaca agar lebih mudah membacanya dengan lancar.						
6	Instruksi	dipahami. Guru menggabungkan unsur						
	multisensori	Guru memodifikasi tugas untuk visual, suara, dan gerakan untuk						
		menyesuaikan kemampuan siswa meningkatkan keterlibatan siswa dengan disabilitas membaca. dengan disabilitas membaca.						

No	Strategi	Sub Strategi	Pertemuan			
mor			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.	~	1	v	~
		Guru membantu siswa untuk membangun kepercayaan dirinya.	v	v	r	~
10	Strategi lainnya Bilingual Method / Duri banasa	Guru manggunakan dua bahasa senara bergantrian. Bahasa yang digunakan	~	2	V	v
		adalah bahasa Indonis dan Indonesia	N			
1	MILLING	Guru Menggunalcan dua bahasa sebagai benasa pengantar dalam Ploses Pembelajaran	37 *	MESHA	v	V
N	Membaca Nyaring (reading alaud)	Guru membacthean texe dengan suara lantang dan nyaring, sehingga Informasi dapat ditering oleh semua sisua	*	V	y	
12	Mobile Assasted language learning (MALL)	Guru manggunakan telepon Celuter atau handiphone unkule membantu Proses Pembelayaran		L		

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: 🐧

yang jain !

dengan

saya memulainya serent biasa, tidak ada yang berbeda dengan anale - anale lainnya. Pertama saya matur telas, bute dengan salam, door, ese setelah itu melakukan abiensi kemudian bergiar seperti biasa,. seperti yang telah adic amari selama ini.... saya tudac membeda-bedaran agar anat tersebut juga ga merasa minder atau merasa bedai

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

Jawaran:" saya tudat memodipicasi materi pembelajaran i semua mengguralaan Mater yong sama. Tang membedahan munghin saya lebih menyederhanaran bagaimana cara saya menjelaskan bepda drat tersebut sehingga mudah dipehami "

Topik Wawancara : Membedakan Pembelajaran

- 3. Apakah Anda membedakan pengajaran untuk siswa dengan disabilitas membaca di kelas Bahasa Inggris Anda?
- Jawaban:" Tidak itidak saya tidak membedahannya. Renggiarannya sema samo. berada di dalam satu kelas yang dan membedalican pada penderakan dengan altak tersebut n Yang

4. Jika ada, berikan contohnya

S PENDIDI

Topik Wawancara : Integrasi Teknologi

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

Lawaban: "14a saya menggurakan teknologi"

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

Sawalan : 11 ... Iya Dresanya caya menggunakan Hp. barena di kecas juga LCD proyector ... saya biasanya pakai pada materi - materi tidax ada yang tompletes atau sacht saya tidak bisa mengajar. Saya akan berilaan materi pada tetua telas. Mantinya tetua telamya lan yang menyebarban grup belannya....saat semester buy, semester ۱. saya lunayan sering lan mengirian materinya 1tu

Topik Wawancara : Penilaian dan Evaluasi

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

" Kalav caya menilainya dengan Pendakakan yang berkelanjutan i Yong tudak cunva

Jauxnan:

melinat dari segi avademis, tapi dari Prosesnya juga"

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

dawaban: "+ idaic ada metode evaluasi thusur, saya mengobservasi dan melinar bagaimana anale tersebut berproses "

Topik Wawancara : Permasalahan dalam mengajar

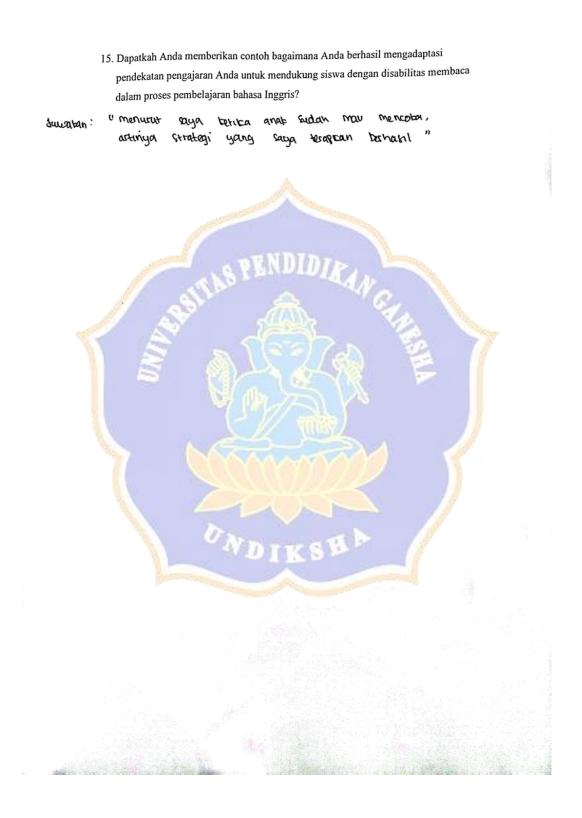
- 9. Apa saja tantangan utama yang Anda hadapi saat mengajar bahasa Inggris kepada siswa penyandang disabilitas membaca di kelas inklusi?
- ".... sisura tish momililei kenampuan membaca yang rendah dan cenderung masin mengela dibandurgaar dengan teman yang kainnya, sehingga dua sering marasa tidat peraya diri i gelisahi takut, dan menggelengkan tepala kalau dilanya, sulit digjak berpartisnasi dalam pembelajaran atau durpusi. Dia juga kalau dilanya dan sering menarip duri. "
- " Satu kalas isinya 22 Fisura, karang jumlahnya banyak sadi usubu Untuk memberikan Fokus terhadap fisura ang tertatos sementara Ricua ini kan peru perhatian binunu yang . Iebin intensit dan beruliang tuang tapi di sini kan newa lainnya suga harus dipenarwan agar pembelajaran tetap berjalan dan sembang, badang sulit setali membagi watu dan tenaga untuk memenuhi kebuhuhan sewa dangan jumlan yang besar."
- "...Untur di sebolah Sendiri, LCP, Proyector, dan speateer yang sebagai pendultung kenbelaparan Hidale tersedia di setiap felas. Kalau di bantor ada LCD, tanusus digunation saar tagat guru. Guru hanya menggias dengan buteu dan media print. Jadi terredang Sedifit sulit kalau ingin menggiar dengan menggunakan medua yang interartip"

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

Sawatan : 11 Adaniya pererta didit saya yang memiliki tesulitan samata membaca Memang mempengaruhi tecepatan Pembelajaran, pembelajaran Menjadi letan etaw sedikit, karena saya harus menyesuancan Ntme pembelajaran agar anak ini juga bisa (kut pembelajaran) 1/

Topik Wawancara: Manajemen kelas

- 11. Kesulitan atau tantangan apa yang Anda hadapi dalam manajemen kelas saat mengajar siswa penyandang disabilitas membaca di kelas inklusif?
- dausahan i "Pesulitan hampir sama dengan tantangan yang tadi sudah Saya juwab, yaa terceda anale terrebus cenderung diam, tidate aletite, tidale nnav berpartisipasi kalav tidale dibantu ; pemalu seperti itu, penangananya kebu sulit dibandungtan dengan anateanat lainnya, selain itu jumlah shewa yang banyat serta kurangnya Fasilitissa, itu menurut saya tentang pesulitannya.
 - 12. Bagaimana Anda menyeimbangkan pemenuhan kebutuhan siswa dengan RD sambil mengajar siswa lain?
- Studdan: "Saya berusaha somaicsimal mungkin, mendalangi anak ini ke tampat duduknya sesering mungkin dan selalu menanyakan Apalaan dia ada masalah i dan membantu saat dia tidar bisa serta memberi seducit patsaan dan dorongan agar dia Mau mencoba "



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.

Dracog 1 Topik : Reducing Mastic Use Abi : His Mayor . Can I ask you something ? Moya: fire, what is it? Aldi: What do you think above above dastre every day? Map. I think strat good for the environment. Aldri: I agree, Muny puison, we should bring our own kags. Maya: That's agreer weg! We can use tote ages on paper bags. Append Appendix Ros - los . lott tell our friends to. 14 Documentation

