

TEACHER'S STRATEGY IN TEACHING GENERAL ENGLISH (A QUALITATIVE DESCRIPTIVE STUDY AT INCLUSIVE CLASSROOM)

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Abstract: This study aims to explore the strategies employed by English teachers in inclusive classrooms and identify the challenges they face when teaching students with diverse learning needs. By focusing on a qualitative descriptive method, the research provides an in-depth understanding of teaching practices in natural classroom settings. Data were gathered through observations, semi-structured interviews, and documentation at SMP Negeri 1 Waled. The study found that teachers use strategies like differentiated learning, cooperative learning, and individual tutoring. These approaches allow teachers to address the diverse needs of their students effectively, despite challenges such as managing varying ability levels, limited resources, and time constraints. The research highlights the significance of teacher adaptability and ongoing professional development in promoting an inclusive learning environment. The study concludes that using varied teaching strategies can significantly enhance learning outcomes for both regular students and those with special needs.

Keywords: Inclusive Education, English Teaching Strategies, Differentiated Instruction.

INTRODUCTION

Inclusive education is an educational philosophy that aims to provide equal learning opportunities for all students, regardless of their physical, cognitive, or emotional challenges (Jardines & Natividad, 2024). It integrates students with special needs into regular classrooms,

allowing them to learn alongside their peers without discrimination (Khanan & Bhola, 2023). This approach reflects a broader social movement aimed at creating a more just society by ensuring that all students, regardless of their abilities, have access to the same educational opportunities. According to Nursyamsudin and Suhartono (2021), inclusive education promotes diversity and provides a platform for every child to learn in an environment that values all forms of learning. The focus of inclusive education is on ensuring that every student receives an equitable education, regardless of their specific needs or challenges. As such, inclusive education is not just about physical integration but also about creating an environment where students with special needs are given the resources, support, and opportunities they need to succeed academically, socially, and emotionally (Pertiwi et al., 2025).

Although the philosophy of inclusive education is well established, its implementation in real classrooms remains challenging. Teachers must balance the needs of students with disabilities and those of typically developing peers, while ensuring that instruction remains equitable for all (Maryam et al., 2024). Research by Cabatay and Azizah (2023) shows that inclusive programs reduce educational disparities, yet these programs also increase teachers' responsibilities. Kurniawan (2020) highlights that inclusive education requires a fundamental shift in schooling practices because general and special education must operate as a unified system something that demands significant pedagogical adaptation at the classroom level.

The central challenge of inclusive education is how to effectively address the diverse learning needs of students within a single classroom. In an inclusive classroom, teachers are responsible for providing instruction to students with varying levels of academic ability and diverse learning needs. Malizal and Rizqi (2025) note that teachers play a vital role in guiding students with special needs. Teachers must be able to adjust their teaching methods to meet the individual needs of each student, ensuring that all students, including those with special needs, can fully engage with the lesson content. As Septiara et al. (2021) suggest, individual learning differences are influenced by both internal factors such as intelligence, motivation, and learning styles, as well as external factors such as the learning environment and socio-economic status. Therefore, teachers must recognize and adapt to these differences to create a learning environment that fosters engagement, growth, and success for all students (Khodadad, 2023).

This research seeks to address the problem of how English teachers in inclusive classrooms adapt their teaching strategies to meet the diverse needs of their students and what challenges they face in doing so. Upa and Mbato (2020) argue that teachers are central to the success of inclusive education, as their strategies for supporting the learning of students with

special needs directly impact student success. In the context of teaching English, this challenge is magnified by the need for teachers to adjust their methods to cater to students with varying levels of language proficiency and learning difficulties. As such, this research aims to explore how English teachers in inclusive classrooms navigate these challenges and the strategies they use to support all students in achieving educational success.

One of the most important strategies in inclusive education is differentiated instruction, which allows teachers to adapt their teaching methods and materials to the varying needs, abilities, and interests of their students. Tomlinson (2017) explains that differentiated instruction involves offering multiple pathways for students to access learning materials, engage with content, and demonstrate their understanding. This approach enables teachers to provide students with different ways of learning, ensuring that all students, regardless of their abilities or backgrounds, can access the lesson content and achieve success. In inclusive classrooms, differentiated instruction is a particularly effective strategy because it allows teachers to tailor their teaching to meet the individual needs of both students with special needs and their typically developing peers.

Implementing differentiated instruction in inclusive classrooms is not without challenges. Sari (2023) notes that teachers must navigate the complexities of managing a classroom with students who have different learning abilities and needs. For example, some students may need additional support and resources to understand the material, while others may need more challenging content to keep them engaged. Teachers must balance these needs while also considering time constraints, limited resources, and the need for continuous assessment to ensure that all students are progressing at an appropriate pace. This requires a high level of teacher skill, flexibility, and commitment.

The novelty of this research lies in its focus on exploring the specific strategies used by English teachers in inclusive classrooms and the challenges they face in implementing these strategies. While there is a growing body of research on inclusive education and differentiated instruction, few studies have specifically examined the strategies employed by English teachers in inclusive classrooms, particularly in Indonesia. This research seeks to fill this gap by providing a detailed analysis of the strategies used by teachers in this context and offering insights into how these strategies can be improved to better support students with special needs.

The research questions guiding this study are as follows: (1) What strategies do English teachers use to teach English in inclusive classrooms?; (2) How do teachers address the challenges they face when teaching English in inclusive classrooms?

The purpose of this study is to identify the teaching strategies used by English teachers in inclusive classrooms, explore the challenges they face in implementing these strategies, and evaluate the effectiveness of these strategies in promoting learning outcomes for all students. By addressing these questions, the study aims to contribute valuable insights to the field of inclusive education, offering practical recommendations for improving teaching practices and ensuring that all students, regardless of their needs, can succeed in the classroom.

RESEARCH METHOD

This research employs a qualitative descriptive approach as the overarching methodological design. A qualitative descriptive design is appropriate because it aims to present a detailed, straightforward description of teachers' strategies and challenges in inclusive English classrooms as they naturally occur. This design focuses on providing an accurate and comprehensive account of the phenomenon without imposing complex theoretical interpretations.

Within this qualitative descriptive design, the study draws on phenomenology as the guiding analytical orientation. Phenomenology is not used as the primary research design but rather as an interpretive lens to understand the lived experiences of English teachers working in inclusive classrooms. Through this phenomenological orientation, the study seeks to capture teachers' perceptions, meanings, and reflections regarding the strategies they employ and the challenges they encounter. Qualitative descriptive serves as the overall methodological framework, while phenomenology provides the conceptual orientation for interpreting teachers' experiences. This structure ensures that the study remains descriptive in its purpose while still grounding its analysis in the depth and nuance characteristic of phenomenological inquiry.

Methodological Orientation

This study adopts a phenomenological approach as its methodological orientation within a qualitative descriptive design. Phenomenology guides the interpretation of teachers' lived experiences in inclusive classrooms by focusing on how they perceive, understand, and make sense of their teaching practices. Through this lens, the study explores the meanings teachers attach to the strategies they use and the challenges they encounter when teaching students with diverse learning needs.

Phenomenology is appropriate as the interpretive orientation because it allows the researcher to capture the subjective experiences of teachers and understand how they adapt their instructional practices in response to the varied abilities of their students (Creswell, 2018). While the overarching research design remains qualitative descriptive, the phenomenological orientation strengthens the depth of analysis by highlighting the essence of teachers' experiences in implementing inclusive English education.

Sampling

In qualitative research, participant selection must be described in sufficient detail to ensure the transferability of the findings. This study uses purposive sampling, selecting participants who possess direct and relevant experience in teaching English within inclusive classroom settings. The participants consisted of three English teachers from SMP Negeri 1 Waled, each meeting the requirement of having taught in inclusive classes for at least three years. The first participant was a female English teacher with approximately twelve years of teaching experience, including eight years working directly in inclusive classrooms. The second participant was a female teacher with a total of seven years of teaching experience, five of which were spent teaching in inclusive classrooms. The third participant was a female teacher with ten years of experience, all of which involved teaching in inclusive environments. All participants were certified English teachers and had received school-level or district-level training related to inclusive education. The variation in their professional backgrounds and years of experience provided diverse yet relevant perspectives to explore the strategies and challenges faced in inclusive English classrooms.

Data Collection

The data for this study were collected using semi-structured interviews, field notes, document analysis, and classroom observations, each selected to directly address the research problem concerning the strategies used by teachers and the challenges they encounter in inclusive English classrooms. Semi-structured interviews served as the primary method for exploring teachers' perspectives, allowing the researcher to gather detailed explanations about the specific instructional strategies they apply and the difficulties they face when teaching students with diverse learning needs. The flexible structure of the interviews enabled the

researcher to probe deeper into how teachers adapt their methods in real classroom situations while still ensuring that all components of the research questions were discussed.

To complement the interview data, field notes were taken during and after each interview to capture non-verbal cues, classroom atmosphere, and contextual details that help explain why certain strategies were chosen or why particular challenges occurred. These observations of tone, gestures, and interactions offered additional insight into teachers' emotional responses and practical considerations that might not emerge from spoken answers alone.

Document analysis was used to obtain concrete evidence of instructional planning and materials that reflect the teachers' strategies. Lesson plans, worksheets, and teaching resources provided by the participants allowed the researcher to verify whether the strategies mentioned in interviews were consistently implemented in written instructional design. This method strengthened the credibility of the findings by linking teachers' stated practices with the actual pedagogical tools they used in inclusive settings.

Classroom observations were conducted to observe how teachers enacted their strategies in real-time and how they responded to challenges that arose during lessons. Observing authentic interactions between teachers and students including those with special needs enabled the researcher to see how strategies such as differentiated instruction and cooperative learning functioned in practice, as well as to identify difficulties related to classroom management, time allocation, or student engagement. By integrating these four methods, the study ensured that the data collected were not only rich and detailed but also directly connected to understanding teachers' strategies and the challenges they encounter in inclusive English classrooms.

Data Analysis

The data in this study were analyzed using thematic analysis, a method that enables researchers to identify, analyze, and report patterns within qualitative data (Braun & Clarke, 2006). Thematic analysis was chosen not only for its flexibility, but because it aligns directly with the research problem specifically, understanding the strategies teachers use in inclusive English classrooms and the challenges they encounter in applying those strategies. The analytical process began with verbatim transcription of all interviews, allowing the researcher to become deeply familiar with the teachers' descriptions of their instructional practices and classroom experiences. This immersion was essential for identifying data segments that spoke directly to lesson planning, classroom adaptation, student support, and the practical barriers teachers faced.

During the coding stage, the researcher intentionally generated codes that were tied to the core focus of the study for example, codes related to differentiated instruction, cooperative learning, emotional support, time constraints, and resource limitations. These problem-oriented codes were then grouped into preliminary categories that reflected teachers' approaches and challenges in inclusive settings. The iterative refinement of categories into broader themes followed Braun and Clarke's (2006) analytical framework, but the process was guided explicitly by the need to explain how and why teachers adopted certain strategies and which contextual factors shaped their decisions.

To ensure analytic depth, the emerging themes were reviewed against field notes and classroom observations, allowing the researcher to compare teachers' verbal descriptions with their observable classroom actions (Creswell, 2018). This triangulation strengthened the interpretive validity of the findings by confirming whether strategies mentioned in interviews were consistently enacted in real classroom environments. The final themes thus represented a coherent interpretation of teachers' strategies and challenges, offering insight into how they navigated diverse student needs within inclusive English classrooms.

NVivo software supported the entire analytical process by organizing coded excerpts, linking patterns across interviews, documents, and observations, and ensuring that themes were grounded systematically in the data (Gall, Gall, & Borg, 2020). Through this problem-driven thematic analysis, the study produced findings that directly answered the research questions and illuminated the complexity of teaching English in inclusive educational contexts.

Ethical Considerations

Ethical considerations were crucial in this study. The participants were fully informed about the purpose of the study, their role, and their right to confidentiality. They were assured that their participation was voluntary, and that they could withdraw from the study at any time without any consequences. Informed consent was obtained from all participants, and pseudonyms were used to protect their identities in the final report. The researcher also took steps to ensure that the data was stored securely and that the privacy of the participants was respected at all times.

RESULT AND DISCUSSION

RESULT

From the data collected during the three classroom observations conducted on February 20, 21, and 24, 2025, five major strategies were found to be integral in facilitating inclusive education in the observed classrooms. These strategies were differentiated instruction, cooperative learning, individualized support, the use of assistive technology, and the incorporation of visual aids. Below is a detailed summary of the findings from the classroom observations. Findings from Observations:

Observation 1 (Thursday, February 20, 2025). During the first observation in class VII A, the teacher used Differentiated Instruction by placing students with special needs (such as dyslexia) in the front row to ensure they received adequate attention. The lesson was interactive, with the teacher asking students questions and ensuring that each student, regardless of ability, understood the material. Students worked in pairs to create dialogues about class schedules, with additional support provided to students with special needs. This demonstrated the teacher's use of Peer-Assisted Learning.



Figure 1 *Observation situation during the implementation of peer-assisted learning in an inclusive class*

Observation 2 (Friday, February 21, 2025). In the second observation in class VIII C, the teacher applied Cooperative Learning by dividing students into groups to work on translating news articles. Students with special needs were assigned lighter tasks, such as translating key vocabulary instead of full paragraphs, demonstrating Differentiated Instruction. The teacher closely monitored group work, offering additional guidance and ensuring that students with special needs were able to participate and contribute to their groups.



Figure 2 *Teacher monitoring all students and providing equal attention to both regular and inclusive students during classroom activities*

Observation 3 (Monday, February 24, 2025). The third observation in class VIII K also highlighted the use of Cooperative Learning and Differentiated Instruction. The teacher divided the class into groups that included students with special needs and those without. The task involved creating invitation cards, and students with special needs, such as those with dyslexia, were provided with extra time and individual support. This observation showcased how the teacher used Differentiated Instruction to accommodate diverse student needs.



Figure 3 *Teachers provide personal guidance to students with special needs and direct regular students in the same group to help each other*

The data collected in this study primarily focuses on the strategies employed by teachers in inclusive classrooms and the challenges they face. The information is presented below in the form of key findings observed in the classroom, supplemented by the strategies employed by teachers to accommodate a range of student abilities. Additionally, the study also compares key aspects of teaching strategies within different inclusive classroom environments.

Table 1: Overview of Teaching Strategies Used in Inclusive Classrooms

Strategy Type	Description	Frequency of Use	Example in Practice
Differentiated Instruction	Teachers adapt their teaching methods based on the students' varying learning abilities.	3/3 teachers	Adjusting reading tasks for different proficiency levels.
Cooperative Learning	Students collaborate in groups to solve problems or engage in discussions.	3/3 teachers	Group discussions on English reading comprehension.
Individualized Support	One-on-one help provided to students requiring more personalized attention.	3/3 teachers	Extra time or simpler tasks for students with special learning needs.
Use of Assistive Technology	Utilizing technology to assist students with special needs.	2/3 teachers	Screen readers or text-to-speech tools for visually impaired students.
Visual Learning Aids	Teachers use visual aids such as diagrams, images, and videos to enhance learning.	3/3 teachers	Flashcards and video clips to support vocabulary understanding.

Source: Teacher Interviews and Document Analysis

From the data collected, five major strategies were found to be integral in facilitating inclusive education in the observed classrooms. These strategies were differentiated instruction, cooperative learning, individualized support, the use of assistive technology, and the incorporation of visual aids.

Differentiated Instruction

This strategy was used by three teachers and was considered an essential tool for accommodating students with varying abilities. For instance, teachers would modify reading assignments to suit the different proficiency levels in their classrooms. Some students received simplified reading passages, while others were given more complex texts with additional challenges. According to Hartono et al., (2025) differentiated instruction allows teachers to

address individual learning needs, making it an ideal strategy for inclusive classrooms where students have diverse abilities.

Cooperative Learning

This strategy was observed in all three classrooms. It involves students working together in small groups, engaging in discussions and collaborative problem-solving. This strategy aligns with Vygotsky's social constructivism theory, which posits that learning is a social process and that students learn best when they interact and collaborate with their peers. In practice, teachers facilitated group discussions and pair work, allowing students with different learning needs to support each other. Peer interaction helped students with special needs develop social and academic skills in a less intimidating environment (Pangayom et al., 2024).

Individualized Support

The three teachers employed individualized support, offering students additional time or adapted tasks. This strategy was especially beneficial for students with specific learning disabilities or slower processing speeds. Teachers also provided emotional and motivational support to students who faced difficulties in keeping up with the pace of the class. This individualized attention ensured that all students, regardless of their challenges, could access the curriculum effectively.

Use of Assistive Technology

The use of assistive technology was employed by two teachers to support students with visual impairments or learning disabilities. Tools such as screen readers, text-to-speech software, and audio books were used to make learning materials more accessible. However, the use of technology was not as widespread, possibly due to a lack of resources or training. Nonetheless, it proved to be highly effective for students who had difficulty processing traditional text-based information. This finding is consistent with the research of Wulandari dan Harsiwi (2024), which emphasized the importance of assistive technology in supporting inclusive education.

Visual Learning Aids

Visual aids such as flashcards, diagrams, and videos were frequently used in the classroom to support students' understanding. Teachers incorporated multimedia tools to enhance comprehension and keep students engaged. Visual learning aids are particularly

effective in inclusive classrooms, where students may struggle with text-heavy content. By using pictures and videos, teachers made the learning process more accessible for students with varying cognitive abilities. This aligns with the findings of Sari (2023), who noted that visual aids are crucial in supporting diverse learning styles.

Source: Teacher Interviews and Observations

The research also observed the classroom dynamics during English lessons. Below is a table summarizing the traffic characteristics of two study intersections, demonstrating how the variability in pedestrian and vehicular volumes influences the overall traffic flow. While this data is not directly related to classroom settings, it serves as a metaphor for the complexity of managing diverse elements in a system (e.g., an inclusive classroom). Just as traffic intersections need to adapt to varying conditions, inclusive classrooms must adjust to the needs of students with different learning speeds and abilities.

Table 2: Traffic Characteristics of Study Intersection – Peak Hour Data

Intersection	Vehicular Volume (PCU/hr)	Pedestrian Volume	Cycle Time Range (sec)	Average Vehicular Delay (sec)	Average Pedestrian Delay (sec)	Number of Traffic Signal Cycles
Pattom Intersection	6,134	844	120	51	20	30
Rambagh Intersection	5,686	1,432	115 – 180	83	19	26

Source: Traffic Study

Just as traffic systems need to accommodate varying volumes of vehicles and pedestrians, teachers in inclusive classrooms must adjust their strategies to meet the diverse needs of their students. The data on traffic flow can be seen as analogous to the varying levels of student engagement and understanding in a classroom. For instance, while Pattom Intersection has a relatively steady flow of traffic (similar to a well-managed classroom), Rambagh Intersection deals with fluctuating delays and volume, akin to classrooms where students have more diverse learning needs. Teachers, like traffic managers, must ensure smooth transitions and minimize disruptions to maintain a functional, supportive learning environment.

This section presents the research findings and discusses the various strategies used in inclusive classrooms. These strategies aim to address the diverse learning needs of students, ensuring equal opportunities for all learners. The findings show that differentiated instruction, cooperative learning, individualized support, assistive technology, and visual learning aids are central to achieving inclusivity in English language teaching. However, challenges such as limited resources and time constraints still hinder the full implementation of these strategies. Teachers' ability to adapt and manage these challenges is key to ensuring the success of inclusive education.

DISCUSSION

The findings indicate that the teachers implemented a combination of Differentiated Instruction, Interactive Teaching Methods, Peer-Assisted Learning, Formative Assessment, and Technology Integration. These strategies demonstrate a conscious effort to accommodate students with diverse needs. However, deeper analysis reveals that some strategies were applied only at a basic level and could be strengthened through more advanced alternatives.

Differentiated Instruction was consistently used by all three teachers, primarily in the form of task simplification, flexible grouping, and adjusted workload for students with special needs. While this aligns with Tomlinson's principle of adapting instruction to learners' readiness levels, the observed practices indicate that differentiation was still surface-level. More robust differentiation using tiered assignments, learning menus, or student-choice tasks could better support varied learning profiles without lowering academic expectations for students with special needs. This implies that differentiation, although effective, requires more intentional planning to achieve deeper instructional impact.

Peer-Assisted Learning was also prominent and reflects Vygotsky's notion that social interaction mediates learning. Nonetheless, observations suggest that peer collaboration was not always structured, occasionally resulting in uneven participation where higher-achieving students dominated tasks. Structured cooperative models such as Jigsaw, Numbered Heads Together, or Reciprocal Teaching could ensure equitable roles and accountability. Implementing these models would help prevent dependency and promote more meaningful learning interactions for students with learning difficulties.

Interactive Teaching Methods were present across all classrooms, helping maintain engagement. However, reliance on whole-class discussions may disadvantage slower processors or students with anxiety. Alternative interactive approaches such as Think-Pair-Share, guided questioning, or learning stations could create safer opportunities for students with special needs to participate without pressure. Technology Integration was used by two teachers and contributed to motivation through videos and quiz applications. Nevertheless, the technology used tended to serve general engagement rather than specific learning barriers. Assistive technologies such as text-to-speech, dyslexia-friendly reading tools, and visual organizing apps could more directly support students with reading or writing difficulties. The absence of these tools suggests a need for institutional support and teacher training.

Formative and Flexible Assessment was implemented but predominantly through informal checks. While this helps teachers adjust instruction, a more systematic approach such as analytic rubrics, progress journals, or reflective logs could provide clearer data on individual learning progress. Such tools would also strengthen differentiation by allowing teachers to identify precise areas where students need support. The strategies used by teachers demonstrate a strong commitment to inclusive teaching, but many remain basic in application. Strengthening the structure and depth of these strategies would enhance the overall quality of inclusive English instruction.

Teachers' Strategy in Teaching English at Inclusive Classroom

Based on the results of observations and interviews, it was found that each teacher (participant) implemented various learning strategies that were tailored to the needs of students in inclusive classes. The following table summarizes the seven learning strategies used by the three participants in teaching English in inclusive classes.

Table 3: English Learning Strategies in Inclusive Classroom by Three Participants

No	Teaching Strategy	Participa nt 1	Participant 2	Participant 3
1.	Differentiated Instruction	✓	✓	✓
2.	Interactive Teaching Methods	✓	✓	✓
3.	Peer-Assisted Learning (Cooperative Learning)	✓	✓	✓

4. Motivational Engagement through Media	✓	✓	✓	(ice (vocabulary breaker))
5. Vocabulary Reinforcement and Memorization Tasks	-	-	✓	
6. Formative and Flexible Assessment	✓	✓	✓	
7. Technology Integration in Learning	✓	✓	✓	
8. Interdisciplinary Collaboration and Support	✓	✓	✓	

Based on the table above, the researcher found that each participant implemented various learning strategies but still adjusted to the needs and characteristics of students in inclusive classes. Some strategies were consistently implemented by all participants, while there were also strategies that were only used by some teachers, indicating a flexible and adaptive approach in the learning process.

Participant 1 implemented seven teaching strategies that supported inclusive English learning. These included Differentiated Instruction, where learning materials and tasks were adjusted to match the varied abilities of students, especially simplifying tasks for those with special needs. Interactive Teaching Methods were applied through class discussions and question-and-answer sessions to engage all students actively. Peer-Assisted Learning (Cooperative Learning) was observed through student collaboration, with higher-achieving students assisting peers with learning difficulties. Although no specific media tools were used, the teacher fostered a supportive classroom environment, contributing to Motivational Engagement through Media in a broader sense. Formative and Flexible Assessment was consistently applied through ongoing evaluations and responsive feedback based on individual student progress. The use of technology was minimal but present, aligning with Technology Integration in Learning through simple visual examples. Lastly, the participant demonstrated Interdisciplinary Collaboration and Support by working with other teachers and the school counselor to ensure the needs of all learners, including those with special educational needs, were appropriately addressed.

Participant 2 implemented seven strategies aligned with inclusive teaching practices. These strategies included Differentiated Learning, where assignments were tailored based on student abilities, particularly for students with special needs. Motivational Engagement through Media was implemented, emphasizing the reinforcement of basic vocabulary to build a strong foundation for understanding the material. Interactive Teaching Methods were implemented through a personalized approach, allowing teachers to engage students in discussions and individual questions tailored to their learning needs. Peer-Assisted Learning (Cooperative Learning) was observed through group activities that encouraged collaboration among students. Participants also demonstrated Technology Integration in Learning by using educational videos and interactive digital platforms such as Quizizz to increase student engagement. In addition, teachers maintained Interdisciplinary Collaboration and Support by communicating with fellow educators and school counselors regarding student needs. Finally, Formative and Flexible Assessments were consistently implemented through continuous monitoring and adaptation of instructional strategies based on each student's progress. These strategies reflect teachers' efforts to create an inclusive and student-centered learning environment.

Participant 3 applied eight integrated and adaptive strategies to support inclusive English learning. Differentiated Instruction was implemented through strategic grouping and task adjustments based on students' individual abilities. Peer-Assisted Learning (Cooperative Learning) was evident in group activities and peer teaching, allowing students to support each other academically and socially. The teacher also applied Motivational Engagement through Media by using icebreakers and interactive activities to sustain students' attention and enthusiasm. Interactive Teaching Methods were incorporated through class discussions and active participation. Technology Integration in Learning was observed through the use of educational games and digital tools to reinforce understanding. Vocabulary reinforcement and memorization tasks reflected elements of both motivational engagement and differentiated support, helping students with language retention. The participant also carried out Formative and Flexible Assessment through regular evaluations tailored to students' progress, and engaged in Interdisciplinary Collaboration and Support by coordinating with fellow teachers to address diverse learning needs. These strategies reflect a comprehensive and responsive approach to managing varied student abilities within an inclusive classroom setting.

Discussion of Strategies

The findings show several striking similarities among the three participants. Differentiated Instruction is the central strategy applied by all three teachers, where content,

tasks, and assessments are adjusted to meet the diverse needs of students. This reflects Carol Ann Tomlinson's principle of differentiation, which stresses tailoring learning activities to accommodate the abilities, learning styles, and interests of each student (Tomlinson, 2017). Additionally, all three teachers utilized Interactive Teaching Methods to foster engagement and participation from all students. This aligns with the interactive nature of an inclusive classroom where both regular and special needs students can participate in dynamic learning experiences.

Another shared strategy is Formative and Flexible Assessment, which allows teachers to adjust their evaluation methods based on individual progress, making the assessment process fair and accessible for all students. Peer-Assisted Learning is also employed across all classrooms, creating opportunities for students to collaborate, with students helping one another to understand and complete tasks. This peer support is crucial in inclusive classrooms as it encourages mutual respect and teamwork among students of varying abilities.

However, there were some differences in the approach of each teacher. Participant 1 focused on creating a pleasant learning environment and providing general assistance to students, with minimal use of technology. Participant 2 emphasized the reinforcement of basic vocabulary and the use of digital tools like Quizizz to enhance student engagement. Participant 3 had a more detailed approach, including using vocabulary reinforcement and tailored assessments for inclusive students.

Teachers' Challenges in Teaching English at Inclusive Classrooms

The main challenge reported by the teachers was the wide diversity in student abilities within the same classroom. Teachers noted the difficulty in balancing instruction for students with high proficiency levels alongside those with learning disabilities such as dyslexia. This challenge requires adaptive teaching strategies to ensure that no student is left behind or bored. Teachers are required to adjust the pace of instruction, the difficulty of tasks, and the methods used to engage all students.

Moreover, motivational engagement was another challenge, especially for students who lack interest or confidence in learning English. Teachers tackled this by using educational games, reinforcing basic vocabulary, and adjusting tasks to be more relevant to students' lives.

Limited facilities and technology also posed a challenge in delivering varied learning experiences, and teachers often had to rely on simple tools like WhatsApp for sending videos

or using smartphones for quizzes. This limitation hindered their ability to explore creative learning methods and restricted their use of multimedia tools that could enhance learning.

Despite these challenges, the teachers employed Differentiated Instruction, Cooperative Learning, and Technology Integration to create a flexible, student-centered learning environment that ensured all students, including those with special needs, could engage and succeed in the lesson.

CONCLUSION

This study successfully achieved its objectives of exploring the strategies employed by teachers in teaching English in inclusive classrooms and identifying the challenges they face. The research found that all three teachers used a variety of adaptive teaching strategies, including Differentiated Instruction, Cooperative Learning, and Technology Integration, to cater to the diverse needs of students in inclusive settings. These strategies allowed teachers to create an inclusive, student-centered learning environment where all students, including those with special needs, were able to participate and engage meaningfully in the lesson.

Additionally, the study highlighted several challenges faced by the teachers, including the diverse abilities of students, limited learning facilities, and the need for continuous professional development. Despite these challenges, the teachers demonstrated resilience by adapting their teaching methods to meet the needs of each student. Their use of flexible assessments, peer-assisted learning, and technology integration showcased their commitment to providing equal learning opportunities for all students. The findings confirm that effective teaching in inclusive classrooms requires a combination of creativity, empathy, and adaptability to ensure that every student can succeed.

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