CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. The findings were obtained through classroom observation and semi-structured interviews with one English teacher as the sole participant. The purpose of this study was to explore the teaching strategies used in English language learning within an inclusive classroom and to identify the challenges faced by the teacher in handling students with diverse learning needs.

The interview was conducted face-to-face using Indonesian language to allow the participant to express ideas and experiences more clearly. Meanwhile, classroom observation was carried out to examine the implementation of teaching strategies during the teaching and learning process. The findings of this study are presented based on the research questions and supported by interview excerpts and observation results.

A. Findings

The findings of this study focus on two main aspects: teaching strategies used by the teacher in English language learning within an inclusive classroom, and challenges faced by the teacher in managing students with diverse learning needs.

1. Teaching Strategies Used in Inclusive English Classroom

Based on the interview and classroom observation, the English teacher applied various teaching strategies to support students with different learning abilities in the inclusive classroom. The strategies were not only focused on delivering learning materials, but also on helping students participate actively, understand the lesson, and feel comfortable during the learning process. The teacher explained that teaching in an inclusive classroom requires flexibility because students have different characteristics, learning speeds, and levels of understanding.

Referring to the classification proposed by (Chamot, 1998), the teaching strategies identified in this study can be categorized into three main types: cognitive strategies, metacognitive strategies, and social and affective strategies. Cognitive strategies were reflected in the teacher's efforts to help students understand and practice the learning materials through direct explanation, repetition, and the use of simple examples. Metacognitive strategies were demonstrated through activities that encouraged students to monitor their understanding, such as reviewing previous lessons, asking questions, and checking students' comprehension. Meanwhile, social and affective strategies were evident in classroom discussions, peer support, and activities that encouraged students to participate actively and interact positively with their classmates.

The classroom observation also showed that the teacher attempted to maintain positive interaction with students throughout the lesson. The teacher explained the

material clearly, checked students' understanding regularly, and encouraged students to participate actively during classroom activities. These findings indicate that the teacher attempted to create inclusive learning conditions that support all students regardless of their learning abilities.

a. Direct Explanation and Simple Examples

One of the main strategies identified from the findings was direct explanation using simple language and familiar examples. The teacher believed that students could understand English materials more easily when the explanation was adjusted to students' level of understanding and connected with situations close to their daily lives. The teacher explained that students in the classroom had different learning abilities and were generally categorized into three groups: fast learners, average learners, and slow learners. Fast learners were able to understand the material more quickly, while average learners could follow the lesson at a regular pace. In contrast, slow learners needed more time and additional explanation to understand the material. Therefore, the teacher used simple language and familiar examples to ensure that all students could follow the lesson and participate in classroom activities.

During the interview, the participant explained that teaching strategies in the classroom were adjusted based on students' abilities and classroom situations. The teacher emphasized the importance of combining several instructional methods to make learning more understandable for students.

As the participant stated:

"Teachers usually use a mixed method such as direct explanation, discussion, question and answer, and simple practice. Teachers also often use examples that are close to the students' daily lives so that they can more easily understand English material." (d.1, interview data)

To provide a clearer description of the data analysis process, the coding result from the participant's utterance is presented in Table 4.1.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"Teachers usually use a mixed method such as direct explanation, discussion, question and answer, and simple practice."	The teacher combines several instructional methods according to classroom needs.	Combining teaching strategies	Direct explanation and simple examples
"Teachers also often use examples that are close to the students' daily lives so that they can more easily understand English material."	The teacher relates English materials to students' daily experiences to facilitate understanding.	Using familiar examples	Direct explanation and simple examples

Table 4. 1 Direct Explanation and Simple Examples

The interview findings were supported by classroom observation. During the lesson, the teacher explained the material step by step and provided examples before asking students to complete exercises. For example, when teaching Simple Past Tense, the teacher explained the function and form of the tense gradually and provided familiar examples related to students' daily experiences. Similarly, when teaching Procedure Text, the teacher explained the structure and language features of the text using simple language and examples that were easy for students to understand. The teacher also attempted to simplify explanations and frequently used Bahasa Indonesia when students experienced difficulty understanding English instructions. In addition, the

teacher often repeated explanations and reviewed previous lessons to strengthen students' understanding before moving to new material.

The observation also showed that students appeared more responsive when the teacher used examples related to their daily experiences. Several students became more willing to answer questions and participate in discussion after the teacher provided familiar examples.

This finding indicates that the use of simple explanation and familiar examples helped students understand learning materials more effectively. In inclusive classrooms, students often have different levels of comprehension and learning readiness. Therefore, simplifying instruction becomes important to ensure that all students can follow the learning process.

In addition, the use of direct explanation reflects the teacher's effort to maintain clarity during instruction. The teacher attempted to avoid overly difficult explanations and focused on delivering materials gradually according to students' understanding. This strategy also helped reduce students' confusion during the learning process.

The findings suggest that direct explanation combined with familiar examples can create a more accessible learning experience for students with diverse learning needs in inclusive English classrooms. The teacher often related the learning material to topics that were familiar and interesting to students, such as football, popular YouTubers, social media content, and other current trends among teenagers. By connecting English lessons to students' interests and daily experiences, the teacher made the material easier to understand and more relevant to their lives. This approach

helped students engage more actively in the learning process and enabled them to understand new concepts more effectively, regardless of their different learning abilities.

Based on the findings, the use of direct explanation combined with simple and familiar examples played an important role in supporting learning in the inclusive English classroom. By adjusting explanations to students' levels of understanding and relating the material to topics that were relevant to their daily lives and interests, the teacher was able to make the lesson more accessible and meaningful. This strategy helped students with diverse learning abilities better understand the material and engage in classroom activities.

b. Repetition Strategy

Another important strategy applied by the teacher was repetition. Based on both interview and observation findings, repetition was frequently used to strengthen students' understanding of English materials. The teacher explained that students who experienced learning difficulties usually needed repeated explanation using simpler language.

The participant explained:

"Meanwhile, students who still do not understand are given a re-explanation in simpler language." (d.2, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.2.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"Usually, before entering the new material, I first review the previous lesson so that students can remember what they have learned."	The teacher reviews previous lessons before introducing new material.	Reviewing previous lesson	Repetition Strategy
"If students still do not understand, I repeat the explanation until they understand the material."	The teacher repeats explanations to strengthen students' understanding.	Repeated explanation	Repetition Strategy
"After explaining the material, I usually ask questions again to check whether students have understood."	The teacher checks students' understanding through repeated questioning.	Checking understanding	Repetition Strategy

Table 4. 2 Repetition Strategy

The classroom observation supported this finding. Before introducing new material, the teacher reviewed previous lessons and asked students several questions related to the earlier topic. The teacher also gave exercises before and after the explanation to evaluate students' understanding.

During observation, the teacher repeatedly reminded students about previous learning materials to help them remember the lesson. For example, the teacher reviewed key concepts from previous lessons and asked students questions to check whether they still remembered the material. The teacher frequently used expressions such as *"Any comments?"* to encourage students to recall and discuss what they had learned. The teacher also explained important points several times whenever students looked confused or were unable to answer questions. This repetition helped reinforce students' understanding and supported their participation during classroom activities.

These findings indicate that repetition was intentionally used to support students with different learning abilities, particularly those who needed more time to understand the learning materials. In the inclusive classroom, repetition played an important role because students did not learn at the same pace. Through repeated explanations, review of previous lessons, and practice activities, students became more familiar with vocabulary, sentence patterns, and classroom instructions. This strategy provided students with additional opportunities to process information gradually, reinforce their understanding, and participate more confidently in the learning process.

In addition, repetition helped create a supportive learning environment where students felt comfortable asking questions when they did not understand the material. The teacher continuously encouraged students to seek clarification whenever they experienced confusion during the lesson. Through repeated explanations and opportunities for practice, students became more confident in expressing their difficulties and actively participating in classroom activities. Therefore, repetition can be considered an effective strategy for supporting students' understanding, confidence, and participation in inclusive English learning.

c. Group Discussion and Peer Support

The findings also revealed that the teacher frequently implemented group discussion and peer support during classroom activities. This strategy was used to encourage collaboration among students and help students who experienced learning difficulties.

The participant stated:

"For fast learner students who quickly understand the material, they are usually given additional questions or help their friends who are still struggling." (d.3, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.3.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"I usually divide students into several groups so they can discuss the learning material together."	The teacher organizes students into groups for collaborative learning.	Group discussion	Group Discussion and Peer Support
"Students who understand the material faster are asked to help their friends who still have difficulties."	Fast learners assist classmates who need additional support.	Peer support	Group Discussion and Peer Support
"By working together, students can exchange ideas and help each other understand the lesson."	Students collaborate to improve understanding.	Collaborative learning	Group Discussion and Peer Support

Table 4. 3 Group Discussion and Peer Support

The teacher explained that students with higher understanding levels were encouraged to assist classmates who needed additional help. According to the teacher, peer assistance could create a more comfortable learning atmosphere because students sometimes felt more confident learning from classmates.

Based on classroom observation, group discussion activities were often combined with games and ice-breaking activities. Students worked together in groups and interacted actively during the learning process. For example, the teacher divided the class into two groups and displayed several English vocabulary words on the

projector screen. Students were asked to pronounce the vocabulary correctly, while each group was instructed to select two students to assist and support their teammates during the activity. Through this activity, students discussed the correct pronunciation and helped one another when difficulties occurred. This practice not only encouraged active participation but also promoted peer support, as students with stronger language abilities assisted their classmates in completing the task successfully.

The teacher also implemented group discussion and peer support strategies during classroom activities. Students were encouraged to work together and help classmates who experienced difficulties in understanding the lesson. Classroom observation showed that the teacher instructed students to assist their peers during learning activities, and students appeared cooperative and actively participated in group interactions.

Through these collaborative activities, students were able to learn from one another and provide support to classmates who needed additional assistance. Group discussion activities also increased classroom participation and interaction, as students who were usually passive became more involved when working with their peers. Furthermore, the use of peer support reflected the teacher's effort to reduce learning gaps among students with different learning abilities by encouraging collaborative rather than individual learning.

These findings indicate that group discussion and peer support played an important role in promoting active participation and collaborative learning in the inclusive English classroom. By encouraging students to work together and support

one another, the teacher was able to create a more supportive and inclusive learning environment for students with diverse learning abilities.

d. Question and Answer Strategy

Another strategy observed during the learning process was question and answer activities. The teacher frequently asked students questions to check their understanding and encourage participation in classroom discussions.

Based on classroom observation, the teacher often asked students using expressions such as *"Any comments?"* to stimulate students to speak and express their opinions during the lesson.

The participant also explained:

"*Teachers usually use a mixed method such as direct explanation, discussion, Q&A, and simple practice."* (d.4, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.4.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"Teachers usually use a mixed method such as direct explanation, discussion, Q&A, and simple practice."	The teacher combines question-and-answer activities with other instructional strategies during English lessons.	Question and answer activity	Question and Answer Strategy

Table 4 4 Question and Answer Strategy

The findings showed that question and answer activities helped increase students' participation and classroom interaction. Through this strategy, students became more active in expressing their understanding and responding to the teacher's explanation.

e. Encouraging Active Participation

The findings revealed that the teacher consistently encouraged active participation during classroom activities. This strategy was used to increase students' engagement and create more interaction between the teacher and students during the learning process. The teacher believed that active participation helps students become more involved in learning and provides opportunities for students with different learning abilities to contribute according to their level of understanding.

The participant stated:

"The first thing that needs to be adjusted is the teacher's own teaching approach. 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." (d.5, interview data)

The participant also stated:

"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, for example from slow learners to average learners. If the teacher only focuses on slow learners, the fast learners may be left behind. Therefore, the teacher must ensure that all students continue to make progress according to their abilities." (d.5, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.5.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"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	The teacher identifies students' learning abilities before deciding the instructional approach.	Identifying students' learning abilities	Encouraging Active Participation

teaching strategies more effectively."			
"The teacher cannot focus only on slow learners... the teacher must ensure that all students continue to make progress according to their abilities."	The teacher provides learning opportunities for all students according to their abilities.	Equal participation opportunities	Encouraging Active Participation

Table 4. 5 Encouraging Active Participation

The teacher explained that students should not only listen to explanations but also actively respond to questions, express their opinions, and participate in classroom discussions. According to the teacher, active participation helps students become more confident and involved in the learning process.

The interview findings showed that the teacher first identified students based on their learning abilities before determining the most appropriate teaching approach. Fast learners were usually given additional questions or encouraged to help classmates who experienced learning difficulties. Average learners were encouraged to participate actively through classroom discussions and questioning activities to strengthen their understanding. Meanwhile, slow learners received repeated explanations, simpler language, and additional guidance so that they could participate more confidently during English lessons. According to the teacher, understanding these differences enables classroom activities to involve all students rather than focusing on only one group of learners.

Based on classroom observation, the teacher frequently created opportunities for students to participate actively during lessons. For example, when displaying

answers on the board, the teacher intentionally wrote incorrect words or answers and asked students to identify and correct the mistakes. This activity encouraged students to pay attention to the lesson, respond directly to the teacher, and share their opinions during classroom discussions. In addition, the teacher regularly checked students' understanding by asking questions such as *"Any comments?"*, which encouraged students to express their ideas and become more actively involved in the learning process.

These classroom activities successfully created meaningful interaction between the teacher and students. Students appeared more confident in expressing their ideas, answering questions, correcting mistakes, and participating in classroom discussions. Different students were encouraged to contribute according to their learning abilities, creating a classroom atmosphere where participation was shared by fast learners, average learners, and slow learners.

These findings indicate that encouraging active participation was an important strategy in maintaining students' engagement and creating a more interactive inclusive classroom environment. By first recognizing the different learning abilities of fast learners, average learners, and slow learners, the teacher was able to provide appropriate opportunities for each group to participate actively. Through questioning, classroom discussions, peer support, repeated explanations, and interactive activities, the teacher successfully promoted meaningful participation while ensuring that students with different learning abilities remained involved throughout the learning process.

f. Adjustments for Students with Different Abilities

Based on the interview findings, the teacher adjusted teaching strategies according to students' learning abilities. The teacher categorized students into three groups, namely fast learners, average learners, and slow learners.

The participant explained:

"In a classroom with fast learners, average learners, and slow learners, I cannot focus only on slow learners. However, they need more attention and support during the learning process. My goal is to help as many students as possible improve their learning. At least, I try to help half of the class move up one level, for example from slow learners to average learners. If I only focus on slow learners, the fast learners may be left behind. Therefore, I have to ensure that every student continues to develop according to their abilities." (d.6, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.6.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"Students who are categorized as slow learners usually need more guidance and repeated explanations before they understand the material."	Slow learners require additional instructional support and repeated explanations.	Additional support for slow learners	Adjustments for Students with Different Abilities
"Meanwhile, fast learners can continue with more challenging activities or help their classmates who still experience difficulties."	Different instructional adjustments are provided according to students' learning abilities.	Differentiated instructional adjustment	Adjustments for Students with Different Abilities

Table 4. 6 Adjustments for Students with Different Abilities

The interview findings indicate that although the teacher considers the learning progress of all students, greater instructional adjustments are generally provided for slow learners because they require more support to understand the lesson. The teacher

explained that slow learners usually need repeated explanations, simpler language, and additional guidance before they are able to understand the learning materials. Therefore, classroom instruction is continuously adjusted so that these students can gradually improve their understanding and participate more confidently during English lessons.

The classroom observations also confirmed this practice. During the lesson, the teacher frequently repeated explanations, used simple and familiar examples, and encouraged peer support by asking students who understood the material more quickly to assist classmates who experienced difficulties. Rather than giving different learning tasks, the teacher adapted the way the material was explained and provided additional support whenever slow learners needed further clarification.

These findings suggest that the teacher's instructional adjustments were primarily intended to support slow learners while still maintaining learning opportunities for average learners and fast learners. Instead of separating students according to their abilities, the teacher created a classroom environment in which students could learn together, receive appropriate support, and gradually improve their English proficiency according to their individual learning needs.

2. Challenges Faced by the Teacher in Inclusive Classroom

Based on the interview findings, the teacher experienced several challenges while teaching English in an inclusive classroom. These challenges were related to

students' different learning abilities, classroom management, learning facilities, curriculum demands, and environmental conditions during the learning process.

The findings indicate that teaching in an inclusive classroom requires teachers to continuously adapt instructional strategies and classroom management practices. The teacher explained that handling students with different abilities and characteristics was one of the most demanding aspects of classroom teaching.

Although the teacher attempted to apply various strategies to support students, several obstacles still influenced the effectiveness of English language learning.

a. Students' Different Learning Abilities

The interview findings revealed that one of the major challenges experienced by the teacher in implementing inclusive English learning was the different learning abilities of students. According to the teacher, students in the classroom could generally be categorized into fast learners, average learners, and slow learners. Each group demonstrated different levels of understanding, learning pace, and classroom participation, requiring the teacher to continuously adjust instructional strategies throughout the learning process.

The participant stated:

"Before entering the classroom, I first identify my students based on their learning abilities. I classify them into three groups: fast learners, average learners, and slow learners. After identifying these groups, I can adjust my teaching strategies according to their learning abilities." (d.7, interview data)

The participant also stated:

"In a classroom with fast learners, average learners, and slow learners, I cannot focus only on slow learners. My goal is to help as many students as possible improve their learning. At least, I try to help half of the class move up one level, for example from slow learners to average learners. If I only focus on slow learners, the fast learners may be left behind. Therefore, I have to ensure that every student continues to develop according to their abilities." (P, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.7.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"The character of students in the classroom is different. We have to adjust our teaching to their learning characteristics so they stay motivated."	Students have different learning characteristics that require instructional adjustments.	Diverse learning characteristics	Students' Different Learning Abilities
"There are fast learners, average learners, and slow learners in one classroom, so I cannot use only one teaching method."	Different learning abilities require different teaching approaches.	Different learning abilities	Students' Different Learning Abilities

Table 4. 7 Students' Different Learning Abilities

The interview findings showed that the differences in students' learning abilities became one of the greatest challenges for the teacher during English lessons. Fast learners generally understood the material more quickly and required additional challenges to remain engaged. Average learners were able to follow the lesson with regular guidance, while slow learners needed repeated explanations, simpler language, and additional support before they could fully understand the material. These differences made it difficult for the teacher to apply a single teaching strategy that could effectively accommodate all students at the same time.

The classroom observations also supported these findings. During the lesson, the teacher repeatedly explained the material, used simple and familiar examples,

encouraged peer support, and continuously checked students' understanding through classroom questioning. Rather than separating students according to their learning abilities, the teacher adjusted instructional practices so that students with different learning abilities could participate together in the same classroom activities. These findings indicate that managing fast learners, average learners, and slow learners within one classroom became one of the primary challenges in implementing inclusive English language learning.

b. Limited Learning Facilities and Media

Another challenge identified from the interview was limited learning facilities and media. The teacher explained that some teaching media were outdated and sometimes had to be personally prepared by the teacher.

The participant explained:

"Media like projectors are already outdated, which means the teachers themselves have to provide them personally." (d.8, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.8.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"Media like projectors are already outdated, which means the teachers themselves have to provide them personally."	The available learning media are outdated, requiring teachers to prepare or provide additional instructional media independently.	Limited learning facilities and teacher's initiative	Limited Learning Facilities and Media

Table 4. 8 Limited Learning Facilities and Media

The teacher stated that visual media were frequently used to support classroom activities, such as displaying vocabulary and learning materials through a projector. However, the outdated condition and limited availability of learning facilities sometimes created difficulties in conducting lessons effectively. As a result, the teacher occasionally had to prepare additional resources independently to ensure that learning activities could run smoothly.

These findings indicate that limited learning facilities and media remained a challenge for the teacher in implementing teaching strategies and supporting inclusive English learning.

c. Curriculum Demands

The teacher also experienced difficulties in implementing learning materials based on the curriculum requirements.

The participant stated:

"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 need to redesign the teaching materials and adjust my teaching strategies. Sometimes this becomes a challenge because my adjustments do not always fully match the school's curriculum expectations." (d.9, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.9.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"Sometimes the government curriculum requires students to master many competencies, but	Curriculum expectations do not always align with	Mismatch between curriculum	Curriculum Demands

these expectations are not always suitable for my students' learning abilities."	students' different learning abilities.	expectations and students' abilities	
"Therefore, I often need to redesign the teaching materials and adjust my teaching strategies."	The teacher modifies teaching materials and instructional strategies to meet students' needs.	Adapting teaching materials and strategies	Curriculum Demands
"Sometimes this becomes a challenge because my adjustments do not always fully match the school's curriculum expectations."	The teacher's instructional adjustments may differ from curriculum expectations.	Balancing instructional adjustments with curriculum requirements	Curriculum Demands

Table 4. 9 Curriculum Demands

The teacher explained that curriculum demands sometimes did not match students' characteristics and learning abilities, forcing the teacher to modify classroom instruction. For example, although the curriculum required students to achieve specific learning objectives, the teacher often needed to simplify explanations, provide repeated instruction, and use familiar examples to help students understand the material. These adjustments were necessary because students demonstrated different levels of understanding and learning readiness in the inclusive classroom.

These findings indicate that balancing curriculum expectations with students' diverse learning needs was one of the challenges faced by the teacher in implementing effective teaching strategies.

d. Classroom Conditions and Time Management

The interview findings revealed that classroom conditions and time management were among the challenges experienced by the teacher in implementing English language learning within the inclusive classroom. These challenges affected the teaching and learning process because the teacher had to adapt not only to students' readiness and classroom situations but also to the limited instructional time available for each lesson.

The participant stated:

"Sometimes the classroom condition affects the learning process. For example, after sports activities, students need time to prepare themselves before starting the lesson. When it rains, students also become less focused, so I need to adjust my teaching. In addition, I have to manage my teaching time carefully because the distance from my home to the school is quite far. Sometimes the lesson cannot be completed within the allocated time, so I ask for a little extra time to finish explaining the material and make sure the students understand the lesson." (d.10, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.10.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"Sometimes the classroom condition affects the learning process. For example, after sports activities, students need time to prepare themselves before starting the lesson."	Students' readiness to learn is influenced by classroom conditions and previous learning activities.	Students' readiness affects instruction	Classroom Conditions and Time Management
"When it rains, students also become less focused, so I need to adjust my teaching."	Environmental conditions influence students' concentration and	Adjusting instruction to classroom conditions	Classroom Conditions and Time Management

	require instructional adjustments.		
"I have to manage my teaching time carefully because the distance from my home to the school is quite far."	The teacher experiences time management challenges due to the long commuting distance.	Teacher's time management challenge	Classroom Conditions and Time Management
"Sometimes the lesson cannot be completed within the allocated time, so I ask for a little extra time to finish explaining the material and make sure the students understand the lesson."	Limited instructional time requires the teacher to extend explanations to ensure students' understanding.	Managing limited instructional time	Classroom Conditions and Time Management

Table 4. 10 Classroom Conditions and Time Management

The interview findings indicated that classroom conditions frequently influenced students' readiness to learn. For example, students who had just finished physical education classes often needed several minutes to prepare themselves before participating in English lessons. Likewise, rainy weather sometimes reduced students' concentration, requiring the teacher to adjust classroom activities and teaching strategies according to the situation.

Time management also became a challenge during the teaching and learning process. The participant explained that travelling from home to school required considerable time because of the long distance. Furthermore, some English lessons required more explanation and classroom interaction than could be accommodated within the scheduled lesson time. As a result, the teacher occasionally requested additional time to complete the explanation and ensure that students, particularly those

who required more support, fully understood the learning materials before the lesson ended.

Based on the classroom observations, the teacher demonstrated flexibility in responding to these challenges. Rather than rushing to complete the lesson, the teacher adjusted the pace of instruction according to classroom conditions and students' learning needs. The teacher also ensured that important learning points were explained clearly before concluding the lesson, even when additional time was needed.

e. Teacher's Efforts to Handle Challenges

Despite various challenges, the teacher continuously made adjustments to maintain effective English language learning in the inclusive classroom. These efforts were intended to accommodate students with different learning abilities while responding to classroom conditions, curriculum demands, limited learning facilities, and time constraints during the teaching and learning process.

The participant stated:

"To deal with these challenges, I always adjust my teaching strategies according to my students' learning abilities and the classroom situation. I repeat the explanation, when necessary, use simple language and familiar examples, encourage students to help each other, and organize classroom activities that involve all students. I also try to manage the lesson time effectively. If the allocated time is not enough, I ask for a little additional time to complete the explanation so that students can understand the material before the lesson ends." (d.11, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.11.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"I always adjust my teaching strategies according to my students' learning abilities and the classroom situation."	The teacher modifies instructional strategies based on students' learning abilities and classroom conditions.	Adapting teaching strategies	Teacher's Efforts to Handle Challenges
"I repeat the explanation, use simple language and familiar examples, encourage students to help each other, and organize classroom activities that involve all students."	The teacher applies various instructional strategies to support students with different learning abilities.	Applying multiple instructional strategies	Teacher's Efforts to Handle Challenges
"I also try to manage the lesson time effectively."	The teacher manages instructional time to support the learning process.	Managing instructional time	Teacher's Efforts to Handle Challenges
"If the allocated time is not enough, I ask for a little additional time to complete the explanation so that students can understand the material before the lesson ends."	The teacher extends instructional time when necessary to ensure students understand the lesson.	Extending instructional time	Teacher's Efforts to Handle Challenges

Table 4. 11 Teacher's Efforts to Handle Challenges

The interview findings showed that the teacher addressed students' different learning abilities by simplifying explanations, repeating important materials, and providing familiar examples that were easier for students to understand. The teacher also encouraged peer support by asking students who understood the material more quickly to assist classmates who experienced learning difficulties. Through classroom

discussions and collaborative activities, students were encouraged to learn from one another while remaining actively involved in the learning process.

In responding to curriculum demands, the teacher adapted teaching materials and instructional approaches according to students' learning needs while ensuring that the learning objectives were still achieved. When classroom conditions became less conducive, such as after physical education lessons or during rainy weather, the teacher adjusted the pace of instruction and gave students time to prepare before continuing the lesson.

The teacher also attempted to manage instructional time effectively throughout the learning process. When the lesson required more explanation than the allocated time allowed, the teacher occasionally requested additional time to complete the explanation and ensure that students understood the learning materials before ending the class.

Based on the classroom observations, the teacher consistently created a supportive learning environment, maintained positive interactions with students, encouraged active participation, and remained flexible in responding to different classroom situations. These findings indicate that the teacher continuously adapted teaching strategies and classroom management practices to overcome various challenges while supporting inclusive English language learning.

f. School Support and Suggestions for Inclusive English Learning

The interview findings showed that the school had provided some support for English learning, including language laboratories and projectors.

The participant stated:

"There are several facilities such as a language lab and projectors. However, some facilities and support still need to be improved." (d.12, interview data)

To provide a clearer description of the coding process, the participant's utterances were analyzed and summarized in Table 4.12.

Participant's Utterance	**Meaning Unit**	**Initial Code**	**Theme**
"There are several facilities such as a language lab and projectors."	The school provides learning facilities to support English instruction.	School learning facilities	School Support and Suggestions for Inclusive English Learning
"However, some facilities and support still need to be improved."	Additional facilities and institutional support are still needed to improve inclusive English learning.	Need for improved school support	School Support and Suggestions for Inclusive English Learning

Table 4. 12 School Support and Suggestions for Inclusive English Learning

However, the teacher believed that additional support was still needed to improve the implementation of inclusive English learning. Besides providing learning facilities, the teacher emphasized the importance of modern learning media and professional development opportunities related to inclusive education. According to the teacher, additional training would help teachers develop more effective strategies for addressing the diverse learning needs of students in inclusive classrooms.

The teacher also suggested that the curriculum should be more flexible and adjusted to students' learning conditions and abilities. This flexibility would allow teachers to adapt learning materials and classroom activities more effectively without requiring all students to achieve the same learning outcomes in the same way. These findings indicate that successful inclusive English learning requires not only teacher effort but also continuous support from schools and educational stakeholders through adequate facilities, professional training, and flexible educational policies.

B. Discussion

This section discusses the findings based on the research questions, including: (1) teaching strategies used in English language learning within an inclusive classroom, and (2) challenges faced by the teacher in handling students with diverse learning needs. The discussion connects the findings with relevant theories and previous studies related to inclusive education and teaching strategies in English language learning.

Based on the findings, the teacher implemented several adaptive teaching strategies such as direct explanation, repetition, group discussion, peer support, questioning strategy, and active participation activities. These strategies were used to support students with different learning abilities and classroom characteristics.

The findings also revealed several challenges experienced by the teacher, including learner diversity, limited learning facilities, curriculum demands, and classroom conditions. Despite these challenges, the teacher continuously attempted to

maintain supportive classroom interaction and create meaningful learning experiences for students.

1.Teaching Strategies Used in Inclusive English Classroom

a. Direct Explanation and Repetition Strategy

The findings revealed that the teacher frequently applied direct explanation, simple examples, and repetition to help students understand English learning materials. The teacher simplified explanations by using familiar language and examples related to students' daily lives. Important concepts were also repeated several times to reinforce students' understanding, particularly for those who required additional support during the learning process.

These findings are consistent with the concept of Cognitive Strategies proposed by (Chamot, 1998), who explain that cognitive strategies are learning strategies used to process, understand, and retain new information. Such strategies include repetition, elaboration, practicing, and connecting new knowledge with learners' prior experiences. In this study, the teacher's use of direct explanation, repetition, and familiar examples enabled students to process English learning materials more effectively according to their learning abilities.

The implementation of these strategies was particularly beneficial in the inclusive classroom because students demonstrated different levels of understanding. Slow learners benefited from repeated explanations and simpler language, while average learners strengthened their understanding through continuous practice. Fast

learners were able to reinforce their comprehension by responding to additional questions and participating actively during classroom activities. Therefore, the teacher's use of cognitive strategies successfully supported students with different learning abilities while promoting meaningful English learning in the inclusive classroom.

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b. Group Discussion and Peer Support

The findings revealed that the teacher implemented group discussion and peer support to encourage students to collaborate and learn from one another during English lessons. Students were given opportunities to discuss learning materials in groups and support classmates who experienced learning difficulties. Fast learners were encouraged to assist average learners and slow learners, creating a collaborative learning environment where students actively shared knowledge and participated in classroom activities.

This finding is consistent with the concept of Social and Affective Strategies proposed by (Chamot, 1998). They explain that social and affective strategies involve interaction with others, cooperation, asking for clarification, and encouraging learners to manage their emotions and confidence during the learning process. Through group discussion and peer support, students are provided with opportunities to communicate, exchange ideas, and solve learning problems collaboratively. These interactions not

only improve students' understanding of the learning materials but also help create a supportive classroom atmosphere in which students feel more confident to participate.

The findings also showed that peer support was particularly beneficial for students with different learning abilities. Fast learners reinforced their own understanding by explaining the material to their classmates, while average learners and slow learners received additional explanations from peers using language that was often easier for them to understand. This collaborative learning process reduced students' hesitation to ask questions and encouraged more active participation throughout the lesson.

Furthermore, the teacher's implementation of group discussion reflects the principles of inclusive education, which emphasize equal learning opportunities and active participation for all students regardless of their learning abilities. Rather than separating students according to their abilities, the teacher encouraged collaboration among fast learners, average learners, and slow learners within the same learning activities. This approach helped create a positive classroom environment where students could support one another while developing both their English proficiency and their confidence in learning.

c. Question and Answer Activities

The findings showed that the teacher regularly used questioning activities throughout the lesson to monitor students' understanding and encourage them to think about the learning materials. The teacher frequently reviewed previous lessons,

checked students' comprehension, and invited students to express their opinions through questions such as *"Any comments?"*. These activities encouraged students to reflect on what they had learned before continuing to the next topic.

This finding is consistent with the concept of Metacognitive Strategies proposed by (Chamot, 1998). According to the theory, metacognitive strategies involve planning, monitoring, and evaluating one's own learning process. By asking questions and reviewing previous materials, the teacher encouraged students to monitor their own understanding and identify concepts that still required clarification. These activities also enabled the teacher to evaluate students' learning progress and adjust the lesson accordingly.

Furthermore, the questioning strategy supported inclusive classroom practices because it provided opportunities for students with different learning abilities to demonstrate their understanding. Through continuous questioning and classroom interaction, the teacher was able to identify students who required additional explanations while encouraging other students to participate actively in the learning process. Consequently, the implementation of metacognitive strategies contributed to more effective English language learning within the inclusive classroom.

d. Adjustments for Students with Different Abilities

The findings revealed that the teacher continuously adjusted teaching strategies according to students' different learning abilities, namely fast learners, average

learners, and slow learners. Rather than applying a single instructional approach, the teacher combined various strategies to accommodate students' individual learning needs within the same classroom.

These findings indicate that the teacher integrated Cognitive, Metacognitive, and Social and Affective Strategies as proposed by (Chamot, 1998). Cognitive strategies were reflected in the teacher's use of repetition, direct explanation, and familiar examples to improve students' understanding. Metacognitive strategies appeared through continuous questioning, lesson reviews, and monitoring students' comprehension. Meanwhile, social and affective strategies were implemented through peer support, group discussions, and activities that encouraged students to participate actively and collaborate during English learning.

The integration of these three categories of strategies enabled the teacher to accommodate students with different learning abilities while maintaining an inclusive learning environment. Instead of focusing on only one group of learners, the teacher adjusted instructional practices so that fast learners, average learners, and slow learners could all participate meaningfully and develop their English proficiency according to their individual learning needs.

2. Challenges in Inclusive English Classroom

a. Students' Different Learning Abilities

The findings revealed that managing students with different learning abilities became one of the major challenges encountered by the teacher in the inclusive English classroom. The participant explained that students demonstrated different levels of understanding, learning pace, and classroom participation, which were categorized into fast learners, average learners, and slow learners. These differences required the teacher to continuously adjust instructional practices so that every student could participate and understand the lesson according to their learning needs.

This finding reflects the concept of learner diversity, which recognizes that students in inclusive classrooms possess different academic abilities, learning characteristics, learning styles, and educational needs. Such diversity is considered a natural condition in inclusive education and should be accommodated through responsive instructional practices rather than treated as a learning barrier (Kaur & Bhatia, 2024). Consequently, teachers need to recognize these differences before determining appropriate teaching strategies for the classroom.

The participant's experience demonstrated that the greatest challenge was not merely the presence of fast learners, average learners, and slow learners within one classroom, but balancing their different learning needs during the same lesson. Fast learners generally understood the material more quickly and were ready to move to more challenging activities. In contrast, average learners still required regular

guidance, while slow learners needed repeated explanations, simpler language, and additional assistance before they could achieve the expected learning objectives. This condition made it difficult for the teacher to rely on only one teaching strategy because each group of learners responded differently to classroom instruction.

These findings also emphasize the important role of teachers in responding to learner diversity. Teachers in inclusive classrooms are expected not only to deliver learning materials but also to create learning environments that accommodate students' different abilities and encourage meaningful participation for every (Awanda & Sari, 2024). Likewise, Panggabean (2024) explains that teachers are responsible for managing classroom interactions and ensuring that all students receive equitable learning opportunities regardless of their individual differences. In this study, the participant demonstrated these responsibilities by modifying explanations, providing additional support for slow learners, and encouraging collaboration among students with different learning abilities.

Furthermore, Tiraeni et al. (2024) argue that learner diversity requires teachers to adapt instructional methods and classroom activities to ensure that every student can actively participate in the learning process. This argument is reflected in the participant's efforts to continuously adjust teaching strategies according to students' learning progress instead of expecting all students to achieve the same level of understanding simultaneously. Such instructional flexibility became an essential aspect of implementing inclusive English language learning.

Overall, these findings indicate that learner diversity is one of the primary challenges in inclusive English classrooms because students possess different levels of readiness, participation, and learning abilities. This finding also supports Z. P. Sari et al. (2022), who state that English teachers in inclusive classrooms frequently encounter challenges in accommodating students with varying learning abilities while maintaining effective classroom instruction. Therefore, teachers are required to remain flexible and adaptive so that all students, including fast learners, average learners, and slow learners, have equal opportunities to participate and achieve meaningful learning outcomes.

b. Limited Learning Facilities and Media

The findings revealed that limited learning facilities became one of the challenges encountered by the teacher in implementing English language learning in the inclusive classroom. During the interview, the participant explained that supporting learning media, particularly technological facilities such as LCD projectors, were not always available or could not always be used during classroom instruction. As a result, the teacher had to adjust the learning process by relying on simpler teaching methods and available classroom resources while ensuring that students continued to understand the learning materials.

This finding indicates that learning facilities play an important role in supporting inclusive English language learning. Inclusive education seeks to provide equal learning opportunities for all students by ensuring that the learning environment,

including instructional facilities and media, supports students' diverse educational needs (Isroani et al., 2024). However, when learning facilities are limited, teachers are required to modify instructional practices so that the learning objectives can still be achieved despite existing constraints.

The participant's experience demonstrated that limited facilities did not stop the teaching and learning process. Instead, the teacher adapted classroom instruction by explaining the materials directly, writing important points on the whiteboard, and using simple examples that were familiar to students. These adjustments enabled students to remain engaged in classroom activities even without extensive technological support. This finding shows that the effectiveness of inclusive learning depends not only on the availability of facilities but also on the teacher's ability to utilize available resources appropriately.

The findings also emphasize the teacher's important role in responding to limitations within the learning environment. According to Awanda & Sari (2024), teachers are expected to demonstrate flexibility and creativity in selecting teaching methods that accommodate students' diverse learning needs despite limited educational resources. Similarly, Panggabean (2024) explains that teachers are responsible for creating meaningful learning experiences by adjusting classroom instruction according to students' needs and the available learning conditions. The participant demonstrated these responsibilities by continuously modifying instructional activities without reducing students' opportunities to participate in classroom learning.

These findings are consistent with the study conducted by Z. P. Sari et al. (2022), which reported that limited learning facilities remain one of the challenges encountered by teachers in inclusive English classrooms. Such limitations often require teachers to maximize existing classroom resources and implement adaptive instructional strategies to ensure that students with different learning abilities continue to receive meaningful learning experiences.

Overall, the findings suggest that although adequate learning facilities are important in supporting inclusive English language learning, the participant demonstrated that teachers' adaptability and creativity remain essential in overcoming these limitations. By making effective use of available resources, the teacher was able to maintain students' participation and continue implementing inclusive learning practices despite the lack of technological support.

c. Curriculum Demands

The findings revealed that curriculum demands became one of the challenges experienced by the teacher in implementing English language learning in the inclusive classroom. The participant explained that although the curriculum specifies the learning objectives and competencies that must be achieved, the materials could not always be delivered in the same way to all students because they demonstrated different learning abilities and levels of understanding. Consequently, the teacher was required to adjust the instructional process while ensuring that the expected learning objectives were still achieved.

These findings indicate that implementing the curriculum in an inclusive classroom requires flexibility from teachers. Rather than focusing solely on completing the prescribed learning materials, teachers need to consider students' readiness, learning pace, and level of comprehension when planning and conducting classroom instruction. Therefore, curriculum implementation in inclusive education is not merely about following the curriculum document but also about adapting instructional practices to meet students' diverse learning needs.

The participant's experience demonstrated that balancing curriculum demands with students' different learning abilities was not always easy. During classroom instruction, the teacher often needed to simplify explanations, provide repeated practice, and use familiar examples to help students understand the learning materials. These adjustments enabled the participant to continue implementing the curriculum while ensuring that students with different learning abilities remained actively involved in the learning process.

The findings also emphasize the important role of teachers in interpreting and implementing the curriculum within inclusive classrooms. Awanda & Sari (2024) explain that teachers are responsible for designing and implementing learning activities that respond to students' educational needs while achieving the intended learning objectives. Likewise, Panggabean (2024) states that teachers should demonstrate flexibility in managing classroom instruction so that students with different learning characteristics are provided with equitable opportunities to learn. These responsibilities

were reflected in the participant's efforts to modify instructional strategies according to students' learning progress without neglecting the curriculum objectives.

These findings are consistent with the study conducted by Z. P. Sari et al. (2022), which found that implementing English language learning in inclusive classrooms often requires teachers to balance curriculum expectations with students' diverse learning abilities. Consequently, teachers are expected to continuously adapt instructional practices while maintaining the quality and objectives of the learning process.

Overall, the findings suggest that curriculum demands in inclusive English classrooms require teachers to be flexible and responsive in implementing instructional practices. Rather than viewing the curriculum as a rigid guideline, the participant interpreted it as a framework that could be adjusted through appropriate teaching strategies to accommodate fast learners, average learners, and slow learners while ensuring that the intended learning objectives were achieved.

d. Classroom Conditions and Time Management

The findings revealed that classroom conditions and time management became important challenges encountered by the teacher during the implementation of English language learning in the inclusive classroom. The participant explained that classroom situations were not always conducive to learning. For example, students sometimes appeared tired after physical education classes or became less focused due to weather conditions such as heavy rain. In addition, the participant explained that the distance

between home and school occasionally affected arrival time, while classroom instruction sometimes required additional time because students needed more explanation before they fully understood the lesson. As a result, the participant occasionally requested a few extra minutes to complete the learning activities and ensure that students understood the material.

These findings indicate that classroom conditions and time management can directly influence the effectiveness of the teaching and learning process in an inclusive classroom. Changes in students' physical condition, classroom atmosphere, and the limited duration of instructional time required the participant to continuously adjust the pace of teaching and the learning activities. Rather than completing the lesson according to a fixed schedule, the participant prioritized students' understanding by providing additional explanations whenever necessary.

The participant's experience also demonstrates that effective classroom management involves more than organizing learning activities during class. Teachers are expected to respond to unexpected situations, manage available instructional time effectively, and maintain students' engagement despite various classroom challenges. Awanda & Sari (2024) explain that teachers play an important role in creating learning environments that remain supportive despite different classroom conditions. Similarly, Panggabean (2024) emphasizes that teachers should demonstrate flexibility in managing classroom instruction so that learning objectives can still be achieved under different classroom circumstances.

The findings further show that the participant consistently attempted to maintain the continuity of learning despite these challenges. When students required more time to understand the lesson, the participant did not simply stop the explanation because the scheduled lesson had ended. Instead, the participant provided additional clarification and, when necessary, requested a short extension of instructional time to ensure that students, particularly those who required more support, had the opportunity to understand the learning materials. This demonstrates the participant's commitment to prioritizing meaningful learning rather than merely completing the lesson according to the timetable.

These findings are consistent with the study conducted by Z. P. Sari et al. (2022), which reported that classroom conditions and time limitations are among the challenges frequently encountered by teachers in inclusive English classrooms. Such conditions require teachers to remain flexible in managing classroom instruction while continuing to accommodate students with different learning abilities.

Overall, the findings suggest that classroom conditions and time management are important factors influencing the implementation of inclusive English language learning. The participant demonstrated that effective teaching in an inclusive classroom requires flexibility, careful time management, and continuous instructional adjustments to ensure that all students, including fast learners, average learners, and slow learners, remain actively engaged and are able to achieve the intended learning objectives.

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e. Teacher's Efforts to Overcome the Challenges

The findings revealed that the participant continuously made various efforts to overcome the challenges encountered in implementing English language learning in the inclusive classroom. Rather than focusing solely on students who experienced learning difficulties, the participant attempted to support all students according to their learning abilities. This was reflected in the participant's efforts to simplify explanations, provide repeated practice, encourage peer support, use familiar examples, and continuously monitor students' understanding throughout the learning process. These instructional adjustments enabled fast learners, average learners, and slow learners to participate actively in the same classroom.

These findings indicate that overcoming challenges in an inclusive classroom requires teachers to demonstrate flexibility and responsiveness in addressing students' diverse learning needs. Learner diversity requires teachers to recognize that students learn at different paces and possess different levels of readiness and understanding. Therefore, instructional adjustments become essential to ensure that all students receive equitable learning opportunities and meaningful learning experiences (Kaur & Bhatia, 2024). Rather than applying a single instructional approach, the participant continuously modified teaching practices according to students' progress during classroom instruction.

The participant's efforts also demonstrate the important role of teachers in implementing inclusive education. Awanda & Sari (2024) explain that teachers are responsible for creating learning environments that accommodate students' diverse

educational needs while encouraging active participation from every learner. Likewise, Panggabean (2024) emphasizes that teachers should remain adaptive when responding to classroom challenges so that learning objectives can still be achieved despite differences in students' abilities and classroom conditions. In this study, the participant fulfilled these responsibilities by encouraging collaboration among students, providing additional explanations for those who required more support, and ensuring that learning activities remained accessible to all students.

Furthermore, Tiraeni et al. (2024) argue that effective responses to learner diversity require continuous instructional adaptation and meaningful classroom interaction. This perspective is reflected in the participant's efforts to maintain students' engagement through questioning activities, classroom discussions, repeated explanations, and peer assistance. These strategies not only helped students understand the learning materials but also created opportunities for students with different learning abilities to participate actively in classroom learning.

These findings are also consistent with the study conducted by Z. P. Sari et al. (2022) which found that teachers in inclusive English classrooms frequently overcome instructional challenges by adapting teaching strategies according to classroom conditions and students' diverse learning needs. This indicates that flexibility in teaching practices is one of the essential characteristics of effective inclusive English language learning.

Overall, the findings demonstrate that the participant's efforts to overcome classroom challenges extended beyond solving individual learning difficulties. Instead,

the participant continuously adapted instructional practices to accommodate learner diversity, maintain students' participation, and create an inclusive learning environment where fast learners, average learners, and slow learners were provided with equal opportunities to learn and achieve the intended learning objectives.

f. School Support for Inclusive English Learning

The findings revealed that the participant continuously adjusted instructional practices to accommodate students with different learning abilities, including fast learners, average learners, and slow learners. Rather than relying on a single teaching strategy, the participant combined various instructional approaches according to students' learning progress and classroom needs. These adjustments demonstrate that inclusive English language learning requires teachers to remain flexible in responding to learner diversity while ensuring that every student has opportunities to participate actively in the learning process.

The participant's instructional adjustments reflected the integration of Cognitive, Metacognitive, and Social and Affective Strategies proposed by Chamot (1998). However, these strategies were not implemented separately. Instead, they complemented one another throughout the teaching and learning process to accommodate students with different levels of understanding. The participant selected and combined appropriate strategies according to classroom situations and students' responses to the learning materials.

Cognitive strategies were reflected in the participant's use of direct explanations, repeated instruction, and familiar examples to strengthen students' understanding of English materials. These strategies were particularly beneficial for average learners and slow learners who required additional support to understand new concepts. By simplifying explanations and providing repeated practice, the participant enabled students to gradually improve their comprehension and participate more confidently during classroom activities.

Metacognitive strategies were demonstrated through continuous questioning, reviewing previous lessons, and monitoring students' understanding throughout the learning process. These activities allowed the participant to identify students who had not yet mastered the learning materials and determine whether additional explanations or different instructional approaches were needed. Consequently, instructional decisions were continuously adjusted based on students' learning progress rather than relying solely on the lesson plan.

Meanwhile, Social and Affective Strategies were reflected in peer support, group discussions, and classroom activities that encouraged students to participate actively and collaborate with their classmates. Fast learners were encouraged to assist classmates who experienced learning difficulties, while average learners and slow learners were provided with opportunities to ask questions, express their opinions, and learn collaboratively. These activities created a supportive classroom atmosphere in which students learned not only from the teacher but also from one another.

The integration of these three categories of strategies demonstrates that effective inclusive English language learning requires teachers to combine different instructional approaches rather than relying on a single strategy. By integrating Cognitive, Metacognitive, and Social and Affective Strategies, the participant was able to respond to students' diverse learning needs while maintaining active participation from fast learners, average learners, and slow learners. This finding suggests that instructional flexibility is an essential component of inclusive teaching because it enables every student to learn according to their individual abilities while remaining actively involved in the same classroom.

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