

## The Practice, Challenge and Solution of English Teaching for Students with Reading Disability in An Inclusive Classroom

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### Abstract

*This study investigates the implementation of English teaching for students with reading disabilities within an inclusive classroom at one school in East Bali. Employing a case study design, the research aims to explore the teaching procedures, challenges encountered by the teacher, and strategies employed to address these challenges when instructing students with reading disabilities. The subject of this study is an English teacher responsible for class 8A, which includes a student with a reading disability. As the sole participant, the teacher serves as both the population and the sample. Data were collected through classroom observations and in-depth interviews with the teacher, then analyzed using Miles and Huberman's Interactive Model of Qualitative Data Analysis. The findings reveal that English teaching in the inclusive classroom follows three main stages: pre-activity, while-activity, and post-activity. Key challenges identified include managing students with reading disabilities, handling a large class size, and coping with limited resources. To overcome these challenges, the teacher employs various strategies such as the use of the bilingual method, reading aloud, and giving positive reinforcement. This study enhances theoretical understanding of English language teaching for students with reading disabilities in inclusive settings and offers practical insights for educators to effectively support diverse learners. The findings have important implications for improving instructional practices in inclusive education, particularly in resource-constrained contexts, and provide a foundation for teacher training programs aimed at fostering equitable language learning opportunities for all students.*

**Keywords: English; Inclusive; Reading; Teaching**

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## INTRODUCTION

Students in contemporary educational settings come from multifaceted and diverse backgrounds, characterized by a range of cognitive, physical, emotional, and social differences.

This rich diversity not only enriches the classroom experience but also presents varying educational needs, particularly for those students classified as having special needs (Padmadewi et al., 2024). Pratiwi and Mangunsong (2020) elaborated on the categorization of special needs into physical barriers, emotional and behavioral disorders, and intellectual impairments. Physical disabilities may include sensory impairments such as visual and hearing loss that require specialized support services and accommodations to facilitate learning. Emotional and behavioral disorders cover conditions such as Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorders (ASD), which affect students' concentration, social interaction, and behavior within the classroom environment (Al-Biltagi & Sarhan, 2016). Intellectual disabilities, including conditions like down syndrome and cognitive delays, present challenges related to processing information and academic engagement, demanding differentiated instructional strategies to meet these students' proficiencies (Padmadewi et al., 2023).

Within this broad umbrella, learning disabilities occupy a particularly significant space as they directly affect core academic skills such as reading, writing, and mathematics, essential for academic achievement. Namkung and Peng (2018) define learning disabilities as neurological disorders that interfere with the brain's ability to receive, process, store, and respond to information, often resulting in difficulties such as dyslexia, dysgraphia, and dyscalculia. Reading disabilities, or dyslexia, constitute the most prevalent among learning disabilities, affecting students' ability to decode text and comprehend written language, which can lead to academic struggles across multiple subjects (Lee & Yoon, 2017). These conditions underscore the pressing need for early identification and tailored educational interventions within the classroom to prevent academic failure and ensure students' educational growth.

The global education community has increasingly recognized the imperative for inclusive education models that integrate students with disabilities into mainstream schools. Since the pivotal Salamanca Statement in 1994, which advocated for inclusive schooling systems worldwide (UNESCO, 2009), countries have committed to legislating and implementing inclusive policies. Indonesia has aligned with this global movement through regulations such as the Permendiknas No. 70/2009, which protects the rights of students with disabilities to access education in general classrooms alongside their non-disabled peers (Arriani et al., 2022). Inclusive education is more than mere physical placement; it requires systemic efforts to provide equal opportunities, accessible curricula, appropriate teaching methodologies, and necessary resources that support students' diverse needs (Derzhavina et al., 2021). This approach aims to foster a learning environment that values diversity, promotes social integration, and enhances academic and social outcomes for all students (Penner, 2018).

One critical domain within inclusive education is literacy, which remains foundational to academic success and lifelong learning. For students with reading disabilities, literacy acquisition poses significant challenges. Reading disabilities manifest as unexpected difficulties despite adequate intelligence and educational opportunities, often characterized by slow, inaccurate, or effortful reading, poor reading comprehension, and related literacy difficulties (Alnahdi, 2015; Apriliana et al., 2022). These challenges not only hinder progress in language arts but also affect learning across content areas that require reading comprehension, such as science and social studies (Pilgrim & Martinez, 2013). The prevalence

of reading disabilities in inclusive classrooms necessitates that English teachers and educators develop specialized knowledge and strategies tailored to these students' learning profiles.

Effective instruction for students with reading disabilities in inclusive settings involves a combination of evidence-based approaches and adaptive practices. Putri and Ain (2022) emphasized that teachers' readiness is crucial for managing diverse classrooms, including knowledge of differentiated instruction, positive reinforcement, and the ability to implement multimodal teaching strategies. Common strategies to support reading-disabled students include phonics-based approaches (e.g., the bilingual method, grammar translation), scaffolded reading activities such as repeated reading and reading aloud, and engagement tools like mobile learning applications, which have shown promise in increasing motivation and learning retention (Akbari et al., 2019; Mauer, 2024). These strategies help accommodate individual differences and enable students to achieve incremental gains in language proficiency and literacy skills.

Despite policy frameworks and emerging pedagogical practices, inclusive classrooms still face significant challenges. Educators often contend with diverse learner needs within a single classroom, where resources may be limited and class sizes large, making individualized attention difficult (Arriani et al., 2022). The emotional and behavioral support needs of students with disabilities also require specialized training and ongoing professional development to equip teachers for effective classroom management and instructional adaptation (Padmadewi et al., 2024). Addressing these challenges calls for collaborative efforts between administrators, parents, special educators, and the broader educational community to create supportive infrastructures that can sustain inclusive practices effectively.

At one school in East Bali, the sole English teacher responsible for teaching the inclusive classroom must simultaneously manage the needs of a student with a reading disability while delivering the curriculum to a heterogeneous group, without any co-teacher or specialized aide. This singular responsibility creates challenges in lesson planning, instructional delivery, and classroom management, which hinder effective implementation of inclusive English instruction and limit equitable language outcomes for students with reading disabilities. Consequently, there is an urgent need to identify the specific procedural obstacles and practical strategies that can enable a lone teacher to overcome these barriers and provide high-quality English instruction within inclusive, resource-constrained settings.

Furthermore, research into inclusive English teaching practices for students with reading disabilities has frequently focused on isolated interventions or the experiences of students themselves, while less attention has been given to the holistic examination of classroom procedures, challenges faced by teachers, and the strategies they employ to create inclusive learning environments. This gap in the literature highlights the importance of studies that provide comprehensive insights into how English instruction is implemented in inclusive classrooms, addressing not only pedagogical content but also the social-emotional dynamics and logistical aspects of teaching students with special needs. Such research can inform teacher training, curriculum development, and policy formulation, ultimately contributing to improved outcomes for learners with disabilities.

## **METHOD**

### **Design**

This study employs a qualitative research design using a case study approach. According to [Crowe et al. \(2011\)](#), a case study facilitates an in-depth understanding of complex, multifaceted real-life phenomena. The case study approach in this research is used to explore the procedures involved in teaching English, the challenges faced by teachers, and the strategies they employ to overcome these challenges when teaching students with reading disabilities in an inclusive classroom setting.

### **Setting**

The research was conducted at a junior high school located in a rural district of Karangasem Regency, Indonesia. The school adopts the Merdeka curriculum, which has been integrated into the Indonesian education system. The school has achieved an A-grade accreditation, reflecting its commitment to educational quality. Since 2021, the school has implemented inclusive education and successfully facilitated the advancement of several students with special needs into higher levels of education. The combination of the Merdeka curriculum and inclusive education fosters an educational environment that supports all students, particularly those with special needs.

### **Data Collection & Instruments**

The researcher acted as a non-participant observer to systematically document the English teaching procedures employed with the student with a reading disability. Observations were carefully recorded throughout all phases of the lesson, including pre-activity, during the activity, and post-activity stages. To ensure comprehensive coverage, an observation checklist was utilized covering a broad range of teacher challenges such as issues related to lesson planning and materials, parental expectations, time management, student behavior, motivation, emotional sensitivity, class participation, teacher skills and knowledge, as well as any other emergent issues observed during the lessons. Furthermore, the checklist detailed the variety of teaching strategies the teacher employed to support the student, including working memory techniques, computer-assisted instruction, explicit phonics instruction, reciprocal teaching, repeated reading, fluency-building exercises, multi-sensory instruction, trial and error approaches, curriculum adaptations, and positive reinforcement.

Additionally, semi-structured interviews were conducted with the English teacher to gain deeper insights into the teaching procedures, differentiated learning approaches, use of technology in instruction, assessment and evaluation methods, classroom management tactics, challenges encountered, and coping strategies adopted. The interview guide was carefully designed to maintain alignment with the research questions, ensuring the collected data were relevant and focused.

### **Data Analysis**

The data analysis in this study involves systematically compiling and examining data obtained from interviews, observations, field notes, and related materials using the Interactive Model of Qualitative Data Analysis proposed by [Miles et al., \(2014\)](#). This model consists of three main components: data reduction, where raw data are selected, simplified, abstracted, and transformed into manageable categories through processing observation checklist results and transcribed interviews; data display, which involves organizing and presenting the findings clearly, using tables and descriptive narratives to illustrate the implementation of English

teaching for students with reading disabilities in an inclusive classroom; and conclusion drawing, the phase where the researcher interprets the displayed data, verifies findings, engages in discussion, and identifies implications to ensure the validity and reliability of the research results.

## FINDINGS AND DISCUSSIONS

The four classroom observations from March to May 2025 exhibit several consistent teaching strategies and structures, alongside some nuances reflecting lesson content and student engagement techniques. A clear similarity throughout all observations is the use of a bilingual teaching method, which effectively supports comprehension and participation among students, including those with special learning needs such as the student with a reading disability. In every session, the teacher began with greetings, prayers, attendance checks, and ice-breaking activities, establishing a warm and engaging classroom atmosphere that encourages active student involvement.

Each lesson followed a structured three-phase approach: initial engagement and activation of prior knowledge, active paired or group work on worksheets or tasks relevant to the lesson, and a concluding phase involving class discussion, summary, and student reflections. This structure promotes both individual and collaborative learning processes, while also reinforcing content comprehension. Importantly, across all observations, special attention was given to supporting the student with reading challenges by adapting tasks and offering patient encouragement, demonstrating the teacher's commitment to inclusive education.

While the first and second observations both centered on narrative texts ("The Ugly Duckling" and "The Fox and the Grapes"), the differences in activities are notable. The first observation incorporated prediction exercises from pictures and the famous "Simon Says" icebreaker to stimulate engagement, whereas the second observation employed a more interactive call-and-response icebreaker and emphasized vocabulary and translation exercises alongside comprehension questions. This reflects a nuanced adaptation of techniques to fit the particular text content and learning objectives. The third and fourth observations shifted focus from narrative texts to practical language skills such as asking and giving opinions about the environment. Although summaries for these sessions were shorter, both maintained the three-phase structure and bilingual method, while continuing the practice of student support for diverse needs and maintaining an interactive learning environment. This consistency in approach highlights the teacher's instructional coherence and focus on accessibility and student engagement over different topics. Table 1 present the summary of observation.

**Table 1. Observations' Summary**

Aspect	Observation 1	Observation 2	Observation 3	Observation 4
Lesson Focus	Narrative text: "The Ugly Duckling"	Narrative text: "The Fox and the Grapes"	Asking and giving opinions about the environment	Continuation of previous topic with similar approach
Teaching Method	Bilingual method; three-phase lesson structure	Bilingual method; three-phase lesson structure	Bilingual method; three-phase lesson structure	Bilingual method; three-phase lesson structure

Student Engagement	Ice-breaking game ("Simon Says"); pair work; class discussion	Call-and-response icebreaker; paired worksheet work	Interactive learning; student involvement	Interactive learning; student involvement
Support for Reading Disability	Patient support; simplified tasks for reading-disabled student	Encouragement; simplified reading tasks; vocabulary support	Continuation of support; bilingual approach	Continuation of support; bilingual approach

### Challenges Encountered

The observations highlight several significant challenges encountered by the teacher when instructing an inclusive classroom that includes a student with a reading disability. Firstly, the teacher faces difficulty in managing the student's lower reading abilities compared to peers. This reading disability often results in the student showing lower self-confidence, anxiety when struggling to follow the lesson, a fear of being wrong, and a tendency to assert incapacity before attempting tasks. These psychological and academic barriers require the teacher to provide patient, individualized support to encourage participation and reduce anxiety. Secondly, the large class size of 32 students, with only one student having a reading disability, poses a challenge for the teacher's ability to give sufficient attention to that student. Large classes generally reduce opportunities for personalized interaction and support, making it harder to meet diverse learner needs effectively, particularly those who require extra assistance. Thirdly, the lack of adequate facilities in classroom curtails the teacher's ability to implement varied teaching aids that could enhance learning for disabled students. The absence of technological tools such as LCD projectors, digital audiobooks, and other educational aids limits the teacher's options for adapting instructional delivery and materials to better suit students with special needs.

The student experiences low reading ability relative to peers and is still at the stage of spelling out words rather than reading fluently. Due to this struggle, the student often exhibits emotional responses such as insecurity, restlessness, and fear. The shaking of her head when questioned suggests discomfort or difficulty in responding. These challenges contribute to the student's withdrawal from classroom participation, making it difficult for teachers to engage her in activities or discussions. She tends to be less responsive to questions and often removes herself emotionally or physically from interactions, indicating reduced confidence and motivation.

*"...The student has low reading ability and tends to still spell out words compared to her peers. As a result, she often feels insecure, restless, scared, and shakes her head when questioned. It is also difficult to involve her in learning activities or discussions. She is less responsive when asked and often withdraws."*

The challenge of balancing attention in a classroom of 32 students, where several students require special, intensive, and repetitive support due to their particular needs, such as reading disabilities. The teacher faces difficulty in dividing their limited time and energy effectively between these students who need more focused help and the rest of the class to ensure overall learning progress remains balanced. This reflects a common challenge in

inclusive classrooms — providing adequate support to students with special needs while managing the broader class dynamics and learning objectives for all students.

*“One class has 32 students. Because there are so many, there is time to focus on these students. While these students need special attention, more intensive, and repetitive. But on the other hand, students must also be given attention so that learning continues and is balanced. Sometimes it is very difficult to divide time and energy to meet the needs of students with a large enough number.”*

The findings from the interview highlights a significant limitation in the availability of technological learning tools such as LCDs, projectors, and speakers in the classrooms. The lack of these interactive media tools confines teaching methods primarily to traditional book and printed materials, which can be less engaging and effective, especially for diverse learner needs. The restricted access to technology that could enhance interactive teaching means teachers may face challenges in delivering dynamic and varied instructional experiences.

*“In the school itself, LCD, projectors, and speakers which support learning are not available in every classroom. If there is an LCD, it is specifically used during teacher meetings in the office. Teachers only teach using books or printed media. Therefore, sometimes it is a bit difficult when wanting to teach using interactive media.”*

### **Coping Strategies**

To overcome these challenges, the teacher implements a variety of pedagogical strategies tailored to both the class's general and specific needs. The use of bilingual methods and grammar-translation techniques helps bridge comprehension gaps by providing instruction in two languages and focusing on explicit language rules. Techniques like reading aloud and repeated reading support the development of reading skills and fluency for the student with a reading disability. Additionally, positive reinforcement encourages confidence and motivation, addressing the emotional hurdles associated with learning disabilities. Finally, the innovative use of mobile learning leverages accessible technology to provide supplementary learning opportunities, compensating somewhat for the lack of physical facilities.

Teacher uses a mix of languages—English, Indonesian, and sometimes a bit of Balinese—in their instruction. This multilingual approach is a response to the reality that if the teacher were to teach entirely in English, some students, especially one student with special needs, would struggle to understand the lessons. It reflects the practical challenge in language instruction were using only the target foreign language (English) may hinder comprehension and engagement, especially for students with language or learning difficulties. The teacher's code-switching to the students' known languages helps bridge understanding gaps and makes the content more accessible.

*“...I teach not only using English, but also using Indonesian, sometimes using a little Balinese. ...If I teach completely using English, the children will have difficulty understanding what I am saying, especially my one special child.”*

The teacher actively supports students by translating sentences that the students find difficult. This intervention is a clear example of scaffolded instruction, where the teacher



temporarily provides linguistic support to bridge the gap between what students can understand independently and the content they need to learn. Translation here acts as a necessary mediator to ensure students grasp the core meaning, thereby facilitating their learning and preventing frustration or discouragement that could arise from persistent misunderstanding. The teacher acknowledges that this method is "traditional," implying that it relies on direct, manual translation and possibly lacks sophisticated or modern instructional tools such as digital translation apps, interactive multimedia, or other advanced language aids. Despite this, the teacher considers the approach effective in the current situation, given the students' proficiency levels and the classroom context. This highlights the pragmatic nature of teaching, where methods are adapted to immediate realities and resource constraints rather than ideal conditions.

*Yes, it is true that the children often have difficulty understanding the meaning of the passages they read, very often in fact. That is why I often help by translating the sentences that they find difficult. ... Although it is traditional, it is quite effective for now considering the current abilities of the students."*

The teacher actively encourages a special child who struggles with participation and reading fluency by frequently asking the student to read sentences repeatedly from the book, the text, or the board. This repetitive reading helps the child build familiarity and confidence with the words and sentence structures, gradually improving recognition and fluency. The teacher observes that without this encouragement, the child tends to remain quiet and disengaged, often looking down during lessons, which suggests insecurity or reluctance to participate. Therefore, consistent verbal encouragement is not only an instructional strategy but also a motivational support that helps the child overcome withdrawal.

*"...I often tell the student to read the sentences in the book, in the text or on the board repeatedly... if I don't do that, this child will definitely continue to be quiet, sometimes just looking down during the lesson... This special child really needs to be encouraged to try."*

Teacher used positive reinforcement on the topic of narrative text with the activities discussed in the worksheet about "Ugly Duckling". In the pre-activity, the teacher asked students to mention a few stories they. Some students responded and managed to briefly tell the story with the teacher's assistance. Students who successfully answered or told a story were praised with comments such as, "Good work! You were brave and confident telling your favorite story", "Wow, your story was very interesting! Thank you for sharing", and "Great job telling your story clearly!". During the activity, the teacher provides an opportunity for students with reading disability to guess the story based on the cover of the picture "Ugly Duckling". Even though the student was hesitant and spoke in Indonesian, the teacher praised the student with a reading disability for answering with the sentence "Well, good job! Bagus kamu sudah mencoba". Besides that, when students with reading disability are able to read using repeated reading, the teacher also gives praise such as "Nice! Continue!" and "Good job!". Moreover, all children who participate in the learning process should be applauded and receive praise.



In order to facilitate an optimal learning process that can reach all students, including those with reading disability, teachers must implement systematic learning. Based on the research conducted by the researcher in class 8A, it was found that the learning process was carried out in three stages, which are pre-activity, while-activity, and post-activity. During the pre-activity stage, the teacher begins the class with a warm greeting, invites students to pray together, checks students attendances and readiness, conduct ice-breaking to focus students attention, communicates learning objectives, poses triggering questions, and perform national routine activities such as singing the Indonesia anthem “*Indonesia Raya*” and reciting the “*Pancasila*”. During the while-activity stage, the primary activities are conducted, including the presentation of material by the teacher, students reading the text, answering the worksheet, class discussion, or students' presentation related to the topic. In the post-activity stage, the teacher summarizes the lesson, conducts a reflection, and closes the lesson with prayer.

The findings of this study are similar to previous research conducted by [Islami et al. \(2025\)](#), which also identified three stages of learning with activities that are largely the same. Their research shows the stages of the learning process, such as in the pre-activity, the teacher gives an opening greeting, checks students' attendance, gives trigger questions, and invites the students to sing songs related to the learning material. Subsequently, in the while-activity, students are asked to read narrative text from textbooks, while students with special needs are provided alternative materials that have been adapted. The activity continues with group discussion to answer the question, present the result, and provide peer assessment. The teacher provides special guidance to the students with special needs throughout this process. In the post-activity, students are once again invited to sing as a way to reinforce the material, and the teacher concludes the lesson.

The interview highlights several key challenges encountered by an English teacher working in an inclusive classroom where regular students and those with special needs, particularly students with reading disabilities, learn together. According to [Ekeh and Oladayo \(2013\)](#), an inclusive classroom is one where these diverse learners pursue their academic goals in a shared environment. However, children with special needs have distinct characteristics that require tailored teaching strategies, especially in English language education, as highlighted by [Fauziyah et al. \(2025\)](#). The teacher in this study faces challenges related to managing a student with reading disability, handling a large class size, and coping with inadequate facilities.

Students with reading disabilities show difficulties such as spelling out words, halting reading, and struggling with comprehension. [Shukla and Agrawal \(2015\)](#) mention reading disability as a learning disability affecting written word understanding. [Bryant et al. \(2004\)](#) described these students' characteristics as including problems in oral reading and reduced reading fluency. These observations align with the study's findings where the student exhibited such difficulties. Furthermore, the student's behavior and motivation are affected, showing restlessness, anxiety, low self-confidence, and limited participation, consistent with findings by [Ahammed \(2021\)](#) and [Adao \(2023\)](#). The student often refuses participation, indicating emotional sensitivity and fear of failure.

The large number of students (32 in one class) presents difficulty for the teacher to give individualized attention. [Puspitasari \(2019\)](#) notes that overcrowded classrooms hinder effective implementation of tailored teaching strategies, and that teachers tend to focus more on engagement and behavior management over specialized support for students with disabilities.

Lastly, the lack of facilities such as LCD projectors, computers, and speakers are a significant barrier. [Taghvayi et al. \(2012\)](#) advocate for integrating Fernald's multi-sensory techniques involving visual, auditory, movement, and touch to improve comprehension, supported by evidence from [Akbari et al. \(2019\)](#), and [Wood \(2018\)](#) that multisensory and technology-assisted interventions enhance reading skills in students with reading disabilities. Without such technology, teachers must resort to traditional methods, limiting the scope of interactive and digital-assisted learning. [Ahammed \(2021\)](#) and [Puspitasari \(2019\)](#) further emphasize the importance and challenge of specialized learning resources, which are deficient in this situation.

According to the study's findings, the teacher employs several effective teaching strategies to address challenges faced in teaching students with reading disabilities within an inclusive classroom setting. Teaching strategy is a general pattern of actions by the teacher during the learning process that is both abstract and comprehensive, aimed at enhancing student engagement, critical thinking, and achievement of educational goals ([Kumar et al., 2024](#)). Although [Pramesti et al. \(2023\)](#) note that teachers in inclusive classrooms do not use specific strategies tailored exclusively for special needs, this teacher adopts practical methods such as using the whiteboard or PowerPoint to make lessons engaging and adjusting seating arrangements to foster student interaction and focus, thus facilitating better comprehension and peer assistance for students with reading disabilities.

The first strategy is the bilingual method, where the teacher frequently explains material in English followed by Indonesian to enhance understanding and communication, especially for students struggling with English texts. This approach helps reduce confusion, supports comprehension, diminishes anxiety, builds confidence, and mitigates behavioral issues related to frustration, fostering a more inclusive learning environment. The second strategy is the grammar translation method, focusing on translating sentences and texts from English to Indonesian to emphasize grammar rules and vocabulary. The teacher reads complicated sentences aloud and encourages repetition to improve vocabulary recognition and comprehension, thereby providing clarity and reducing confusion for students with reading disabilities.

Additional strategies include reading aloud and repeated reading. Reading aloud by the teacher serves to model proper pronunciation and intonation while addressing the challenge of managing a large class, ensuring all students can listen attentively. Repeated reading, where students read the same sentences multiple times after the teacher's demonstration, helps develop reading fluency, pronunciation, and confidence. These strategies align with [Lee and Yoon's \(2017\)](#) findings that repeated reading, combined with other techniques, effectively improves reading fluency in students with reading difficulties. Lastly, the teacher uses positive reinforcement, including verbal praise and nonverbal gestures such as smiles and applause, to motivate students, increase self-confidence, and encourage participation despite reading challenges. This constant encouragement, as supported by [Ahammed \(2021\)](#), fosters a supportive learning environment and helps students overcome self-doubt, ultimately promoting engagement and effort in the classroom.

## CONCLUSION

The study reveals the implementation of English teaching for students with reading disabilities in an inclusive classroom context, focusing on teaching procedures, challenges encountered, and strategies employed by the teacher. The teaching process follows three consistent stages from the first to the fourth meeting: pre-activity, while-activity, and post-activity, ensuring a structured learning experience. The teacher faces notable challenges such as managing students with reading disabilities, handling a large number of students, and coping with insufficient teaching facilities. To address these challenges, the teacher effectively employs several strategies, including the bilingual method to facilitate comprehension through the use of English and Indonesian, the grammar translation method to emphasize grammar rules and vocabulary, reading aloud to model pronunciation and intonation, and positive reinforcement to motivate and build confidence among students. Limitations of the study stem from its narrow scope: the investigation centers on a single teacher's experience in one junior-high class (8A) at a single school, examining only the first four classroom meetings and focusing exclusively on English teaching. Consequently, the findings may not be generalizable to other subjects, grade levels, schools, or regions where inclusive practices differ or where additional support staff are present. Future research should expand the sample to multiple teachers, grades, and subjects across diverse schools, and explore collaborative models (e.g., co-teaching, specialist aides) and systematic professional-development programs that equip teachers with inclusive-pedagogy skills, thereby enhancing the scalability and applicability of effective strategies for teaching students with reading disabilities.

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