



APPENDIX

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 : 3031/UN48.7.1/DT/2024

5 Agustus 2024

Perihal : **Permohonan Izin Observasi**

Yth. Kepala SMP PGRI 6 Denpasar
di Denpasar

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

Nama : Dewa Ayu Gede Rias Wicha Nofitri
NIM : 2112021209
Jurusan : 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: 1628/UN48.78.1/DT/2025
Hal : Permohonan Izin Penelitian

15 May 2025

Yth.
Kepala SMP PGRI 6 Denpasar
di Denpasar

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

Nama : Dewa Ayu Gede Rias Wicha Nofitri
NIM : 2112021209
Jurusan : Bahasa Asing
Program Studi : Pendidikan Bahasa Inggris
Jenjang : S1
Tahun Akademik : 2024/2025
Judul : The Implementation of English Teaching in an Inclusive Classroom Context: An Observational Study of Intellectual Disability Student in SMP PGRI 6 Denpasar

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

an 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

Expert Judges

EXPERT JUDGEMENT OF INSTRUMENT

Researcher : Dewa Ayu Gede Rias Wicha Nofitri

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

Respected experts, I would like to ask you to take a moment to validate the instrument that I have attached. The instruments will be used in order to collect data information on the implementation of English teaching for students with intellectual disability in an inclusive classroom. The success of this research is greatly depending on your willingness to validate this guide for the development of the research entitled "The Implementation of English Teaching in an Inclusive Classroom Context: An Observational Study of Intellectual Disability Student in SMP PGRI 6 Denpasar." The instrument research is expected will determine whether the use of this instrument is possible or not. Thank you for your willingness to evaluate and provide guidance.

INSTRUCTIONS

There are two options of assessment such as:

1. Relevant: If the instrument is relevant
2. Irrelevant: If the instrument is not relevant

Kindly response using checkmark (✓) in the answer table and provide comments and suggestions.

1. Observation checklist

Observation is the first instrument of this research where it is a systematic note taking of what happen in social interaction or real world (Nuzza & Chitry, 2024).

Blueprint of English Teaching Procedure

No.	Teaching Procedure	Observation		Result of the observation	Validity Option		Description
		M1 Date:	M2 Date:		Relevant	Irrelevant	
1.	Pre Activity				✓		
2.	Whilist Activity				✓		
3.	Post Activity				✓		

Blueprint of Challenges in English Teaching Implementation

No.	Challenges	Sub Challenges	Answer		Validation Option		Description
			Observable	Not Observable	Relevant	Irrelevant	
1.	Student motivation (Armianti & Taufan, 2024)	1. Lack of motivation in the learning process			✓		
		2. Hard to focus in the learning process			✓		
2.	Student confidence (Nurfitriani & Hidayat, 2020)	1. Lack of confidence			✓		
3.	Language Aspect (Nurfitriani & Hidayat, 2020)	1. Difficulties in teaching language aspect			✓		

Blueprint of Strategies in English Teaching Implementation

No.	Strategies	Sub Strategies	Answer		Validation Option		Description
			Observable	Not Observable	Relevant	Irrelevant	
1.	Teaching Method (Nurfitriani & Hidayat, 2020)	1. Putting intellectual disability student with regular			✓		

		students in a group work,					
		2. Peer teaching,					
2.	Task (Nurfitriani & Hidayat, 2020)	1. Giving task/homework to intellectual disability student.			✓		
3.	Rewards (Nurfitriani & Hidayat, 2020)	1. Giving rewards for intellectual disability students.			✓		

2. Interview

Interview is the second instrument of this research where it is a tool that used in qualitative research to help the researcher get more depth information about the topic (Khoiriah & Anugerahwati, 2024).

Blueprint of Interview Guide

Research Questions	Topics of Interview	Questions/Alternative Questions	Validation Option		Description
			Relevant	Irrelevant	
1. How does teacher cope with these challenges?	Procedure of English Teaching	1. Is there any procedure that have been conducted in order to teach	✓		

		students in the inclusive classroom the English subject?			
		2. If yes, how does the teacher conduct the procedure of English teaching in the inclusive classroom?	✓		
2. What are teacher's challenges in teaching English in an inclusive classroom at SMP PGRI 6 Denpasar?	Teacher's challenges	1. Are there any challenges when teaching English in the inclusive classroom?	✓		
		2. If yes, what are the challenges?	✓		
		3. Is it difficult to face the challenge?	✓		
3. How does teacher cope with these challenges?	Strategies of the teacher	1. Are there any strategies that the teacher implements in teaching English in the inclusive classroom?	✓		
		2. If yes, what are the strategies?	✓		





Appendix 4

Table of Procedure in English Implementation

No.	Teaching Procedure	Observation			
		Meeting 1	Meeting 2	Meeting 3	Meeting 4
		Date: 03/08/2025	Date: 08/08/2025	Date: 01/09/2025	Date: 19/09/2025
1	Pre Activity	e. Greetings f. Checking attendance of students by the teacher g. Teacher recalling the material of previous meeting h. Start the class with new material	g. Greetings h. Checking attendance i. Playing game (Quiziz) before the learning process to test the students understanding of the material that given on the previous meeting. j. The teacher also checking on the intellectual disability student	d. Greetings e. Checking attendance f. The teacher asked the students to sit with their group members	d. Greetings e. Checking attendance f. The teacher asked the students to sit with their group members before doing presentation

			whether the student is having difficulty in opening the Quizziz or not. k. Finishing the game and little bit of reviewing, the teacher asked the students to make a group that consists of 5-6 person 1. During this session, the teacher makes sure and assisting the student with intellectual disability to be included in one of the		
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			group work.		
2	Whilst Activity	e. Teacher starts to explain the new material, report text f. Explaining about the structures of report text that has been written on the whiteboard, the teacher then ask the students to write it on their books. g. The students are asking to open their textbook (LKS).	d. The students sit with their group members, the teacher then tell the students about what they will be working with their groups. e. The teacher asks the students in each group to make a script of report text. The teacher also asks the students to start discussing of what	d. The students sit with their group members, the teacher then asks the students to continue discussing about the script of report text. e. During this session, each group having discussion about the text where they have to complete it. f. Along with the discussion that has been held,	i. The teacher then starts to asks the students who want to present their script first. j. Each of the group then raised their hands one by one to present their group work in front of the class. k. During this session, the teacher asks to each group present their group work by the representat

		The teacher then asks to read an example of report text where the students will read it one by one in front of the class. h. The teacher assisting the intellectual disability student that is having difficulty in pronouncing some words while reading the example of report text.	topic that they will talk about on their script. f. During the discussion session, the teacher walks around while assisting the students when they have something to ask to the teacher.	the teacher walks around the classroom assisting the students and asks about their progress on their script.	ive of the group. l. While each group takes turns to present their group work, the teacher asks the other students to stay silent and listen to the students that are presenting in front of the class. m. Finishing with the presentation session, the teacher then asks the students to review about the presentation before
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					start with the new material. n. After reviewing the presentation, the teacher asks the students open their textbook (LKS). o. The teacher then explains about sentences, during this session the teacher also tries to recall the memory of the students about tenses.
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					p. The teacher asks the students to write some explanation that has been written on the whiteboard to their notebook.
3	Post Activity	d. The teacher then giving some questions to the students. e. The intellectual disability get chance to answer the question given. f. As the bell ringing, the teacher then ended	c. The discussion session lasts until the end of the meeting. d. When the bell ringing, the teacher then ended the meeting on that day.	c. The discussion still lasts until the end of the meeting. d. The teacher then ended the meeting and asks the students to prepare themselves to do presentation of their script on the next meeting.	c. The teacher then give homework to the students to make some sentence that includes positive, negative, and interrogative sentences. d. The teacher ended the meeting on that day.

		the meeting on that day.			
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Appendix 5

Table of Challenges in English Teaching Implementation

No.	Challenges	Sub Challenges	Answer	
			Observable	Not Observable
1.	Student motivation (Armianti & Taufan, 2024)	1. The student lack of motivation in the learning process.	✓	
		2. Hard to focus in the learning process	✓	
2.	Student confidence (Nurfitriani & Hidayat, 2020)	1. Lack of confidence		✓
3.	Language Aspect (Nurfitriani & Hidayat, 2020)	1. Difficulties in teaching language aspect.	✓	

Appendix 6

Table of Strategies in English Teaching Implementation

No.	Strategies	Sub Strategies	Answer	
			Observable	Not Observable
1.	Teaching Method (Nurfitriani & Hidayat, 2020)	1. Putting tunagrahita student with regular students in a group work.	✓	
		2. Peer teaching.		✓
2.	Task (Nurfitriani & Hidayat, 2020)	1. Giving task/homework to intellectual disability student.	✓	
3.	Rewards (Nurfitriani & Hidayat, 2020)	1. Giving rewards for intellectual disability students.		✓

Appendix 7

Interview Transcription

Name of interviewee MAH

Name of interviewer Dewa Ayu Gede Rias Wicha Nofitri

Date Friday, 19 September 2025

Questions	Answers
The first one, Miss how is the procedure of the English subject happen in the classroom, especially the inclusive classroom?	For a classroom that consists of students with special need is running usual because if there is a student with a severe needs it can be grouped but for now the special need student is just slow in learning so that treated the same as other students.
Is that mean the procedure is the same?	Yes, it is the same.
Starting with the pre-activity, whilst-activity, and post-activity?	Yes, yes, the special need student also join the exam as the others. If there any school activity such as project also being included however if there is any project it might be reduced since the students are inclusive but for now is being included.
Is it because for now the student only slows in learning?	Yes
If the student is a bit severe then the treatment is different?	Yes, if there is a special need student such as, I am sorry, disabled, the activity will be likely minimized. Being included but not as many as other students.

During the teaching process, are there any challenges in an inclusive classroom?	For the challenges, there are some. Back then, there was one special need student that slow in processing and also the student, when studying likes to be under the table. The student wanted to study from there. Also needs to be assisted when finding the materials but when I came back to the front the student back to get distracted.
How about the recent student?	For the recent student also needs to be assisted but not as severe as the previous student. There was an inclusive student that slows in learning but the previous student was severe, however the recent student can still be assisted.
Still be able to respond?	Response? Yes, the student is able to giving respond.
For the challenges itself, is it difficult for you to face the challenges? Especially for student with special need that slow in learning?	For that, there must be extra attention for student with special need or inclusive. Because their perspective is different than normal students. There must be an approach. However, from the school itself, sometimes there is parents that did not want the school to know that their children are inclusive. So, from the teacher is confused. Is this student inclusive or not? Because before registering to this school there has to be an information whether the student is special need or not. If there is no information maybe can be

	considered normal and learning as usual without knowing. So, that is the challenge. It is quite tough.
It is quite difficult?	Yes, it is quite difficult.
Then, to face that problem, is there any strategy?	From me, maybe, for regular students I can be a little bit tougher to explain it since they are normal. For student with special need, I sometimes am approaching to the student. Then, being a little softer when speaking. If I am being tough to those students I am afraid to make them trigger. I am afraid those students tell their parents then I will be the one that being blamed. I myself do not know those students are special needs.
It means it is truly has to be different the attention that being given compared to normal students?	Yes, from other teachers, if there are any students that being teased too much, the teachers will say "Do not be like that to your friends. You should not do that. Help the inclusive students."
It is the same thing that happened in the inclusive classroom before. All of the friends help the inclusive disability student. They also supported the student when the student went to the front of the class, right?	Yes, it is because from the school it is implemented even though the students are special needs or inclusive, different from others, they are still your friends. Friends that need to be embraced. Need to be helped. Invite them to joke around even though despite their limitation.
But there is still need a boundary when joking, right?	Yes, there is should be. When his friends try to communicate with him,

	he would reply. However, the response is quite slow.
What about with the teachers during the teaching process, is it the same?	From me, there were some challenges before. Needs to be approached first. When I am talking in front of him then he would response. When I am afar from the student, he would stay silent. Just like before, there were some parts where he seems to lying down then when I am close to him only then he responded.
It should be approach first, right?	Yes, because from the school itself there should be inclusive students.
Is it required?	Yes.
Is that meaning the data information from the parents?	From the requirement in general there is nothing like that, but later on will be questioned. So, the parents should look for medical certificate from hospital or doctor stating that their children inclusive or special needs. Actually, before there were many of inclusive and special need students, however for now, maybe, I am sorry, the parents have been realized so that they registered their children to SLB.
Maybe if the spectrum is severe then maybe being registered to special school?	Yes, but the year before I work as a teacher here, around 2017, 2018, there was one male student with special needs where he has disability on his legs. Then receiving wheelchair assistance from the school. He then receiving helped from his friends,

	when it was time to break they helped him. If I am not mistaken there was a dedicated lane for him, a lane for him to go back home or wherever he wants.
Maybe if the student like the recent one is still be able to enter regular school?	Yes, still be able in regular school. But, for those who are more, maybe can entered special school. Depends on the parents.
What about the language aspect in the classroom?	For this student, from before, I think he seems half-hearted.
Half-hearted?	Yes, half-hearted. There are some words that he can and cannot pronounce. Because when I say it is okay if it is wrong, I will help. But, maybe he is a little bit shy.
What about tasks or homework? Is there any?	For me personally, tasks or homework are barely given. It is because I am afraid that they are already given homework from other teachers. So, that is why I barely given it.
Is it more into practice in the classroom?	Direct practice, yes.
Is that mean that student with special need also has similar homework?	Yes.