

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

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ABSTRACT

The goal of this research is to develop a Hybrid English Module to facilitate the reading skills of grade 6 students in an inclusive class at SD N 2 Bengkala. The study addresses four research questions related to: (1) the inclusive students' needs, (2) the module's design, (3) the module's content validity, and (4) the module's practicality. Research and Development (R&D) method guided by the ADDIE model was applied in this study, covering five main phases: Analysis, Design, Development, Implementation, and Evaluation. The data were obtained from several sources, including interviews, analysis of relevant documents, expert judgement, and questionnaires on practicality given to teachers and students. The instruments were validated by two experts to ensure content relevance, while the practicality assessment used a Likert scale, analyzed by descriptive statistics. It was found that inclusive learners, especially individuals with deaf and mute, need instructional materials that present reading content through various modes. The result is a hybrid English module integrating print and digital formats. It contains Simple Past Tense material and also includes visual support, audio, Indonesian translation, sign language videos, and interactive content. The content validity result is 1.00, indicating that it is highly valid in terms of content, accessibility, and instructional relevance. The hybrid module obtained 93 out of 100 points from teachers and 360 out of 400 points from students in practicality test and was categorized as very practical. Therefore, it is feasible to be implemented in inclusive English classrooms as an accessible and supportive learning resource. Through this research, a sustainable form of learning media is proposed to support the growth of inclusive education, with the potential to be adapted across various subjects and educational contexts.

Keywords: deaf and mute students, hybrid module, inclusive education, multimedia learning, reading skills

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan modul hibrida guna memfasilitasi keterampilan membaca siswa kelas VI di kelas inklusif pada pembelajaran Bahasa Inggris di SD N 2 Bengkala. Penelitian ini menjawab empat fokus utama, yaitu: (1) kebutuhan media membaca bagi siswa inklusif, terutama siswa bisu dan tuli, (2) desain modul hibrida, (3) tingkat validitas isi dari media yang dikembangkan, serta (4) tingkat kepraktisan penggunaannya dalam pembelajaran. Penelitian menggunakan metode Penelitian dan Pengembangan (*R&D*) dengan model pengembangan *ADDIE* yang meliputi tahap *Analysis, Design, Develop, Implement, dan Evaluate*. Pengumpulan data dilakukan melalui wawancara, analisis dokumen, penilaian ahli, serta angket kepraktisan kepada guru dan siswa. Instrumen divalidasi oleh dua ahli untuk memastikan kesesuaian isi, sedangkan analisis kepraktisan dilakukan melalui statistik deskriptif. Hasil penelitian menunjukkan bahwa, siswa bisu dan tuli membutuhkan media pembelajaran multimodal. Sehingga menghasilkan sebuah produk berupa modul hibrida, dengan dua format, yakni digital dan cetak, dengan materi Simple Past Tense dan mencakup gambar, audio, terjemahan dalam bahasa Indonesia dan bahasa isyarat. Hasil uji validitas menggunakan metode Gregory menunjukkan nilai validitas isi sebesar 1,00 yang berarti sangat valid. Modul hibrida memperoleh 93 dari 100 poin dari guru dan, 360 dari 400 poin dari siswa dalam uji kepraktisan, sehingga dikategorikan sangat baik. Temuan ini membuktikan bahwa modul hibrida yang dikembangkan layak dan mudah digunakan dalam memfasilitasi pembelajaran inklusif serta keterampilan membaca siswa. Penelitian ini memberikan kontribusi terhadap pengembangan inovasi media pembelajaran yang berkelanjutan dan dapat dikembangkan lebih lanjut.

Kata Kunci: keterampilan membaca, modul hibrida, pembelajaran multimedia, pendidikan inklusif, siswa bisu dan tuli