

**DEVELOPING A HYBRID ENGLISH MODULE
FOR FACILITATING SIXTH-GRADE STUDENTS'
READING SKILLS IN AN INCLUSIVE CLASS AT
SD N 2 BENGKALA**

SKRIPSI



**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS (S1)
JURUSAN BAHASA ASING
FAKULTAS BAHASA DAN SENI
UNIVERSITAS PENDIDIKAN GANESHA**



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSRé - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSRé
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

SKRIPSI

DIAJUKAN UNTUK MELENGKAPI TUGAS DAN MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI GELAR SARJANA PENDIDIKAN



Pembimbing I	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. NIP.198304022006042001
Pembimbing II	I Ketut Trika Adi Ana, S.Pd., M.Pd. NIP.198508022023211012



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Skripsi oleh Putu Eva Julia Maharani ini
telah dipertahankan di depan dewan penguji
Pada tanggal 03 Februari 2026

Dewan Penguji

Ketua	I Putu Ngurah Wage Myartawan, S.Pd., M.Pd. NIP.198210052006041005
Anggota	Ni Luh Putu Era Adnyayanti, S.Pd.,M.Pd. NIP.198904082023212043
Anggota	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. NIP.198304022006042001
Anggota	I Ketut Trika Adi Ana, S.Pd., M.Pd. NIP.198508022023211012



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Diterima oleh Panitia Ujian Fakultas Bahasa dan Seni
Universitas Pendidikan Ganesha
guna memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan

Menyetujui

Ketua Ujian	Dr. Ni Luh Putu Eka Sulistia Dewi, S.Pd. M.Pd. NIP.198104192006042002
Sekretaris Ujian	Prof. Dr. I G A Lokita Purnamika Utami, S.Pd., M.Pd. NIP.198304022006042001



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

PERNYATAAN

Saya menyatakan bahwa karya tulis ilmiah ini, berjudul **“Developing A Hybrid English Module For Facilitating Sixth-Grade Students’ Reading Skills In An Inclusive Class At SDN 2 Bengkala”**, merupakan hasil penelitian yang dilakukan secara mandiri dan orisinal. Semua data dan informasi yang digunakan dalam karya ini telah diverifikasi dan dikutip dengan benar sesuai dengan kaidah penulisan ilmiah. Saya tidak melakukan plagiarisme atau menyalin karya orang lain tanpa menyebutkan sumbernya. Saya memahami bahwa pelanggaran terhadap etika keilmuan merupakan tindakan yang tidak dapat ditoleransi dan saya siap bertanggung jawab atas segala konsekuensi yang ditimbulkan.

Singaraja, 4 Mei 2026

Yang membuat pernyataan



Putu Eva Julia Maharani

ACKNOWLEDGEMENTS

This thesis, entitled “**Developing A Hybrid English Module For Facilitating Sixth-Grade Students’ Reading Skills In An Inclusive Class At SDN 2 Bengkulu**” could not have been completed without the grace and guidance of God Almighty, to whom the author expresses heartfelt gratitude. This thesis is submitted as a partial requirement for the completion of a Bachelor of Education degree at Ganesha University of Education.

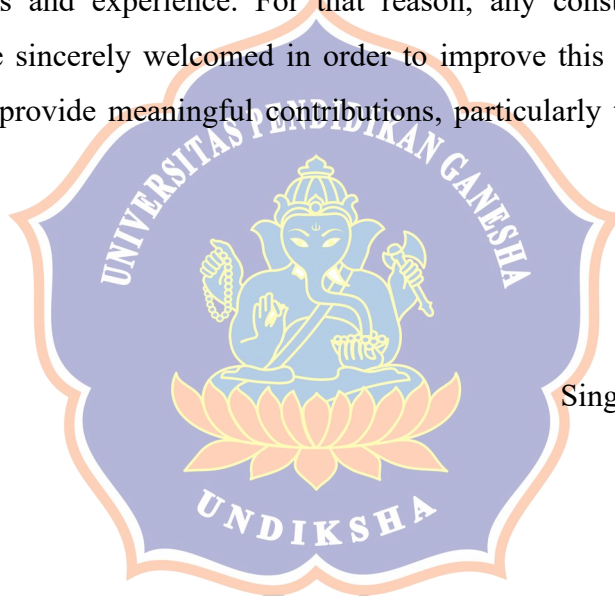
Throughout the process of writing this thesis, the author received valuable support, both moral and material, from many individuals. Therefore, the author would like to take this opportunity to express sincere appreciation to:

1. Prof. Dr. IGA Lokita Purnamika Utami, S.Pd., M.Pd., as the first supervisor, for her patience, guidance, and continuous support throughout the completion of this thesis. Her insights, directions, and knowledge greatly helped the author in understanding the complexities of this research.
2. I Ketut Trika Adi Ana, S.Pd., M.Pd., as the second supervisor, whose consistent guidance and dedication played an essential role in the completion of this thesis. His expertise and encouragement motivated the author to keep learning and to further improve academic abilities.
3. I would like to sincerely thank my family, especially my parents, Kadek Sudarmawan and Ketut Juli Ernawati, for always being there for me. Their prayers, encouragement, and constant support meant a lot, especially during the more difficult stages of this research. I am also grateful to my siblings, I Made Guptha Dwiadnyana and Ni Nyoman Sastha Triwijyanthi, for their understanding and for bringing moments of happiness that helped me stay motivated.
4. I also want to thank my close friends, Milla Adriana Sumarwan, Komang Nenzly Carolina, I Putu Esa Pradhiva Arta, S. Kom, and Ryu Yoon Ho, for

always supporting and encouraging me through every challenge. Having them around made this journey feel lighter and more enjoyable.

5. This research could not have been conducted without the cooperation of the teachers and students of SDN 2 Bengkala. I truly appreciate the opportunity given, as well as the facilities that supported the completion of this study.
6. Finally, to everyone who has supported me, directly or indirectly, in completing this thesis, I offer my deepest gratitude. This achievement is as much yours as it is mine.

The author realizes that this thesis is not without limitations, as it reflects the author's current abilities and experience. For that reason, any constructive feedback and suggestions are sincerely welcomed in order to improve this work. It is hoped that this study can provide meaningful contributions, particularly to the development of education.



Singaraja, May 4th, 2026

Putu Eva Julia Maharani

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	vii
ABSTRACT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiv
LIST OF FIGURES	xvi
CHAPTER I	1
1.1 Background of the Study.....	1
1.2 Problem Identification.....	8
1.3 Limitations of the Study.....	10
1.4 Research Problems.....	11
1.5 Purpose of the Study.....	11
1.6 Significance of the Study.....	12
CHAPTER II.....	15
2.1 Theoretical Review	15
2.1.1 Inclusive Education.....	15
2.1.2 Hybrid Module.....	18
2.1.3 Teaching Reading Skills	20
2.1.4 Media and Criteria of Good Teaching Media	23
2.1.5 Technology Acceptance Model (TAM).....	24
2.2 Empirical Review.....	28
2.2.1 Teaching Media and Students with Special Needs	28
2.2.2 Teaching Media and Reading Interest	30
CHAPTER III	33

3.1	Design of the Study	33
3.2	Subject and Object of the Study	36
3.3	Method of Data Collection	37
3.4	Research Instrument	39
3.4.1	Types of Research Instruments	39
3.4.2	Result of Instruments Validation	48
3.5	Data Analysis.....	52
3.6	Matrix of The Study	56
CHAPTER IV		58
4.1	Finding	58
4.1.1	Type of Ready Media Needed by Inclusive Students at SD N 2 Bengkala	58
4.1.2	Design of the Hybrid Module	73
4.1.3	Revising	86
4.1.4	Final Product	87
4.1.5	Content Validity of the Hybrid Module	99
4.2	Discussion	111
4.2.1	The Importance of the Hybrid Module in the Inclusive Class.....	111
4.2.2	Alignment with the ADDIE Approach Model	113
4.2.3	Practical Implications for Teachers and Institutions	114
4.2.4	Challenges and Limitations.....	116
4.3	Implication	118
CHAPTER V		121
5.1	Summary	121

5.2	Conclusion.....	122
5.3	Suggestion	123
REFERENCES.....		126
APPENDIX.....		138



LIST OF TABLES

Table 2. 1 Aspects and Indicators of Inclusive Education.....	17
Table 2. 2 Aspects and Indicators of Hybrid Module.....	19
Table 2. 3 Aspects and Indicators of Reading Skills.....	23
Table 2. 4 Aspects and Indicators of Good Teaching Media.....	24
Table 2. 5 Aspects and Indicators of the Technology Acceptance Model (TAM).....	27
Table 3. 1 The Design of the Study.....	35
Table 3. 2 Subjects of the Study.....	37
Table 3. 3 Blueprint Instrument of Interview Guide for Teachers.....	39
Table 3. 4 Blueprint Instrument of the Interview Guide for Students.....	40
Table 3. 5 Blueprint Matrix of Document Analysis.....	41
Table 3. 6 Blueprint of Researcher Journal for Hybrid Module Development.....	41
Table 3. 7 Blueprint of Hybrid Module Progress Sheet.....	42
Table 3. 8 Blueprint Instrument of Content Expert Judgement.....	43
Table 3. 9 Blueprint Instrument of Product Expert Judgement.....	44
Table 3. 10 Blueprint Instrument of Development Progress Expert Judgement.....	45
Table 3. 11 Blueprint Instrument of Practically Questionnaire for Teacher.....	46
Table 3. 12 Blueprint Instrument of Practically Questionnaire for Students.....	47
Table 3. 13 Content Validity Matrix.....	49
Table 3. 14 Results of Instrument Validation.....	50
Table 3. 15 The Category of Content Validity Coefficient.....	50
Table 3. 16 The Theoretical Ideal Reference Assessment Criteria.....	55

Table 3. 17 The Categories for the Results of the Questionnaire	55
Table 3. 18 Matrix of The Study.....	56
Table 4. 1 Curriculum Document Analysis Result	59
Table 4. 2 Learning Source Document Analysis Result	62
Table 4. 3 Lessons Plan Document Analysis Result.....	63
Table 4. 4 Assessment Document Analysis Result.....	65
Table 4. 5 The desire of Reading Media to Support the Learning Process in an Inclusive Class at SD N 2 Bengkulu	71
Table 4. 7 The Hybrid Module Design for Teaching Reading for Simple Past Tense Topic	75
Table 4. 8 Product Layout Table: Hybrid Module for Inclusive Reading	77
Table 4. 9 Development of the Hybrid module	81
Table 4. 10 Final Product.....	88
Table 4. 11 Rate of Content Expert Judgement	99
Table 4. 12 Rate of Product Expert Judgement	100
Table 4. 13 Rate of After Development Progress Expert Judgement	101
Table 4. 14 Results of Content Validation (CV).....	103
Table 4. 15 Criteria of Content Validity Score	104
Table 4. 16 Results of Practically Questionnaire for Teachers.....	104
Table 4. 17 Interval Category Score of Teacher’s Questionnaire.....	106
Table 4. 18 Results of Practically Questionnaire for Students	107
Table 4. 19 Interval Category Score of Student’s Questionnaire	109

LIST OF FIGURES

Figure 3. 1 Interactive Data Analysis Process (Miles & Huberman, 2014)	53
Figure 3. 2 Inter-rater Agreement Model of Content Validity (Gregory, 2015)	54
Figure 4. 1 Interview for Need Analysis with Teachers	70
Figure 4. 2 Interview for Need Analysis with Students.....	70
Figure 4. 3 Canva Account	83
Figure 4. 4 Making Front Cover	84
Figure 4. 5 New Page for Creating Reading Content	85
Figure 4. 6 Making the Content.....	86
Figure 4. 7 Questionnaire Completion by Teacher and Students	110

