

APPENDICES

Appendix I. Translation of Al-Qur`an

No.	Name of The Surah	Indonesia	English
1.	(Al-Hujurat, 49:13) يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ۚ إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتْقَاكُمْ ۚ إِنَّ اللَّهَ عَلِيمٌ خَبِيرٌ	"Wahai manusia! Sungguh, Kami telah menciptakan kamu dari seorang laki-laki dan seorang perempuan, kemudian Kami jadikan kamu berbangsa-bangsa dan bersuku-suku agar kamu saling mengenal. Sungguh, yang paling mulia di antara kamu di sisi Allah ialah orang yang paling bertakwa. Sungguh, Allah Maha Mengetahui, Maha Teliti."	"O people, We created you from a man and a woman, and made you into nations and tribes so that you may come to know one another. Truly, the most honored among you in the sight of Allah is the one who is most mindful of Him. Allah is truly All-Knowing and All-Aware."

2.	(QS. Ali 'Imran 3: Ayat 159) فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لَنْتَ لَهُمْ ۖ وَلَوْ كُنْتَ فَظًا غَلِظَ الْقَلْبُ لَانْفَضُّوا مِنْ حَوْلِكَ ۚ	"Maka berkat rahmat Allah engkau (Muhammad) berlaku lemah lembut terhadap mereka. Sekiranya kamu bersikap keras dan berhati kasar, tentulah mereka menjauhkan diri dari sekitarmu."	"So by mercy from Allah, [Muhammad], you were lenient with them. And if you had been rude in speech and harsh in heart, they would have disbanded from around you."
3.	Al-Hujurat (49:11) يَا أَيُّهَا الَّذِينَ ءَامَنُوا لَا يَسْخَرُ قَوْمٌ مِّنْ قَوْمٍ	"Wahai orang-orang yang beriman! Janganlah suatu kaum mengolok-olok kaum yang lain."	"O you who believe, let not a people ridicule another people."

Appendix II. Research Instruments

Research Instrument for RQ 1:

No	Indicator	Statement	Yes	No	Notes/Evidence
1	Teaching Strategies (Cognitive)	The teacher explains the material clearly using examples.			
		The teacher provides practice or repetition activities.			
2	Teaching Strategies (Metacognitive)	The teacher gives instructions before the activity.			
		The teacher checks students' understanding during the lesson.			
3	Teaching Strategies (Social-Affective)	The teacher uses group work or discussion.			
		The teacher encourages students to participate actively.			
4	Adaptation for Learner Diversity	The teacher provides different tasks for students with different abilities.			
		The teacher gives additional support to students who have difficulties.			
		The teacher explains the material again for students who do not understand.			
5	Classroom Interaction	The teacher interacts with all students equally.			

		The teacher responds positively to students' questions.			
6	Learning Materials and Activities	The learning materials are accessible to all students.			
		The teacher modifies tasks based on students' abilities.			
7	Inclusive Classroom Environment	The teacher creates a supportive and respectful classroom environment.			
		The teacher avoids discriminatory behavior.			

Research Instrument for RQ 2:

No	Indicator	Interview Questions	Participant's Response
1.	Teaching Strategies	1. What teaching strategies do you usually use in teaching English in an inclusive classroom? a. Can you give examples of strategies you apply during the lesson? b. How do you adjust your teaching strategies for students with different abilities?	
2.	Challenges in Teaching	2. What challenges do you face when teaching English in an inclusive classroom?	
		a. What difficulties do you experience in handling students with diverse learning needs?	

		b. Are there challenges related to time, classroom management, or learning materials?	
3.	Impact of Challenges	3. How do these challenges affect the teaching and learning process? a. Do these challenges influence students' participation or understanding? b. Which challenges are the most difficult to handle?	
4.	Strategies to Overcome Challenges (Solutions)	4. How do you overcome the challenges in teaching English in an inclusive classroom? a. What strategies or adjustments do you usually apply? b. Do you receive support from the school or colleagues? c. What suggestions would you give to improve inclusive English teaching?	

Appendix III. Transcription of The Data

Observation Notes

Item	Description
Observation Code	OBS-01
Date	29 April 2026
Class	Grade X
Subject	English
Observer	Muliyadi

Observation Narrative (OBS-01)
The first classroom observation was conducted in Grade X on 29 April 2026. At the beginning of the lesson, the teacher greeted the students and prepared them for learning. Before introducing the new material, the teacher reviewed the previous lesson by asking several questions to recall students' prior knowledge.
During the lesson, the teacher explained the material using simple language and familiar examples to make the lesson easier to understand. Students who appeared to have difficulty understanding the explanation received repeated explanations and additional guidance from the teacher.
The teacher organized students into small groups and encouraged discussion among group members. Students who understood the material more quickly were observed helping classmates who experienced learning difficulties. Throughout the

lesson, the teacher frequently asked questions such as " <i>Any comments?</i> " to encourage students to express their opinions and participate actively in classroom discussions.
To maintain students' attention, the teacher intentionally wrote incorrect answers on the board and invited students to identify and correct the mistakes. This activity successfully increased classroom interaction and encouraged students to participate according to their learning abilities.
At the end of the lesson, the teacher reviewed the material together with the students before closing the class.

Item	Description
Observation Code	OBS-02
Date	13 May 2026
Class	Grade XI
Subject	English
Observer	Muliyadi

Observation Narrative (OBS-02)
The second observation was conducted in Grade XI on 13 May 2026. The teacher began the lesson by reviewing the previous material before introducing new learning content. Throughout the lesson, the teacher continuously adjusted instructional strategies according to students' different learning abilities.
During classroom activities, the teacher combined direct explanation, questioning, and classroom discussion. Students who quickly understood the material were

encouraged to assist classmates who still required additional explanation. Meanwhile, students who experienced learning difficulties received repeated explanations and simpler instructions.
The teacher continuously monitored students' understanding by asking questions and encouraging students to respond actively during the lesson. Classroom interaction remained positive, with students participating in discussions, answering questions, and correcting mistakes together.
At the conclusion of the lesson, the teacher summarized the learning materials and ensured that students had understood the main concepts before ending the class.

Interview Transcript

Research Title	Exploring Teaching Strategies in English Language Learning in Inclusive Classroom
Participant	English Teacher
Interview Code	INT-01
Date	13 May 2026
Location	MA SMIP 1946 Banjarmasin
Duration	± 90 minutes
Interviewer	Muliyadi

Code	Interview Question	Participant's Response
INT-01/U1	Could you explain the teaching strategies that you usually use in teaching English in an inclusive classroom?	Teachers usually use a mixed method such as direct explanation, discussion, question and answer, and simple practice. Before entering the classroom, I usually classify the students into three groups: fast learners, average learners, and slow learners. By understanding these groups, I can adjust my

		teaching strategies more effectively.
INT-01/U2	Why do you choose these teaching strategies?	The character of students in the classroom is different. We have to adjust our teaching according to students' learning characteristics in order to motivate them.
INT-01/U3	How do you adjust your teaching strategies for students with different learning abilities?	In a classroom with fast learners, average learners, and slow learners, the teacher cannot focus only on slow learners. At least, the teacher should try to help half of the class move up one level. Therefore, the teacher must ensure that all students continue to make progress according to their abilities.
INT-01/U4	What challenges do you experience in implementing the curriculum?	One of the most difficult challenges is implementing the learning materials in the classroom. Sometimes the government curriculum requires students to master many competencies, but these expectations are not always suitable for my students' learning abilities. Therefore, I often redesign the teaching materials and adjust my teaching strategies.
INT-01/U5	How do classroom conditions and time management affect your teaching?	Sometimes classroom conditions affect learning. After sports activities students need time to

		prepare. Rainy weather also reduces students' concentration. I also have to manage my teaching time because my home is quite far from the school. Sometimes I ask for a little additional time to finish the lesson.
INT-01/U6	How do you overcome those challenges?	I adjust my teaching strategies according to students' learning abilities and classroom situations. I repeat explanations, use simple language and familiar examples, encourage students to help each other, and manage lesson time effectively.
INT-01/U7	How does the school support inclusive English learning?	There are several facilities such as a language laboratory and projectors. However, some facilities and support still need to be improved.
INT-01/U8	What suggestions do you have for improving inclusive English learning?	Teachers need more support through better facilities, updated learning media, professional development, and a more flexible curriculum that matches students' learning abilities.

Appendix IV. Research Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
 Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
 Telepon: (0511) 3265426; (0511) 6783136
 E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 707 /Un.14/III.1/PP.00.9/04/2026 27 April 2026
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth.Kepala MA SMIP 1946 Banjarmasin
 Kota Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Mulyadi
 NIM : 220101030063
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl.sungai mai dalam RT.11 no.45
 No HP : 083155830628

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 27 April 2026

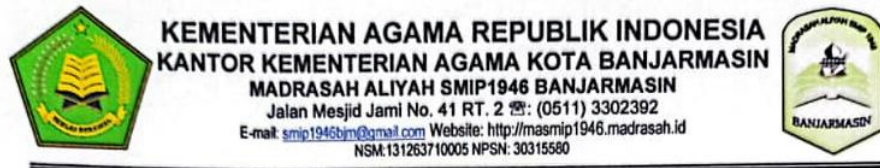
Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
 NIP 197212112008011009

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

Appendix V. Research Completion Letter



SURAT KETERANGAN

Nomor: 028/Ma.0008/ SMIP 1946/05/2026

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah SMIP 1946 Banjarmasin menerangkan bahwa:

Nama	: MULIYADI
NIM	: 220101030063
Jabatan	: Mahasiswa UIN Antasari Banjarmasin
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan

Nama tersebut diatas telah selesai melakukan penelitian di Madrasah Aliyah SMIP 1946 Banjarmasin dalam rangka memperoleh informasi dan data untuk penyusunan skripsi dengan judul:

EXPLORING TEACHING STRATEGIES IN ENGLISH LANGUAGE LEARNING IN INCLUSIVE CLASSROOM

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk diketahui dan dipergunakan sebagaimana mestinya.

Banjarmasin, 06 Mei 2026
Kepala,

Karlianor Arief

Appendix VI. Photographs

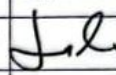
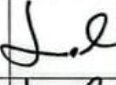
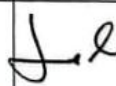




Appendix VII. Consultation Schedules and Notes

CONSULTATION NOTES

Name of Advisor: Afifah Linda Sari, S.S, M.Pd

No.	Day/Date	Notes	Signature
1.	Friday, 09 May 2025	Revise Research Question. Revisi Research Design.	
2.	Friday, 28 November 2025	Revise Chapter II, Add Theories Of English Learning Strategies. Add Theories Of Inclusive Classroom. Revisi Writing Citation. Improve Step Of Case Study.	
3.	Wednesday, 15 April 2026	Revisi Research Instrument. Improve Participant Point, Data Organization And Interpretation, And Validation Of The Findings.	
4.	Thursday, 23 April 2026	Revisi Instrument To List Of Appendix. Improve Margin Appropriate With Thesis Guide Line.	
5.	Thursday, 30 April 2026	Acc Instrument For Observation Guidelines And Interview.	
6.	Monday, 8 June 2026	Revisi Chapter Iv Adding Example At Evey Point. Revisi The Main Points From The Findings Into Two Main Points Based On The Research Question	
7.	Wednesday, 17 June, 2026	Revise The Writing Technique Of Refrences And Check The Margins Of All Pages. Add The Name Of Head Master And English Teacher In The Acknowledgement. Check Table Of Content. Revise Numbering Technique.	
8.	Thursday, June 18, 2026	ACC, Ready For Exam	

CURRICULUM VITAE

1. Full Name : Mulyadi
2. SRN : 2220101030063
3. Place and Date of Birth : Banjarmasin, April 16th, 2003
4. Nationality : Indonesia
5. Address : Sungai Miai Dalam RT.11 No.45
6. Phone Number : 083155830628
7. Email : mulyaditn@gmail.com
8. Organization/Work experience :
 - a. ESA Antasari Member 2023-2024
 - b. Head of Student Resource Development ESA Antasari
 - c. Steering Committee International Event 2024
9. Academic Achievement :
 - a. Rank 3 in 12th Grade
 - b. Best Student of 2021

Banjarmasin, 17th June 2026



Mulyadi