EXPLORING TEACHING STRATEGIES IN ENGLISH LANGUAGE LEARNING IN INCLUSIVE CLASSROOM

By
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ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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EXPLORING TEACHING STRATEGIES IN ENGLISH LANGUAGE LEARNING IN INCLUSIVE CLASSROOM

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Sarjana Pendidikan

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Banjarmasin, 18 June 2026

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ABSTRACT

Muliyadi. 2026. *Exploring Teaching Strategies in English Language Learning in Inclusive Classroom*, Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor: Afifah Linda Sari, S.S, M.Pd.

Keywords: English Language Learning; Inclusive Classroom; Learner Diversity; Teaching Strategies;

This study explored the teaching strategies used by an English teacher in English language learning within an inclusive classroom and the challenges faced in managing students with diverse learning needs. Using a qualitative approach with a case study design, this research was conducted at Madrasah Aliyah SMIP 1946 Banjarmasin and involved one English teacher as the sole participant. Data were collected through semi-structured interviews and classroom observations. The findings revealed that the teacher employed various teaching strategies, including direct explanation using simple and familiar examples, repetition strategies, group discussion and peer support, question-and-answer activities, encouraging active participation, and instructional adjustments for students with different learning abilities. These strategies helped create a supportive and interactive learning environment that facilitated students' participation and understanding despite differences in learning abilities. The study also identified several challenges faced by the teacher, including students' diverse characteristics and abilities, limited learning facilities and instructional media, classroom management difficulties, curriculum demands, and environmental factors affecting the teaching and learning process. The findings indicate that effective English language teaching in inclusive classrooms requires flexibility, adaptation, and the use of varied teaching strategies to accommodate learner diversity and promote equal learning opportunities for all students.

ABSTRAK

Muliyadi. 2026. *Exploring Teaching Strategies in English Language Learning in Inclusive Classroom*, Skripsi. Program Studi Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: Afifah Linda Sari, S.S, M.Pd.

Kata Kunci: Kelas Inklusif; Keberagaman Peserta Didik; Pembelajaran Bahasa Inggris; Strategi Pengajaran;

Penelitian ini bertujuan untuk mengeksplorasi strategi pengajaran yang digunakan oleh guru Bahasa Inggris dalam pembelajaran Bahasa Inggris di kelas inklusif serta tantangan yang dihadapi dalam mengelola peserta didik dengan kebutuhan dan kemampuan belajar yang beragam. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus dan dilaksanakan di MA SMIP 1946 Banjarmasin dengan melibatkan satu guru Bahasa Inggris sebagai partisipan utama. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas. Hasil penelitian menunjukkan bahwa guru menerapkan berbagai strategi pengajaran, yaitu penjelasan langsung dengan menggunakan bahasa dan contoh yang sederhana, strategi pengulangan, diskusi kelompok dan dukungan teman sebaya, kegiatan tanya jawab, mendorong partisipasi aktif peserta didik, serta penyesuaian pembelajaran berdasarkan kemampuan belajar peserta didik. Strategi-strategi tersebut membantu menciptakan lingkungan belajar yang mendukung dan interaktif sehingga peserta didik dengan kemampuan yang beragam dapat berpartisipasi secara optimal dalam pembelajaran Bahasa Inggris. Penelitian ini juga menemukan beberapa tantangan yang dihadapi guru, meliputi keberagaman karakteristik dan kemampuan peserta didik, keterbatasan fasilitas dan media pembelajaran, kesulitan dalam pengelolaan kelas, tuntutan kurikulum, serta faktor lingkungan yang memengaruhi proses pembelajaran. Temuan penelitian menunjukkan bahwa pembelajaran Bahasa Inggris di kelas inklusif memerlukan fleksibilitas, kemampuan adaptasi, dan penggunaan berbagai strategi pengajaran untuk mengakomodasi keberagaman peserta didik serta mendukung terciptanya kesempatan belajar yang setara bagi semua peserta didik.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Muharram, 3rd 1448 A.H
June, 18 Thursday 2026 A.D



Writer

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