

REFERENCES

- Adil, Ahmad. *Metode Penelitian Kuantitatif Dan Kualitatif: Teori Dan Praktik*, 2023.
- Adolph, Ralph. "An Investigation into the Sources of Threat to Educational and Employment Opportunities of Persons with Disabilities in North-Central Nigeria Yunusa" 4, no. 1 (2016): 1–23.
- . "Strategies to Enhance Performance and Motivation Among Students with Intellectual Disabilities," 2016, 1–23.
- Ampadu, Hayford Kwame. "University of Cape Coast," no. November (2017): 9–10.
- Angkasa, Z, A Aleksander, Harmiati, Heru Purnawan, and Parwito. "Analysis of Community Participation in Maritime Tourism Productivity Development Based on Social Capital (Study in Padang Betuah Village, Pondok Kelapa District" *Journal of Social Science and Humanities* 1, no. 1 (2022): 7–12. <https://journal.bengkuluinstitute.com/index.php/JoSSH/article/view/31>.
- Arwanto. *English Teaching and Learning Strategies Questionnaire*, 2021.
- Brooks, JG Jacqueline Grennon, and Martin G. Brooks. "In Search of Understanding: The Case for Constructivist Classrooms." *Association for Supervision and Curriculum Development*, 1999, 1–136. http://books.google.com/books?hl=en&lr=&id=9W_VB5TjxxoC&pgis=1%5Cnhttps://books.google.co.uk/books?hl=en&lr=&id=9W_VB5TjxxoC&oi=fnd&pg=PR7&dq=+In+search+of+understanding:+The+case+for+constructivist+classrooms.+Association+for+Supervision+and+Curriculum+D.
- Clark, James M., and Allan Paivio. "Dual Coding Theory and Education." *Educational Psychology Review* 3, no. 3 (1991): 149–210. <https://doi.org/10.1007/BF01320076>.
- Deci Edward L, and Ryan Richard M. "The_general_causality_orientations_scale." *Journal Of Research In Personality*, 1985.
- Deci, Edward L, and Richard M Ryan. "The General Causality Orientations Scale." *Journal of Research in Personality*, 1985.

- Etikan, Ilker. "Comparison of Convenience Sampling and Purposive Sampling." *American Journal of Theoretical and Applied Statistics* 5, no. 1 (2016): 1. <https://doi.org/10.11648/j.ajtas.20160501.11>.
- Fernandez Conde. "Achievement Gaps for English Learners with Disabilities." *Learning and Instruction* 96, no. November 2024 (2025): 102072. <https://doi.org/10.1016/j.learninstruc.2024.102072>.
- Frontera, Jennifer A., Andres Fernandez, J. Michael Schmidt, Jan Claassen, Katja E. Wartenberg, Neeraj Badjatia, E. Sander Connolly, and Stephan A. Mayer. "Defining Vasospasm after Subarachnoid Hemorrhage: What Is the Most Clinically Relevant Definition?" *Stroke* 40, no. 6 (2009): 1963–68. <https://doi.org/10.1161/STROKEAHA.108.544700>.
- George, Suzanne, Priscilla Merriam, Robert G. Maki, Annick D. Van Den Abbeele, Jeffrey T. Yap, Timothy Akhurst, David C. Harmon, et al. "Multicenter Phase II Trial of Sunitinib in the Treatment of Nongastrointestinal Stromal Tumor Sarcomas." *Journal of Clinical Oncology* 27, no. 19 (2009): 3154–60. <https://doi.org/10.1200/JCO.2008.20.9890>.
- Glowacki-Dudka, Michelle, Randee Lawrence, Henry Merrill, and Amy Rose. "Proceedings Editor Graduate Student Research Paper Awards Committee," 2010.
- Gonzalo, Óscar, Inés Heras, José Luis Castillo, Cuauhtémoc Meza, and Miguel Ángel Verdugo. "Impact of the Quality of Life Supports Model on the Inclusion of Students with Disabilities in Higher Education: A Scoping Review." *Research in Developmental Disabilities* 154, no. October (2024). <https://doi.org/10.1016/j.ridd.2024.104850>.
- Greenberg, Steven M., Wendy C. Ziai, Charlotte Cordonnier, Dar Dowlatshahi, Brandon Francis, Joshua N. Goldstein, J. Claude Hemphill, et al. *2022 Guideline for the Management of Patients With Spontaneous Intracerebral Hemorrhage: A Guideline From the American Heart Association/American Stroke Association*. *Stroke*. Vol. 53, 2022. <https://doi.org/10.1161/STR.0000000000000407>.
- Hallahan, Daniel P., Paige C. Pullen, James M. Kauffman, and Jeanmarie Badar. "Exceptional Learners." *Oxford Research Encyclopedia of Education*, no. April 2021 (2020). <https://doi.org/10.1093/acrefore/9780190264093.013.926>.

- Hendrix, James A., Angelika Amon, Leonard Abbeduto, Stamatis Agiovlasis, Tarek Alsaied, Heather A. Anderson, Lisa J. Bain, et al. "Opportunities, Barriers, and Recommendations in down Syndrome Research." *Translational Science of Rare Diseases* 5, no. 3–4 (2020): 99–129. <https://doi.org/10.3233/TRD-200090>.
- Hitchcock, Chuck, Anne Meyer, David Rose, and Richard Jackson. "Providing New Access to the General Curriculum." *TEACHING Exceptional Children* 35, no. 2 (2002): 8–17. <https://doi.org/10.1177/004005990203500201>.
- Jimoh, Zainab Olayinka, Udem Samuel Jacob, Genevieve Chimaoge Ebulum, Correspondence Zainab, Olayinka Jimoh, Samuel Jacob, and Ayomide Osungade. "Adapting Teaching Strategies to Empower Learners with Intellectual Disabilities in Inclusive Environment." ~ 39 ~ *International Journal of Intellectual Disability* 5, no. 1 (2024). <https://www.rehabilitationjournals.com/intellectual-disability-Journal>.
- Klein, Olivier, Anna E. Clark, and Anthony Lyons. "When the Social Becomes Personal: Exploring the Role of Common Ground in Stereotype Communication." *Social Cognition* 28, no. 3 (2010): 329–52. <https://doi.org/10.1521/soco.2010.28.3.329>.
- Mary Wanjiku Gachie. Teachers' Instructional Strategies Affecting Performance In English Among Learners With Mild Intellectual Disability in Primary Schools in Kiambu County, Kenya (2022).
- Mayer, David M. "Servant Leadership and Follower Need Satisfaction: Where Do We Go from Here?" *Servant Leadership: Developments in Theory and Research*, 2010, 145–54. <https://doi.org/10.1057/9780230299184>.
- McHugh, David M.S., Cynthia A. Cameron, Jose E. Abdenur, Mahera Abdulrahman, Ona Adair, Shahira Ahmed Al Nuaimi, Henrik Åhlman, et al. "Clinical Validation of Cutoff Target Ranges in Newborn Screening of Metabolic Disorders by Tandem Mass Spectrometry: A Worldwide Collaborative Project." *Genetics in Medicine* 13, no. 3 (2011): 230–54. <https://doi.org/10.1097/GIM.0b013e31820d5e67>.
- Morgan, Hani. "Conducting a Qualitative Document Analysis." *Qualitative Report* 27, no. 1 (2022): 64–77. <https://doi.org/10.46743/2160-3715/2022.5044>.

- Nowak, Sabina A. “Teaching English to Children with Special Educational Needs: Kraków: Wydawnictwo Naukowe UP, 2020.” *Neofilolog* 3, no. 58 (2022): 257–61. <https://doi.org/10.14746/n.2022.58.2.8>.
- Palazzolo, Daniel J. “Research Methods.” *Experiencing Citizenship: Concepts and Models for Service-Learning in Political Science*, 2023, 109–18. <https://doi.org/10.4324/9781003444718-9>.
- Papanicolaou, Michael, Amelia L. Parker, Michelle Yam, Elysse C. Filipe, Sunny Z. Wu, Jessica L. Chitty, Kaitlin Wyllie, et al. “Temporal Profiling of the Breast Tumour Microenvironment Reveals Collagen XII as a Driver of Metastasis.” *Nature Communications* 13, no. 1 (2022). <https://doi.org/10.1038/s41467-022-32255-7>.
- Patton, M Q. “Enhancing the Quality and Credibility of Qualitative Analysis.” *Health Services Research* 34, no. 5 Pt 2 (1999): 1189–1208.
<http://www.ncbi.nlm.nih.gov/pubmed/10591279><http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=PMC1089059>.
- Praskidou, Anastasia-Kassiani, Eirini Argiriadou, Paraskevi Giagazoglou, Styliani Douka, and Chrisi Mavrovounioti. “The Effect of Greek Traditional Dances, Songs, and Game-Based Activities on Anxiety and English Learning At School in Students With Intellectual Disability.” *European Journal of Special Education Research* 10, no. 1 (2024): 102–16. <https://doi.org/10.46827/ejse.v10i1.5170>.
- Rapp, H. Whitney. “Universal Design for Learning in Action: 100 Ways to Teach All Learners.” *Baltimore MD: Brooks*, 2014, 111.
- “Research Intellect Disabil - 2022 - Gallego-Ortega - What Students with Intellectual Disabilities Know about Writing.Pdf,” n.d.
- Reyes-Santias, Francisco, Carlos García-García, Beatriz Aibar-Guzmán, Ana García-Campos, Octavio Cordova-Arevalo, Margarita Mendoza-Pintos, Sergio Cinza-Sanjurjo, Manuel Portela-Romero, Pilar Mazón-Ramos, and Jose Ramon Gonzalez-Juanatey. “Cost Analysis of Magnetic Resonance Imaging and Computed Tomography in Cardiology: A Case Study of a University Hospital Complex in the Euro Region.” *Healthcare (Switzerland)* 11, no. 14 (2023): 1–12. <https://doi.org/10.3390/healthcare11142084>.
- Saldaña-Meyer, Ricardo, Edgar González-Buendía, Georgina Guerrero, Varun Narendra, Roberto Bonasio, Félix Recillas-Targa, and Danny Reinberg. “CTCF Regulates the Human P53 Gene through Direct

- Interaction with Its Natural Antisense Transcript, Wrap53.” *Genes and Development* 28, no. 7 (2014): 723–34. <https://doi.org/10.1101/gad.236869.113>.
- Scandroglio, Bárbara, and Jorge López Martínez. “The Sage Handbook of Qualitative Research, de Norman K. Denzin y Yvonna S. Lincoln, Eds.” *AIBR, Revista de Antropología Iberoamericana* 02, no. 02 (2007). <https://doi.org/10.11156/aibr.020213>.
- Schmidt, C. “The Analysis of Semi-Structured Interviews. A Companion to Qualitative Research,” 2004, 253–58.
- Scruggs, Thomas E, and Margo A Mastropieri. “Instruction for Disabilities :” 13 (1990): 271–80.
- Skinner, B. F. “The Operational Analysis of Psychological Terms.” *Behavioral and Brain Sciences* 7, no. 4 (1984): 547–53. <https://doi.org/10.1017/S0140525X00027187>.
- Stake, Robert E. “The Art of Case Study Research: Perspectives on Practice.” *Thousand Oaks CA Sage*, 1995, xv, 175 p. <http://books.google.com/books?hl=de&lr=&id=ApGdBx76b9kC&pgis=1>.
- Teaching, T H E, O F English, F O R Inclusive, and Siska Devi Yenita. “Siska Devi Yenita-Fitk,” 2018.
- Testerink, Gemma, Annet ten Brug, Gerdine Douma, and Annette van der Putten. “Snoezelen in People with Intellectual Disability or Dementia: A Systematic Review.” *International Journal of Nursing Studies Advances* 5, no. August (2023): 100152. <https://doi.org/10.1016/j.ijnsa.2023.100152>.
- Thurm, Audrey, Cristan Farmer, Emma Salzman, Catherine Lord, and Somer Bishop. “State of the Field: Differentiating Intellectual Disability from Autism Spectrum Disorder.” *Frontiers in Psychiatry* 10, no. July (2019): 1–10. <https://doi.org/10.3389/fpsy.2019.00526>.
- Yin, Ruiyu. “Case Study and Applications: Design and Methods (6th Ed.)” *Theory and Methods of Metallurgical Process Integration* 11, no. 1 (2016): 179–272.
- Zurrahmah T. “Investigating Teachers’ Strategies in Teaching English To Students’ With Special Needs,” 2023, 1–75.

Appendix I

Instrument for Research Question 1

Research Question 1: What English writing teaching strategies are used by teachers in special classes for students with intellectual impairments?

Instrument: Semi-Structured Interview Guide (for Teachers)

Theoretical Basis:

- Adaptive Writing Instruction in Special Education (Munawaroh, 2021)
- Inclusive Pedagogy for Diverse Learners (Fitriani & Santosa, 2020)

Indicator	Sub-Indicators	Sample Interview Questions	Data Collection Technique
Types of strategies	Visual aids, step-by-step writing	What strategies do you use to teach writing to students with intellectual impairments?	Interview
Teacher's adaptation	Simplification, repetition, scaffolding	How do you adapt writing tasks to meet students' individual needs?	Interview
Response to student	Adjustment based on ability levels	Can you share an experience where you had to change your strategy during a lesson?	Interview

Instrument for Research Question 2

Research Question 2: How do these strategies influence students' interest and participation in English writing activities?

Instrument: Observation Sheet

Theoretical Basis:

- Student Motivation in Inclusive Classrooms (Rahmawati & Prasetyo, 2022)
- Engagement Behavior in Special Education Settings (Hartono et al., 2023)

Indicator	Sub-Indicators	Sample Observation Focus	Data Collection Technique
Student engagement	Focus, enjoyment, participation	Students showing excitement or active participation in writing	Classroom Observation
Response to materials	Visual/media response	Students respond to picture prompts or teacher modeling	Observation
Classroom interaction	Peer work, support from teacher	Students ask questions or work in pairs/groups	Observation

Instrument for Research Question 3

Research Question 3: What are the challenges and opportunities in applying English writing strategies for students with intellectual impairments?

Instrument: Interview and Documentation Analysis

Theoretical Basis:

- Implementation of Instructional Strategies in Inclusive Contexts (Farkhan, 2020)
- Special Education Support and Policy Framework (UNESCO Asia-Pacific, 2019)

Indicator	Sub-Indicators	Sample Questions or Documents	Data Collection Technique
Implementation challenges	Time constraints, cognitive limits	What difficulties do you face when teaching writing in special classes?	Interview
Teaching opportunities	Creative techniques, student growth	Are there strategies that have helped students show improvement?	Interview & Document Analysis
Lesson planning	IEP-based adaptation, media use	Lesson plans adapted for writing activities in inclusive classrooms	Documentation

Appendix II

1. Interview Guide (for Teachers)

Purpose: To explore the strategies used by teachers in English writing instruction for students with intellectual impairments.

No.	Indicator	Sample Questions
1	Strategy Type	What writing strategies do you usually use in your classroom?
2	Adaptation Technique	How do you adjust writing tasks for different student needs?
3	Media Use	What types of media or tools (e.g., pictures, videos) do you use in writing lessons?
4	Lesson Planning	How do you plan writing lessons for students with intellectual impairments?
5	Teaching Experience	How long have you taught English writing in special classes?
6	Motivation Techniques	What strategies do you use to increase students' interest in writing?
7	Engagement Observations	How do you know when students are engaged during writing activities?
8	Feedback Methods	How do you provide feedback on students' writing work?
9	Challenges Encountered	What difficulties have you faced in teaching writing to students with intellectual needs?
10	Reflections and Suggestions	What improvements or supports do you think are needed for more effective writing instruction?

2. Observation Sheet

Purpose: To observe real-time classroom interactions, strategy applications, and student responses.

No.	Focus Area	Observation Aspects
1	Strategy Implementation	Use of scaffolding, modeling, repetition, simplified instruction
2	Use of Visual Support	Flashcards, videos, diagrams, and picture prompts
3	Student Attention	Focus during tasks, eye contact, non-verbal responses
4	Emotional Engagement	Expressions of enjoyment, smiling, verbal enthusiasm
5	Participation Level	Voluntary answers, asking questions, peer interactions
6	Task Completion	Finishing tasks independently or with minimal support
7	Differentiation Evidence	Teacher adjusting methods based on student reactions or needs
8	Use of Native Language	Teacher or student using Bahasa Indonesia to aid understanding
9	Collaborative Learning	Group or pair work during writing activities
10	Teacher Flexibility	Real-time adaptation or spontaneous change in strategy

3. Documentation Checklist

Purpose: To analyze lesson plans, student works, and teacher reflections related to English writing instruction.

No.	Document Type	Focus
1	Lesson Plan (RPP)	Written strategies, goals, and adjusted writing materials
2	Teaching Materials	Use of visuals, media, or modified texts
3	Student Worksheets	Type of writing tasks (descriptive, narrative, etc.)
4	Writing Samples	Evidence of progress, creativity, and effort
5	Assessment Sheet	Rubrics or scoring guidelines used in writing activities
6	Teacher's Reflective Notes	Reflections on strategy effectiveness and student responses
7	Individual Education Plans	Adapted goals or strategies tailored for students with disabilities
8	Student Journals	Personal reflections or responses related to writing activities
9	Feedback Records	Written feedback or comments provided by the teacher
10	Activity Photos (if any)	Classroom photos showing learning tools or student engagement

4. Interview Guide (for School Principal or Supervisor)

Purpose: To gain insights into the school's inclusive policies, supervision, and support for English writing instruction for students with intellectual impairments.

No.	Indicator	Sample Questions
1	Inclusive Education Policy	How does your school support inclusive education, especially for students with intellectual impairments?
2	Curriculum Supervision	How do you monitor or supervise English writing instruction in special classes?
3	Teacher Support	What kind of support is provided to English teachers working in special needs classrooms?
4	Professional Development	Are there any specific trainings or workshops provided for teachers in special education?
5	Resource Availability	What resources or materials are available to support writing instruction for these students?
6	Challenges in Implementation	What are the major challenges in implementing inclusive English writing instruction in your school?
7	Monitoring Student Progress	How is student progress tracked, especially in English writing for special needs students?
8	School's Role in Motivation	What role does the school play in supporting student motivation in English classes?
9	Collaboration with Parents	How does the school involve parents in supporting students' learning, especially writing skills?
10	Vision for Inclusive Learning	What is your long-term vision for improving inclusive education, particularly in English writing?






Appendix III

Student 1 Assessment Result

Name: Karla Date:

Number

Thick and follow the lines to form the numbers below

	1	One
	2	Two
	3	Three
	4	Four
	5	Five

Salin kata di atas ke kotak kosong di bawahnya!






Kata Contoh	Kotak Kosong
TEACHER	<u>TEACHER</u>
BOOK	<u>BOOK</u>
WRITE	<u>WRITE</u>
HAPPY	<u>HAPPY</u>
FRIEND	<u>FRIEND</u>

Student 2 Assessment Result

Name: Noriz Date:

Number

Thick and follow the lines to form the numbers below

	1	One
	2	Two
	3	Three
	4	Four
	5	Five

Salin kata di atas ke kotak kosong di bawahnya!

Kata Contoh	Kotak Kosong
TEACHER	<u>TEACHER</u>
BOOK	<u>BOOK</u>
WRITE	<u>WRITE</u>
HAPPY	<u>HAPPY</u>
FRIEND	<u>FRIEND</u>

Student 3 Assesment Result

Name: 0 1 1 Date: _____

Number

Thick and follow the lines to form the numbers below

	1	One
	2	Two
	3	Three
	4	Four
	5	Five

Salin kata di atas ke kotak kosong di bawahnya!

Kata Contoh	Kotak Kosong
TEACHER	_____
BOOK	_____
WRITE	_____
HAPPY	_____
FRIEND	_____

Student 4 Assesment Result

Name: Mayt Date: _____

Number

Thick and follow the lines to form the numbers below

	1	One
	2	Two
	3	Three
	4	Four
	5	Five






Salin kata di atas ke kotak kosong di bawahnya!

Kata Contoh	Kotak Kosong
TEACHER	TEACHER
BOOK	BOOK
WRITE	WRITE
HAPPY	HAPPY
FRIEND	FRIEND

Student 5 Assessment Result

Name: Reza Date: _____

Number
Thick and follow the lines to form the numbers below

	1	One
	2	Two
	3	Three
	4	Four
	5	Five






Salin kata di atas ke kotak kosong di bawahnya!

Kata Contoh	Kotak Kosong
TEACHER	TEACHER
BOOK	BOOK
WRITE	WRITE
HAPPY	HAPPY
FRIEND	FRIEND

Student 6 Assessment Result

Name: Mila Date: _____

Number
Thick and follow the lines to form the numbers below

	1	One
	2	Two
	3	Three
	4	Four
	5	Five

Salin kata di atas ke kotak kosong di bawahnya!

Kata Contoh	Kotak Kosong
TEACHER	kotak kosong
BOOK	kotak kosong
WRITE	kotak kosong
HAPPY	kotak kosong
FRIEND	kotak kosong

Student 7 Assessment Result

Name: Rafanica Date: 15 Jul 2015

Number

Thick and follow the lines to form the numbers below

	1	One
	2	Two
	3	Three
	4	Four
	5	Five

Salin kata di atas ke kotak kosong di bawahnya!

Kata Contoh	Kotak Kosong
TEACHER	<u>Teacher</u>
BOOK	<u>Book</u>
WRITE	<u>Write</u>
HAPPY	<u>Happy</u>
FRIEND	<u>Friend</u>

Student 8 Assessment Result

Name: Ahmad Date: 21

Number

Thick and follow the lines to form the numbers below

	1	One
	2	Two
	3	Three
	4	Four
	5	Five

Salin kata di atas ke kotak kosong di bawahnya!

Kata Contoh	Kotak Kosong
TEACHER	<u>TEACHER</u>
BOOK	<u>BOOK</u>
WRITE	<u>WRITE</u>
HAPPY	<u>HAPPY</u>
FRIEND	<u>FRIEND</u>

Appendix IV

B. Interview

Teacher 1

No	Interview	Teacher's
1.	What writing strategies do you usually use in your classroom?	In teaching English writing to students with intellectual impairments, I usually use an individual approach first, getting close to each student because their needs and abilities differ. I modify the curriculum to suit each student's level and use structured exercises with repetition. I also demonstrate how to write, then guide the students to imitate step by step.
2.	How do you adjust writing tasks for different student needs?	Since every student has unique characteristics and different levels of ability, I always modify the material and teaching methods to fit each child. If one method doesn't work for a student, I think of other ways until I find the right approach that the student can respond to well.

3.	What types of media or tools (e.g., pictures, videos) do you use in writing lessons?	I use visual aids like pictures, flashcards, and word cards to support understanding. Audio aids can also be helpful. These tools strengthen students' comprehension and make learning more engaging.
4.	How do you plan writing lessons for students with intellectual impairments?	I plan lessons based on the individual abilities of each student by modifying the curriculum and tasks accordingly. I emphasize structured practice and repetition, showing the correct writing process and guiding students to copy or trace words.
5.	How long have you taught English writing in special classes?	My experience teaching writing in special classes has been very enriching because of the unique challenges and diversity among students.
6.	What strategies do you use to increase students' interest in writing?	I combine visual and auditory stimuli, adapting to what each student prefers, whether it's pictures, audio, or hands-on activities. I also ensure exercises are structured and repetitive, which helps students become

		more comfortable and interested over time.
7.	How do you know when students are engaged during writing activities?	Students' responses vary; some respond well to visual aids, some to auditory, and some show interest in writing itself. I observe their reactions closely and adjust my teaching methods to maintain their engagement.
8.	How do you provide feedback on students' writing work?	I use assessment rubrics to evaluate students' writing, checking their understanding and progress. The rubric helps me determine each student's level and guides me in tailoring instruction to their needs.
9.	What difficulties have you faced in teaching writing to students with intellectual needs?	The main difficulty is the varying abilities among students, which means one teaching method or material is never enough. I have to teach the same topic in multiple ways to ensure all students understand.
10.	What improvements or supports do you think are needed for more effective writing instruction?	I believe that continued collaboration among teachers through sharing experiences and attending training workshops helps improve strategies. Also,

		<p>patience and understanding of each student's character are crucial. Teachers must be persistent in repeating lessons and finding the best method for each student.</p>
--	--	---

Teacher 2

No	Interview	Teacher's
1.	What writing strategies do you usually use in your classroom?	<p>In my classroom, especially for students with intellectual impairments in grade 12, I often use tracing and copying tasks. Some students trace letters or words, while others copy from the blackboard or from a book. The strategies vary depending on the students' abilities, since each student has different needs.</p>
2.	How do you adjust writing tasks for different student needs?	<p>Because every student is different, I differentiate the tasks. For example, some students copy directly from the blackboard, others copy from books, and some only trace. I adjust the methods so that every student can access the material in a way</p>

		that suits their ability.
3.	What types of media or tools (e.g., pictures, videos) do you use in writing lessons?	I use flashcards, colorful reading books, and videos showing uppercase letters. Using videos and colorful materials helps students become more enthusiastic and interested, rather than just writing from the book alone.
4.	How do you plan writing lessons for students with intellectual impairments?	I plan lessons by considering the individual student's level. I use one-on-one approaches when necessary, focusing on tracing or copying letters. For students who have difficulty copying, I teach them letter by letter until they can write independently.
5.	How long have you taught English writing in special classes?	I have been teaching writing to high school students with intellectual impairments. Although they are in high school, many students still struggle with basic letter recognition and writing skills.
6.	What strategies do you use to increase students' interest in writing?	I combine writing exercises with interactive activities such as quizzes using audiovisual materials or direct question-and-

		answer sessions. This variation keeps the students more engaged and active in the classroom.
7.	How do you know when students are engaged during writing activities?	Students show more enthusiasm during interactive quizzes and audiovisual activities. Some students respond better to games and quizzes rather than traditional writing tasks.
8.	How do you provide feedback on students' writing work?	We use assessment rubrics tailored to students' abilities to evaluate their progress. These rubrics help identify each student's level and guide further instruction.
9.	What difficulties have you faced in teaching writing to students with intellectual needs?	The main challenge is the varying learning pace and abilities among students. Some students take much longer to complete writing tasks, such as finishing a paragraph, which requires patience and repeated practice.
10.	What improvements or supports do you think are needed for more effective writing instruction?	Support from the school in the form of regular workshops and collaboration among teachers helps improve teaching strategies. Teachers should be

		patient, creative with interactive media, and accept that progress may be slow, repeating lessons as needed without frustration.
--	--	--

Appendix V

Interview Guide (for School Principal or Supervisor)

No	Interview	School Principal
1.	How does your school support inclusive education, especially for students with intellectual impairments?	<p>At SKH Syahidah Harapan Bunda, we are committed to providing inclusive education tailored specifically for students with intellectual impairments. These students require continuous guidance, support, and motivation, not only academically but also socially and emotionally. We understand that repetition is key, as many students tend to forget what they've learned quickly. Therefore, daily life skills, such as putting on shoes or washing hands, are constantly reinforced. Our school environment is designed to accommodate their unique needs.</p>
2.	How do you monitor or supervise English writing instruction in special classes?	<p>English instruction, especially writing, is approached with simplicity. We focus on basic, functional English that students can relate to, such as words for</p>

		classroom objects or daily routines. Supervision is conducted through regular evaluations and individual assessments carried out collaboratively between teachers and the curriculum team. The goal is not to overload students, but to provide manageable and relevant content.
3.	What kind of support is provided to English teachers working in special needs classrooms?	We support our English teachers by encouraging them to adapt to students' individual needs rather than focusing on rigid academic standards. Teachers are encouraged to create or modify their own teaching materials that are simple, contextual, and do not burden students cognitively. We don't rely on standard textbooks; instead, teachers develop resources that are aligned with students' levels and capabilities.
4.	Are there any specific trainings or workshops provided for teachers in special education?	Yes, we conduct workshops and training sessions twice a year, at the beginning of each semester. We invite qualified speakers and

		professionals in the field of special education to enhance our teachers' skills. These sessions aim to build teacher capacity, provide new insights, and ensure continuous improvement in teaching methods for students with special needs.
5.	What resources or materials are available to support writing instruction for these students?	We use basic tools such as pencils rather than pens to support writing instruction. This is because students often make mistakes and need to erase frequently. Writing with pencils allows for easier correction and reduces anxiety. For those who are more capable, we gradually introduce pens. Additionally, we use visual aids, tracing worksheets, and other hands-on materials tailored to their learning level.
6.	What are the major challenges in implementing inclusive English writing instruction in your school?	The biggest challenge is the limited capacity of students to grasp English due to their cognitive limitations. Many students still struggle with basic

		academic content, so English is often not a primary focus. Instead, we emphasize fundamental skills and integrate English only where it is manageable and useful in daily life.
7.	How is student progress tracked, especially in English writing for special needs students?	Progress is tracked through regular evaluations, assessments, and observations. We conduct formative assessments such as quizzes and simple tests to see whether students understand and retain what has been taught. If students fail to meet learning goals, we revisit and adapt the instruction to better fit their needs.
8.	What role does the school play in supporting student motivation in English classes?	We provide a supportive, pressure-free learning environment that prioritizes encouragement and praise. Teachers act as motivators, constantly guiding students and helping them build confidence. By making learning activities enjoyable and manageable, we

		aim to keep students engaged and motivated.
9.	How does the school involve parents in supporting students' learning, especially writing skills?	Parents are involved through regular communication and meetings where we update them on their child's progress. We encourage them to reinforce simple writing exercises at home and to be active participants in their child's learning journey, especially in practicing routines and basic literacy.
10.	What is your long-term vision for improving inclusive education, particularly in English writing?	Our long-term goal is to continuously improve the quality of inclusive education by enhancing teacher capacity, developing customized learning materials, and creating a learning environment that supports the holistic development of students with intellectual impairments. In English writing specifically, we aim to gradually build foundational literacy and communication skills that students can apply in real-life situations.

Appendix VI

C. Observation

No.	Document Type	Focus	
1	Lesson Plan (RPP)	Written strategies, goals, and adjusted writing materials	✓
2	Teaching Materials	Use of visuals, media, or modified texts	✓
3	Student Worksheets	Type of writing tasks (descriptive, Question and answer, etc.)	✓
4	Writing Samples	Evidence of progress, creativity, and effort	✓
5	Assessment Sheet	Rubrics or scoring guidelines used in writing activities	✓
6	Teacher's Reflective Notes	Reflections on strategy effectiveness and student responses	✓
7	Individual Education Plans	Adapted goals or strategies tailored for students with disabilities	✓
8	Student Journals	Personal reflections or responses related to writing activities	✓
9	Feedback Records	Written feedback or comments provided by the teacher	✓
10	Activity Photos (if any)	Classroom photos showing learning tools or student engagement	