



Teacher-Mediated Use of Literacy Books and Worksheets to Support English Literacy Among Students With Special Needs: A Qualitative Study at SLB Negeri 1 Buleleng

Gusti Ayu Putu Diah Permata Sari AR^{1*}, Putu Wiraningsih², Kadek Suci Andayani³

¹Institut Agama Hindu Mpu Kuturan, Singaraja, Indonesia

²Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar, Indonesia

³Institut Agama Hindu Negeri Mpu Kuturan, Singaraja, Indonesia

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ABSTRACT

Objective: This study aims to describe the role of teachers in enhancing English reading literacy among students with special needs through the use of reading materials and worksheets. **Method:** This study employed a descriptive qualitative approach. The data were collected through classroom observations, interviews with teachers and students with special needs, and document analysis related to the teaching and learning process at SLB Negeri 1 Buleleng. The data were analyzed using three stages: data reduction, data display, and conclusion drawing. **Findings:** The findings indicate that teachers play significant roles as facilitators, guides, mentors, and motivators in English literacy activities. The use of literacy books and worksheets helps students recognize English vocabulary, understand simple words, associate words with pictures and objects in their surroundings, and develop foundational reading and writing skills. In practice, teachers adapt learning activities to each student's individual abilities by providing modeling, repeated practice, visual media, and individualized support. **Implication:** These findings suggest that structured literacy books and adaptive worksheets can serve as effective instructional resources for inclusive English literacy instruction. The study emphasizes the importance of teacher preparedness in selecting and modifying learning materials to accommodate diverse learning abilities in special education classrooms. **Novelty:** This study extends previous research by demonstrating how teachers integrate literacy books and worksheets with individualized instructional strategies to support foundational English literacy among students with special needs, providing practical evidence from the context of an Indonesian special school.



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INTRODUCTION

The era of globalization requires human resources to continuously develop competencies across various domains. One of the competencies that can be fostered from an early age is literacy, which plays a crucial role in supporting students' learning processes. Literacy is not limited to the ability to read and write but also encompasses the ability to understand, recognize, and utilize information according to one's needs (Permata, 2020; Tang, 2018). In the educational context, literacy serves as a fundamental skill that enables students to participate in learning activities, comprehend instructions, and acquire knowledge more independently. Therefore, literacy activities should be designed by considering the characteristics of all learners, including students with special needs, so that the learning experiences provided align with their abilities and needs.

Students with special needs exhibit diverse characteristics and learning abilities. These differences are reflected in their reading, writing, and communication skills, as well as in the ways they comprehend instructions and respond to learning activities. Consequently, educational practices for students with special needs should take into account the selection of instructional materials, learning media, teaching methods, and forms of support that are tailored to the individual needs of each learner (Chin & Yap, 2024; Herwegen et al., 2026; Kourea et al., 2018). Aryanti et al. (2024) further reported that literacy enhancement programs for students with intellectual disabilities can be implemented through activities such as reading corners, storytelling, literacy education for teachers and parents, and interactive

learning experiences. Their findings also demonstrated that literacy programs positively influence students' reading interest and literacy development. However, the availability of appropriate reading materials and instructional resources remains a challenge in their implementation.

Furthermore, English literacy instruction presents additional challenges because students are required to learn vocabulary and language structures that may not be commonly used in their daily communication. These challenges are particularly evident in the process of delivering English-language instructional content. For students with special needs, instructional materials need to be presented in a simpler, more gradual, and repetitive manner. The use of learning media also plays a significant role in facilitating students' understanding by helping them connect words with their meanings. [Thresia & Latif \(2022\)](#) demonstrated that the use of the BIBO application in English language learning significantly contributed to vocabulary mastery among students with special needs. Likewise, the integration of visual aids, real objects, and audio support can provide more concrete learning experiences, enabling students with special needs to understand and retain vocabulary more effectively ([Chávez-Rivera et al., 2023](#); [Najakh, 2020](#)).

Literacy-related books can also serve as valuable learning resources that support students' interaction with written language. Books that use simple language and include visual support can be utilized to introduce vocabulary, develop word recognition skills, and connect words with students' everyday experiences through familiar images and objects. When selecting and adapting reading materials for students with special needs, teachers should consider learners' characteristics and reading abilities, the complexity and length of the text, visual presentation, and the relevance of the content to students' needs and experiences ([Abedi, 2008](#); [Delafontaine et al., 2026](#); [Noll et al., 2018](#)). Thus, books function not only as reading materials but also as instructional tools that enable teachers to provide examples and conduct learning activities appropriate to students' abilities.

In addition, worksheets play an important role in supporting literacy activities for students with special needs. Worksheets provide opportunities for learners to practice the material that has been introduced by the teacher. The types of tasks can be adapted to students' individual abilities, ranging from matching words with pictures, recognizing vocabulary items, completing words, copying written words, to reading simple words. Through worksheet-based activities, teachers can identify the extent to which students have understood the material and determine which aspects require further reinforcement or additional practice.

In teaching students with special needs, teachers are expected to develop instructional materials that are relevant to learners' characteristics and needs. Such materials should be capable of explaining concepts, providing examples, guiding students, offering opportunities for repeated practice, and maintaining students' motivation throughout the learning process. This view is consistent with the findings of [Ghazali & Hermanto \(2024\)](#), who emphasized the important role of instructional materials in supporting teachers' communication and guidance of students with special needs. Their study revealed that the effectiveness of instructional materials is closely related to teachers' ability to utilize them appropriately during instruction.

Moreover, literacy activities for students with special needs should consider the different ways in which learners receive and process information. [Iranda & Ramayanti \(2024\)](#) found that literacy development among students with visual impairments can be facilitated through audio-based instruction, writing activities, task completion, gradual sentence-based learning, and the use of appropriate literacy resources. These findings suggest that improving literacy skills among students with special needs requires instructional support that is carefully adapted to their individual characteristics and learning needs.

Previous studies have demonstrated the effectiveness of literacy programs, digital applications, visual media, audio support, and adaptive instructional materials in improving literacy and vocabulary learning among students with special needs ([Aryanti et al., 2024](#); [Ghazali & Hermanto, 2024](#); [Iranda & Ramayanti, 2024](#); [Thresia & Latif, 2022](#)). However, these studies primarily focus on the effectiveness of specific interventions or learning media, while limited attention has been given to how teachers utilize simple literacy books and worksheets as integrated instructional resources during everyday English literacy instruction in special-school classrooms. Moreover, the pedagogical roles that teachers assume when adapting these materials to students' diverse learning needs remain insufficiently explored, particularly within the Indonesian special education context.

Addressing this gap, the present study examines the role of teachers in enhancing English literacy through the use of literacy books and worksheets at SLB Negeri 1 Buleleng. Rather than evaluating the effectiveness of a particular intervention, this study focuses on how teachers facilitate, guide, mentor, and motivate students while adapting accessible instructional materials to support foundational English literacy. The findings are expected to contribute practical evidence on teacher-guided literacy practices and the pedagogical use of simple instructional materials in special education.

METHOD

This study employed a descriptive qualitative approach to examine teachers' roles and literacy-learning practices during English literacy instruction for students with special needs. The study was conducted at SLB Negeri 1 Buleleng, Bali, Indonesia, from May to June 2026. The participants consisted of one English teacher and eight students with special needs who participated in English literacy classes. A purposive sampling technique was used because the participants were directly involved in the implementation of literacy activities using literacy books and worksheets. The selected students represented diverse learning abilities and regularly attended English lessons, enabling the researcher to observe variations in teacher support and instructional adaptation.

The data collection techniques included observation, interviews, and document analysis. Four classroom observations were conducted, with each session lasting approximately 60–90 minutes. The observations focused on teacher–student interactions, teachers' instructional roles, the use of literacy books and worksheets, and students' participation in literacy activities. Observations were conducted to directly examine the implementation of literacy activities, teacher–student interactions, the use of reading materials and worksheets, and the forms of support provided by teachers during the learning process. Interviews were conducted with the English teacher and selected students after the observation sessions. Each interview lasted 20–40 minutes and followed an interview protocol consisting of open-ended questions about teaching strategies, the selection and adaptation of instructional materials, students' learning difficulties, and teacher support during literacy instruction. Meanwhile, document analysis was conducted to complement the data through an examination of reading materials, worksheets, and other instructional documents related to the research activities.

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2014), consisting of data reduction, data display, and conclusion drawing. Interview recordings were transcribed verbatim, while observation notes and instructional documents were compiled into a single dataset. The researcher then conducted thematic coding by identifying meaningful units of data, assigning initial codes, grouping similar codes into categories, and developing themes related to teachers' roles, instructional adaptation, literacy books, worksheets, and student engagement. The emerging themes were continuously compared across the three data sources to ensure consistency.

The trustworthiness of the findings was established through source and technique triangulation by comparing evidence from observations, interviews, and document analysis. Member checking was also conducted with the participating teacher to confirm the accuracy of the interview interpretation. Prior to data collection, permission was obtained from the principal of SLB Negeri 1 Buleleng, and informed consent was obtained from the teacher and the parents or guardians of the participating students. The identities of all participants were kept confidential by using pseudonyms throughout the study.

RESULTS

Based on the research findings, teachers play an important role in implementing English literacy activities for students with special needs at SLB Negeri 1 Buleleng. The literacy activities involved more than simply providing reading materials to students; they also included explaining concepts, providing examples, reinforcing learning materials, using visual media, and providing support while students completed their tasks. Each form of support was adapted to the abilities and needs of individual students.

The Implementation of English Literacy Activities

English literacy activities were primarily directed toward developing basic reading skills and introducing English vocabulary. During the learning process, teachers used reading books and worksheets as instructional materials. The materials were presented gradually by considering students' abilities to recognize words and understand their meanings. When students experienced difficulties in understanding the materials, teachers provided additional explanations and used simpler examples to facilitate comprehension.

During one observed lesson, for example, the teacher introduced several English vocabulary items by showing the words together with corresponding pictures. The teacher pronounced each word and asked students to repeat it. When one student experienced difficulty recognizing the word *apple*, the teacher pointed to the picture and repeated the word several times before asking the student to respond again. The student subsequently repeated the word after the teacher.

“First, I introduce the word with the picture. If the student still does not understand, I repeat the word and give another example. They need more repetition before they can remember it.”

This finding indicates that English literacy instruction was implemented gradually and involved repeated teacher support. Rather than expecting students to immediately recognize written vocabulary, teachers combined pronunciation, visual representation, repetition, and contextual examples to facilitate understanding.

The documentary data further support this finding. The literacy materials examined in the study presented vocabulary items alongside pictures and included simple exercises requiring students to identify, match, copy, or read familiar English words. These activities provided opportunities for students to encounter the same vocabulary in different forms and to practice their recognition and use.

The Use of Literacy Books

Literacy books were used to introduce English vocabulary while helping students recognize simple words. In addition, the content of the books helped students associate vocabulary with pictures and objects in their surrounding environment. The use of visual elements provided cues that supported students in understanding word meanings. Thus, reading activities did not focus solely on recognizing written forms but also helped students understand the relationship between words and the corresponding objects or meanings.

During an observed literacy activity, the teacher presented the word book together with a picture and then pointed to an actual book available in the classroom. The teacher pronounced the word and asked the students to repeat it. When one student did not respond, the teacher held up the book and repeated the word while directing the student's attention toward the object.

"Look at this. Book. This is a book. Say 'book'."

The observation illustrates how the teacher connected the written word, visual representation, spoken form, and real object. Such multimodal support enabled students to encounter vocabulary through more than one form of representation. The teacher also explained the reason for using visual support:

"Pictures make it easier for them. When they see the picture, they can understand what word we are talking about. Sometimes they remember the picture first and then remember the English word."

The documentary analysis supports these observations. The literacy books contained vocabulary items accompanied by pictures, large and clearly presented words, and short texts. The visual elements provided contextual cues that helped students associate written English words with familiar objects and meanings. Thus, the books functioned not only as reading materials but also as instructional resources through which teachers introduced and reinforced the meaning of English words.

The Use of Worksheets

Worksheets were used as practice activities after teachers had explained the learning materials. The use of worksheets helped students recognize and retain vocabulary while developing basic reading and writing skills. While students completed the tasks, teachers continued to provide support, particularly to students who experienced difficulties in understanding instructions or completing the exercises. The assistance provided was adjusted according to the specific difficulties encountered by each student.

Classroom observations showed that teachers continued to provide assistance while students completed the worksheets. For example, when a student experienced difficulty understanding an instruction, the teacher first read the instruction aloud and then demonstrated the task using the first item on the worksheet. The student was subsequently asked to complete the remaining items independently.

In another observed activity, a student had difficulty copying a vocabulary item correctly. The teacher pointed to each letter and pronounced the word slowly before asking the student to try again. This interaction demonstrated that the worksheet activity was accompanied by individualized teacher support rather than being treated as an independent written exercise. The teacher described this practice as follows:

"When they are doing the worksheet, I still need to guide them. Some students can do it by themselves, but others need me to explain the instruction or give an example first."

The documentary analysis further showed that the worksheets contained relatively short tasks and visual support. Some activities required students to match words with pictures, while others required them to copy or complete familiar words. The variation in task types provided opportunities for students to practice both recognition and written production.

These findings suggest that worksheets served two functions: they provided opportunities for repeated practice and enabled teachers to observe students' understanding. Teachers could identify which vocabulary items or instructions remained difficult and provide additional assistance accordingly.

The Teachers' Roles in English Literacy Activities

The findings identified four primary roles played by teachers in supporting English literacy activities: facilitator, guide, mentor or learning supporter, and motivator. As facilitators, teachers provided and utilized learning materials and media appropriate to students' needs. As facilitators, teachers provided and utilized literacy books, worksheets, and visual materials during instruction. Observation data showed that teachers prepared the literacy materials before beginning the activity and directed students' attention to relevant pictures, words, and exercises.

"I prepare the material first, but when I teach, I also see whether the material is suitable for them. If they cannot follow it, I change the way I explain it."

This statement corresponds with the observation data showing that the teacher modified the presentation of the materials when students encountered difficulties. Thus, the facilitator role involved not only providing materials but also mediating students' access to those materials.

As guides, teachers explained vocabulary, modeled pronunciation or reading, provided examples, and repeated information when students did not immediately understand the material. For example, during a vocabulary activity, the teacher first pronounced the word, asked students to repeat it, showed its corresponding picture, and then asked students to identify the word again.

"The teacher pronounced the word slowly, pointed to the picture, and asked the students to repeat the word. After several repetitions, the teacher asked one student to identify the word independently."

As mentors or learning supporters, teachers provided individualized assistance when students encountered difficulties. Observation data showed that the amount and form of assistance varied across students. One student received verbal prompts to pronounce a word, while another student was supported through pointing, modeling, and direct demonstration of the task.

The teacher explained:

"Not all of them need the same help. Some students only need a little prompting, but some students need me to show them how to do the task first."

This illustrates that individualized assistance was adjusted according to students' responses during the learning activities. As motivators, teachers encouraged students to participate and continue working when they experienced difficulties. During the observed activities, teachers used verbal encouragement such as "Good," "Try again," and "You can do it" after students attempted to answer or complete a task. One observation recorded the following interaction:

"After the student successfully read the word, the teacher smiled, said 'Good,' and encouraged the student to continue with the next item."

A student also described the teacher's encouragement:

"Teacher helps me when I don't know the word. Teacher says 'try again,' so I try again." (S-1)

The four roles identified from the qualitative data are summarized in Table 1.

Instructional Adaptations

Instructional adaptations were implemented in various ways, including providing simpler examples, reinforcing previously introduced materials, using visual media, and providing individualized support. For instance, when one student experienced difficulty recognizing a vocabulary item, the teacher provided additional visual support by pointing to the corresponding picture and real object. The teacher then repeated the word and asked the student to pronounce it again. In contrast, students who were able to recognize the vocabulary independently were asked to read the word without additional prompting. The instructional documents also demonstrate adaptation through the use of short vocabulary items, pictures, repeated vocabulary, and relatively simple exercises. The materials therefore provided a structure that could be modified through teacher explanation and individualized assistance. The convergence of observation, interview, and documentary evidence indicates that instructional adaptation was embedded in teachers' everyday literacy practices. Adaptation was not limited to changing the materials themselves but also involved modifying the way teachers presented, explained, practiced, and reinforced the material.

Overall, the findings indicate that teachers' roles were closely connected to the use of literacy books and worksheets. The materials provided the structure and content for literacy activities, while teachers mediated students' interaction with the materials through explanation, modeling, repetition, individualized assistance, and encouragement.

Thus, the development of foundational English literacy was supported not only by the availability of instructional materials but also by the ways teachers adapted and utilized those materials in response to students' learning needs.

Table 1. Teachers' Roles in English Literacy Activities

Teacher Role	Forms of Activities	Function in Literacy Development
Facilitator	Providing and utilizing literacy books and worksheets	Supporting students' access to learning materials
Guide	Providing examples, explanations, and repetition	Helping students understand words and instructions
Mentor/Learning Supporter	Providing individualized assistance	Adapting instruction to students' abilities and needs
Motivator	Providing encouragement and positive reinforcement	Maintaining students' engagement in literacy activities

DISCUSSION

The findings indicate that the contribution of teachers to English literacy instruction among students with special needs extends beyond delivering content or providing learning materials. The central finding of this study is the mediating role of teachers in connecting accessible literacy resources with students' individual learning needs. Literacy books and worksheets provided the content and structure of the learning activities, whereas teachers determined how these resources were introduced, explained, practiced, and adapted. This finding suggests that the pedagogical value of a learning resource cannot be considered separately from the way it is mediated through classroom interaction.

The use of literacy books in this study provided students with opportunities to encounter English vocabulary through written words, pictures, and familiar referents. This finding is consistent with [Ramdhan et al. \(2025\)](#) and [Utriani et al. \(2025\)](#), who highlight the role of books in providing exposure to written language and supporting learners' interaction with vocabulary. Literacy programs for students with intellectual disabilities can support literacy development through reading-oriented and interactive activities, although the availability of appropriate reading materials remains a challenge ([Aryanti et al., 2024](#)). The present study extends this discussion by shifting attention from the availability or use of literacy materials to the teacher's mediation of those materials. The findings suggest that books became more accessible to students when teachers supplemented written vocabulary with explanations, visual cues, modeling, repetition, and connections to familiar objects. Thus, the book itself was not treated as a self-sufficient instructional intervention. Its function was shaped by the teacher's decisions regarding how the material should be presented to particular learners. This interpretation is relevant to [Ihsan et al. \(2026\)](#), who emphasize teachers' role in selecting and utilizing learning media according to students' characteristics. However, the present study provides a more specific illustration of this process in English literacy instruction: teachers mediated relatively simple resources rather than relying on specialized or technologically advanced media. This distinction is important because it suggests that instructional responsiveness may depend less on the technological complexity of a resource than on the extent to which teachers can adapt its use to learners' needs. The finding is also consistent with [Thresia & Latif \(2022\)](#), who reported that the BIBO application supported vocabulary learning through the combination of visual and auditory elements. Whereas their study focused on a digital application, the present study involved books, worksheets, pictures, and real objects. The difference in instructional media nevertheless points to a similar pedagogical principle: students with special needs may benefit when abstract linguistic forms are supported by concrete or visually accessible representations. The present study therefore adds to previous research by showing that this principle can also be implemented through relatively simple, low-technology resources.

The findings also indicate that worksheets functioned as more than supplementary exercises. They provided structured opportunities for students to revisit vocabulary and practice emerging reading and writing skills after the teacher had introduced the material. Well-designed learning materials can support vocabulary learning by providing appropriate resources and structured learning activities ([Sari et al., 2023](#)). Similarly, instructional materials can facilitate learning by organizing information and activities into manageable sequences ([Clark et al., 2020](#)). However, the present findings suggest that the pedagogical function of worksheets depends substantially on the support provided during their use. Students did not necessarily interact with worksheets independently; teachers simplified instructions, modeled tasks, repeated explanations, and provided additional assistance when difficulties emerged. Consequently, worksheets can be understood as structured practice resources within teacher-mediated instruction, rather than as independent learning tools. This distinction contributes to understanding instructional materials for students with special needs. A worksheet may contain a relatively simple task, but the accessibility of that task depends on how the

teacher introduces it and responds to students' difficulties. The findings therefore support a view of materials as flexible resources whose instructional meaning is constructed through teacher–student interaction.

Another important finding concerns the variation in support provided to individual students. Although students participated in similar literacy activities, they did not necessarily receive identical forms or levels of assistance. Some students could proceed after receiving an example, whereas others required additional repetition, visual support, or direct guidance. This pattern is consistent with the principles of differentiated instruction, in which instructional content, processes, and support are adjusted according to learners' characteristics and needs. Teacher competence plays an important role in implementing differentiated instruction for students with diverse learning needs (Gunadi, 2026). English instruction for students with hearing impairments also requires consideration of learners' linguistic characteristics, teacher experience, and available learning resources (Adnyani et al., 2024). Similarly, literacy instruction for students with visual impairments needs to provide support that corresponds to how learners receive and process information (Iranda & Ramayanti, 2024). The present study supports these findings but provides a different emphasis. Rather than examining a particular disability category or a specific differentiated instructional model, this study illustrates how adaptation occurs through teachers' moment-to-moment mediation of ordinary literacy materials. The adaptation observed in the study involved changes in explanation, modeling, repetition, visual support, task guidance, and the intensity of individual assistance. This suggests that differentiation may occur not only through the prior design of different materials but also through teachers' ongoing responses to students during instruction. This interpretation is also consistent with Rijal & Rahmatillah (2026), who argue that instructional decisions for students with special needs should consider individual developmental profiles and learning needs. The relevance of varied media and individualized instructional strategies for supporting students' motivation and engagement (Roslina et al., 2026). The findings of the present study provide classroom-level evidence of this principle by showing that teachers adjusted their support according to students' responses rather than applying a uniform procedure throughout the lesson.

The findings further indicate that repetition and encouragement were not merely additional classroom techniques but part of the process through which students were supported in participating in literacy activities. This is particularly relevant when learners encounter unfamiliar English vocabulary or require additional time to process instructions. Wiraningsih et al. (2026) emphasize the role of explicit instruction and guided practice in supporting vocabulary learning. Their findings suggest that repetition, written rehearsal, and contextualized practice can facilitate learners' understanding and use of instructional vocabulary. Although their study focuses on instructional vocabulary in a different educational context, the principle of guided and repeated practice is relevant to the present findings. The present study, however, suggests that repetition should not be understood simply as repeating the same material. Its pedagogical value depends on how repetition is combined with other forms of support. A teacher may repeat a word verbally, point to a picture, provide a real object, model the pronunciation, or demonstrate how to complete a task. Repetition therefore becomes part of a broader process of scaffolding rather than an isolated technique. The motivational role of teachers is similarly connected to students' continued participation. Encouragement and positive reinforcement may help students persist when they encounter unfamiliar words or difficult tasks. In this context, motivation is not treated as a separate component from literacy instruction; rather, it is embedded in the teacher–student interaction through which students are encouraged to attempt, repeat, and complete literacy activities.

Taken together, the findings suggest a conceptual relationship among learning materials, teacher mediation, and learner response. Literacy books and worksheets provide the instructional input, but teachers regulate students' access to that input by selecting how materials are presented, determining the amount of explanation required, providing additional cues, and adjusting support according to students' responses. This relationship provides a useful theoretical interpretation of the findings. For students with special needs, accessibility does not reside exclusively in the material itself. A resource that appears simple may still require substantial teacher mediation, while a relatively ordinary resource can become meaningful when it is presented through appropriate examples, visual support, repetition, and individualized guidance. The findings therefore support an understanding of instructional materials as mediated pedagogical resources rather than autonomous teaching tools. This perspective also helps distinguish the present study from research that focuses primarily on developing or evaluating particular instructional media. For example, Thresia & Latif (2022) examined a digital application, while Sari et al. (2023) focused on the development and validation of learning materials. Aryanti et al. (2024) examined literacy program implementation. These studies provide evidence regarding programs, media, or materials, whereas the present study focuses on what teachers do with accessible literacy resources during instruction and how their mediation responds to learner differences.

The findings have several practical implications for English literacy instruction in special-school contexts. First, schools do not necessarily need technologically complex resources to provide meaningful literacy experiences. Literacy books, pictures, real objects, and worksheets can serve as useful resources when they are appropriately selected and mediated by teachers. Second, teachers need opportunities to develop skills in adapting materials during

instruction. Professional development can therefore address not only the production or selection of instructional materials but also strategies for simplifying explanations, modeling tasks, using visual cues, providing graduated assistance, and determining when students are ready to work more independently. Third, worksheets and literacy books can be designed as complementary resources. Books can provide exposure to vocabulary and written language, while worksheets can provide structured opportunities for practice and reinforcement. Teachers can connect the two by selecting vocabulary from the reading materials and subsequently using it in manageable practice activities.

Previous studies have already established the importance of appropriate literacy materials, visual support, differentiated instruction, and teacher assistance. Rather, the contribution of this study lies in bringing these elements together to explain the teacher-mediated use of simple literacy resources in English literacy instruction within an Indonesian special-school context. More specifically, the study shows that the pedagogical contribution of literacy books and worksheets emerges through three interconnected processes: material presentation, instructional adaptation, and individualized mediation. This provides a more nuanced understanding of why simple materials can remain useful for learners with diverse abilities. The teacher functions as the link between the resource and the learner, transforming the same material into different learning experiences through varying levels and forms of support. This contribution has practical relevance because it directs attention away from the assumption that effective literacy instruction necessarily requires specialized or sophisticated media. It instead highlights teachers' capacity to make existing resources accessible and meaningful. At the same time, the finding should be interpreted within the limits of the study, which focuses on a single special-school context and describes instructional practices rather than experimentally establishing the effectiveness of particular materials.

Overall, the findings suggest that English literacy development among students with special needs is shaped by the interaction between instructional resources and teacher mediation. Literacy books and worksheets provide opportunities for vocabulary exposure, recognition, and practice, while teachers make these resources accessible through explanation, modeling, repetition, individualized support, and encouragement. The main contribution of the study is therefore not simply demonstrating that books and worksheets can be used in literacy instruction, but showing how their instructional value is shaped by teachers' adaptive mediation in response to students' individual learning needs.

CONCLUSION

Based on the findings, teachers play an important role in supporting English literacy development among students with special needs at SLB Negeri 1 Buleleng. Their roles are reflected in their functions as facilitators, guides, mentors, and motivators throughout the learning process. Teachers do not rely solely on books and worksheets as learning resources but use them flexibly by providing examples, repeating materials, incorporating visual support, and providing assistance according to students' individual needs. Literacy books help students become familiar with vocabulary and simple words, while worksheets provide opportunities to review and practice basic reading and writing skills. Rather than viewing books and worksheets as independent instructional tools, the findings show that their usefulness is shaped by how teachers present, adapt, and reinforce the materials according to students' abilities and learning needs. This perspective contributes to an understanding of English literacy instruction in special-school contexts by positioning teachers as an important link between instructional materials and learners' individual needs.

The research was conducted in one special-school context, SLB Negeri 1 Buleleng, and focused on the experiences and instructional practices identified within that setting. Therefore, the findings provide contextual insights rather than evidence that can be generalized to all special-school contexts or categories of students with special needs. Future research could address these limitations by involving multiple special schools and students with different types of learning needs. Further studies could also examine how different literacy materials, worksheet formats, visual supports, and instructional strategies influence specific aspects of English literacy development. Comparative or longitudinal research may provide further evidence regarding the effectiveness and sustainability of teacher-mediated literacy practices in supporting students with special needs.

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***Gusti Ayu Putu Diah Permata Sari AR (Corresponding Author)**

Department of Early Childhood Teacher Education, Faculty of Dharma Acarya
Institut Agama Hindu Negeri Mpu Kuturan Singaraja,
Jl. Pulau Menjangan No.27, Singaraja, Bali, Indonesia
Email : diahpermatasari.ar@gmail.com

Putu Wiraningsih

Department of English Language Education, Faculty of Dharma Acarya
Universitas Hindu Negeri I Gusti Bagus Sugriwa
Jl. Ratna No. 51, Tonja, Denpasar Timur, Kota Denpasar, Bali, Indonesia
Email : putuwiraningsih@gmail.com

Kadek Suci Andayani

Department of Communication Science Program, Faculty of Dharma Duta
Institut Agama Hindu Negeri Mpu Kuturan Singaraja,
Jl. Pulau Menjangan No.27, Singaraja, Bali, Indonesia
Email : suciandayani@gmail.com
