

**THE ENGLISH LEARNING STRATEGY TO
IMPROVE INCLUSIVE LEARNERS MOTIVATION
IN SMP MUHAMMADIYAH 2 PONOROGO
A THESIS**

Submitted as a Partial Fulfillment
of the Requirements for Getting Bachelor Degree
of English Education Departement



BY:

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2025

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ABSTRACT

Rizki Auliya Azhari. (2025). *The English Learning strategy to improve Inclusive Learners Motivations in SMP Muhammadiyah 2 Ponorogo*. Thesis. English Education Department. Faculty of Teacher Training and Education. Muhammadiyah University of Ponorogo. Advisors: (1) Dr. Alip Sugianto, M. Hum. (2) Dr. Ana Maghfiroh, M.Pd., B.I.

Key words: Learning Strategy, Inclusive Learners, Motivation

Inclusive education provides opportunities for students with special needs to learn alongside regular students in the same classroom. In this context, English teachers are required to apply appropriate learning strategies to meet the needs of diverse learners. The purpose of this study is to identify the motivation of students with special needs in learning English and to explore the English learning strategies applied by teachers to enhance their motivation at Muhammadiyah 2 Ponorogo Junior High School. This study also aims to examine the impact of these learning strategies on the development of students with special needs.

The researchers used a qualitative research method with two English teachers at SMP Muhammadiyah 2 Ponorogo as the research subjects, serving as respondents and the main data sources. Data were collected through observation, interviews, and documentation. The data were then analyzed through the processes of data collection, data reduction, data display, and conclusion drawing.

The results showed that students were motivated in learning English. To enhance this motivation, teachers implemented various English learning strategies, including contextual learning, direct instruction, demonstration, and co-teaching. The application of these strategies had a positive impact on the development of students with special needs, particularly in their cognitive, affective, and psychomotor aspects.

In conclusion, the English learning strategies applied by teachers in inclusive classrooms were able to enhance the motivation of students with special needs in learning English. This impact was reflected in the development of students' cognitive, affective, and psychomotor aspects. These findings are expected to contribute to the development of English learning strategies for students with special needs and serve as a reference for future research on inclusive education.

THESIS STATEMENT

I am, as a student and researcher, with the following identity:

Full Name : Rizki Auliya Azhari
Student ID No : 21332043
Department : English Education
Faculty : Teacher Training and Education

Except in cases where the text has been properly cited, I hereby declare that this is my original work and that, to the best of my knowledge and belief, it contains no material that has previously been published or written by someone else or that has been significantly accepted for the award of any other degree or diploma from the university or other higher education institution.

Ponorogo, 24th July 2025


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AGREEMENT PAGE

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Motivation in SMP Muhammadiyah 2 Ponorogo, this thesis has been examined
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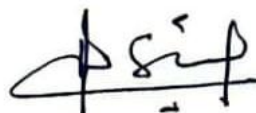
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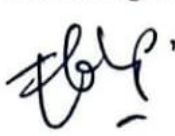
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I pray that Allah would bless them all. Since the author still believes that this thesis is far from ideal, any criticism and recommendations will be helpful for both this paper's progress and the researcher's future research.

Ponorogo, 24th July 2025



Researcher

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DEDICATION

This thesis is wholeheartedly dedicated to:

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MOTTO

Allah memang tidak menjanjikan hidupmu akan selalu mudah, tapi dua kali Allah berjanji bawa: la inna ma'al-"usri yura, inna ma'al-uari yusra"

(QS. Al-Insyirah 4:5-6)

Hidup bukan saling mendahului, bermimpilah sendiri sendiri

-Hindia

