CHAPTER V

CLOSURE

A. Conclusion

This study was conducted to explore the teaching strategies used by an English teacher in an inclusive English classroom and the challenges encountered during the implementation of English language learning at Madrasah Aliyah SMIP 1946 Banjarmasin. Based on the findings and discussion, the following conclusions can be drawn.

First, the findings revealed that the teacher implemented various teaching strategies to accommodate students with different learning abilities in the inclusive classroom. These strategies included direct explanation using simple language and familiar examples, repetition, group discussion, peer support, questioning activities, encouraging active participation, and continuous instructional adjustments for fast learners, average learners, and slow learners. These instructional practices reflected the integration of Cognitive Strategies, Metacognitive Strategies, and Social and Affective Strategies proposed by Chamot (1998). Rather than applying a single instructional strategy, the teacher continuously adapted teaching practices according to students' learning progress and classroom conditions. This instructional flexibility enabled

students with different learning abilities to participate actively and meaningfully in the English learning process while maintaining an inclusive classroom environment.

Second, the findings showed that the teacher encountered several challenges in implementing inclusive English language learning. The primary challenges included students' different learning abilities, curriculum demands, limited learning facilities, and classroom conditions and time management. Despite these challenges, the teacher continuously attempted to overcome them by modifying instructional strategies, simplifying explanations, providing repeated practice, encouraging peer support, and maintaining active classroom participation. In addition, school support contributed to the implementation of inclusive English language learning by enabling the teacher to continue adapting instructional practices according to students' diverse educational needs. Overall, the findings indicate that successful inclusive English language learning requires teachers to remain flexible, adaptive, and responsive while being supported by a positive school environment to ensure meaningful learning opportunities for all students.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed as follows:

1. Teachers

English teachers are suggested to continue developing and adapting teaching strategies that accommodate students' diverse learning abilities in inclusive classrooms. Teachers should provide clear explanations, use familiar examples related to students' daily lives, apply repetition when necessary, and encourage peer support and active participation during learning activities. In addition, teachers are encouraged to identify students' learning characteristics and adjust instructional approaches according to their learning needs to create a more inclusive and supportive learning environment.

2. School

Schools are suggested to provide greater support for the implementation of inclusive English learning by improving learning facilities and instructional media. Schools are also encouraged to provide professional development programs, workshops, or training related to inclusive education to help teachers develop effective teaching strategies for students with diverse learning needs. Furthermore, schools

should continue creating a supportive learning environment that promotes equal learning opportunities for all students.

3. Future Researchers

Future researchers are encouraged to conduct studies on inclusive English learning in different educational contexts and with a larger number of participants. Future studies may also explore the effectiveness of specific teaching strategies in inclusive classrooms, investigate students' perspectives toward inclusive English learning, or examine the role of teachers, schools, and parents in supporting students with diverse learning abilities. Such studies may contribute to a deeper understanding of effective practices in inclusive English education.