

**SHADOW TEACHER'S INSTRUCTION IN LANGUAGE LEARNING
STRATEGIES FOR SLOW LEARNER
(A Case Study at Al Firdaus Junior High School Surakarta)**

THESIS

Submitted as a Partial Requirements for the Degree of Undergraduate in English
Educational Program



Arranged By:

RATIH WORO UTAMI

SRN. 12.32.2.1.244

**ENGLISH EDUCATION DEPARTMENT
CULTURES AND LANGUAGES FACULTY
THE STATE ISLAMIC INSTITUTE OF SURAKARTA
2019**

ADVISOR SHEET

Subject : Thesis of Ratih Woro Utami

SRN : 123221244

To:

The Dean of Culture and Languages

Faculty IAIN Surakarta

In Surakarta

Assalamualaikum Wr, Wb.

After reading thoroughly and giving necessary advices, here with, as the advisor I state that the thesis of:

Name : Ratih Woro Utami

SRN : 123221244

Title : *"Shadow Teacher's Instruction in Language Learning Strategies for Slow Learner at Al Firdaus Junior High School Surakarta in Academic Year 2017/ 2018"*

Has already fulfilled the requirements to be presented before the Board of Examiners (Munaqosah) to gain Bachelor Degree in IAIN Surakarta.

Thank you for the attention.

Wassalamualikum Wr. Wb.

Surakarta, February 18th 2019

Advisor,



Novianni Anggraini, S.Pd., M.Pd.

NIP. 19830130 201101 2 008

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "Shadow Teacher's Instruction in Language Learning Strategies for Slow Learner at Al Firdaus Junior High School Surakarta in Academic Year 2017/2018" by **Ratih Wars Utami** has been approved by the Board of Thesis Examiners as the requirement for the Degree of Undergraduate in English Education Department of the State Islamic Institute of Surakarta.

Chairman : Dr. Yusti Ariani, M.Pd.
NIP. 19750829 200312 2 001



Secretary : Nuriani Anggraini, S.Pd., M.Pd.
NIP. 19830130 201101 2 008



Examiner I : Dr. Hj. Lili Untari, S.Pd., M. Hum
NIP. 19751005 199805 2 002



Surakarta, February 18th 2019

Approved by

The Dean of Culture and Languages Faculty



Dr. H. G. Sals, M. Hum
19670224 200005 1 001

DEDICATION

In the name of Alloh, the Most Beneficent, and the Most Merciful.

No God but Alloh and Muhammad is His Messenger

I dedicate this thesis to:

My Lovely Father and Mother

My Lovely Sisters and Brother

My Lovely Grandmothers

My Great Family

Thank you for the love, support, motivation, patience, pray, and understanding.

MOTTO

“Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence”

(Helen Keller)

“Barang siapa yang menghendaki kebaikan di dunia maka dengan ilmu. Barang siapa yang menghendaki kebaikan di akhirat maka dengan ilmu. Barang siapa yang menghendaki keduanya maka dengan ilmu”

(H.R. Bukhori dan Muslim)

PRONOUNCEMENT

Name : Ratih Woro Utami
SRN : 123221244
Study Program : English Education Department
Faculty : Culture and Languages

I hereby sincerely state that the thesis titled "Shadow Teacher's Instruction in Language Learning Strategies for Slow Learner at Al Firdaus Junior High School Surakarta in Academic Year 2017/ 2018" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the reference.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, February 18th 2019

Stated by,



Ratih Woro Utami

SRN. 123221244

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the other researcher in particular and the readers in general.

Surakarta, February 2019

The researcher

Ratih Woro Utami

TABLE OF CONTENTS

TITLE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
ABSTRACT	xii
CHAPTER I INTRODUCTION	
A. Background of Study	1
B. Limitation of the Problem	7
C. The Problem Formula	7
D. The Objectives of the Study	7
E. Benefit of study	8
F. Definition of Key Terms	9
CHAPTER II THEORETICAL REVIEW	
A. Theoretical Review	11
1. Review on Shadow Teacher and Slow Learners	11
a. Definition of Shadow Teacher	11
b. Definition of Slow Learner	11
c. Characteristic of Slow Learner	13
d. Classifications of Slow Learner	15

e. Identification of Slow Learner in the Class	17
2. Instruction in English Learning Strategies for Slow Learner	17
a. Instructional Strategy	17
b. Instructional Strategy for Slow Learner	18
c. Learning Strategies	20
d. Slow Learner's Learning Strategies.....	21
e. English Learning Strategies	23
f. Shadow Teacher's Instructional in English Learning Strategies for Slow Learner.....	26
B. Previous Study	49
CHAPTER III RESEARCH METHODOLOGY	
A. Research Method	51
B. Research Setting and Subject	52
C. Source of the Data	53
D. Research Instrument	55
E. The Technique of Collecting Data.....	55
F. Technique of Analyzing Data	57
G. The Trustworthiness of the Data	58
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Finding	60
B. Discussion	68
CHAPTER V CONCLUSIONS AND SUGGESTIONS	
A. Conclusion	74
B. Suggestions	75
BLIBLIOGRAPHY	77

APPENDIXES	80
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ABSTRACT

Ratih Woro Utami. 2018. *“Shadow Teacher’s Instruction in Language Learning Strategies for Slow Learner at Al Firdaus Junior High School Surakarta in Academic Year 2017/ 2018”* Thesis. English Education Department, Culture and Languages Faculty. IAIN Surakarta.

Advisors : Novianni Anggraini, S.Pd., M.Pd.

Key Words : *Instruction, Shadow teacher, Slow Learner, Metacognitive Strategies, Cognitive Strategies, Socio-affective Strategies.*

The objectives of the research are to know the shadow teacher’s instruction in language learning strategies in English for slow learner students at Al Firdaus Junior High School of Surakarta.

In conducting this research, the research uses qualitative research especially case study. In collecting the data, the researcher uses observation and interview. The data were analyzed by: (1) Reducing the data, (2) Displaying the data, (3) drawing conclusion. The researcher use methodical triangulation to get validity of data.

The result of this research shows that the shadow teacher instruction can helped the slow learner students applied some of the strategies proposed by Dorney, including cognitive strategies, metacognitive strategies, social strategy, and affective strategies in increasing their English ability. In cognitive strategies, the slow learner students used resourcing translation, repetition, and translation, in metacognitive strategies, the slow learner students used self-monitoring and self-assessment. In social strategy, the slow learner students used cooperating with others, seeking opportunities, and in affective strategies, the slow learner students used taking your emotional temperature. From the research can be concluded that language learning strategy is the foundation of every learner to success in learning English. To improve slow learner student’s language learning strategies needed to practice more about how to use language learning strategies itself, so the learning process may be effective, and for instruction, there are three kinds of instruction for shadow teacher to teach slow learner, such as: Explicit instruction, Intensive instruction and Extensive instruction. The shadow teacher on this research used dominant instruction on extensive instruction for slow learner in English learning strategies.

CHAPTER I

INTRODUCTION

This chapter, the researcher explains about the background of the study, limitation of the problem, the problem formula, the objectives of the study, benefit of study and definition of key terms.

A. Background of Study

Education is one of the rights held and required by every human being to be able to compete in all aspects of life. No exception to those who have physical, social, emotional and intellectual. During this education for children who have the disorder are conducted separately with regular students. This kind of education has indirectly created a wall of exclusion between regular students and students with special needs. The impact of it is their world as if separate and mutually strangers to one another.

Education for all can be realized by holding inclusive education on kindergarten, elementary school, junior high school, senior high school and university. Inclusive education is the education system that accommodates all children, both normal children and children with special needs in regular school with various characteristic, development, and different needs for children to develop the potential of children optimally. Endis Firdaus (2010: 2) said that school which practice inclusion education is a school that brings attention to teaching and learning process, welfare of education included regular and special needs student without discrimination.

Solo is a city that has a cultural diversity. In addition to a city of culture, Solo also have been implemented as the city of inclusion. The declaration of Solo as a city of the inclusion of overdue and signed by the Mayor of FX Hadi Rudyatmo and Mudjito, the Director of the construction of the special education and Special Service (PPK-LK) of the Ministry of Education and Culture on Saturday 28 September 2013. Solo is a city of inclusion to 26 in Indonesia from 500 more cities/regency of Indonesia country which has 12 schools inclusion, consists of 7 elementary schools, 3 junior high schools, and 2 Senior High Schools.

The role of education should be aligned with the international demands in the era of globalization. English is one of the main keys in the advancement era. English is not difficult to be learned because this language began to be introduced starting from level of kindergarten. In Indonesia, English has been taught since kindergarten or elementary school as a foreign language. English is the world's most important language (Wierzbicka, 2006: 3). It is one of the foreign languages that must be learned as obligatory requirement to reach specific purpose. English is the major language which is used by people in some sectors. It is used for obtaining successful jobs, promotions, academic function and business interactions. English in Academic function become one of the subjects in Indonesia National final exam.

English is needed to be taught for the slow learner. Slow learner is one of the children with special needs who need special education services in the inclusive school. Special education services are needed because children with

slow learner must face some learning issues such as: 1) Difficulties to understand the abstract concept; 2) have limited vocabulary; 3) have low motivation to learn; 4) require a longer time to understand a matter than normal children his/her age; and 5) need repetition in the explanation of the matter. Dasaradhi, K et al (2016: 558) identified two classifications of slow learner, such as: first, students whose capacity for education or training is limited by low intelligence cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/ 55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups: (i) The Educable Mentally Retarded (I.Q. range 50 to 70); (ii) The Dull Normal (I.Q. range 70 to 85). Second, Trainable Mentally Retarded: Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

One of the components that have a role to solve learning difficult and helping to achieve the learning purpose of slow learner optimally is learning strategy that accordance with the potential that he/she have. Learning strategies are defined as “specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task used by students to enhance their own learning” (Scarcella & Oxford in Oxford, 2003: 2). When the learner consciously chooses strategies that fit his or her learning style, these strategies

become a useful toolkit for active, conscious, and purposeful self-regulation of learning. Dasaradhi, K et al (2016: 557) stated that slow learner students must actively engaged in the learning process requires more than the usual variation in presentation methods (direct, indirect), classroom climate (co-operative, competitive) and instructional materials (films, workbooks, co-operative games, simulations). If this variation is not part of their class lesson, these students may well create their own variety in ways that disrupt their lesson. Other immediately noticeable characteristics of slow learners are their deficiencies in basic skills (reading, writing and mathematics), their difficulty in comprehending abstract ideas and most disconcerting, sometimes their unsystematic and careless work habits.

This research was carried out in Al Firdaus Junior High School Surakarta, Jl. Yosodipuro 107 Surakarta where lied near from UMS. The researcher chosen this school because based on the interview with the teacher, in 2012 Al Firdaus foundation gets nomination as the best inclusion education manager in national award “Anugerah Pendidikan Inklusif 2012”. Based on that national award from government, the education system in Al Firdaus Junior High School is a standard education system by another school in to do teaching and learning process. Moreover, students with disability at Al Firdaus Junior High School in every teaching and learning process will get one shadow teacher as a guiding teacher for special needs students to do a task from subject teacher. The school even got several achievements in academic and non-academics in the district. Then, Al Firdaus Junior High School

Surakarta had good enough facilities to support the teaching and learning process for the example Al Firdaus have a service central place for guiding students with special needs. However, the situation and environment of Alfirdaus Junior High School Surakarta were very comfortable for the teaching and learning process.

The researcher takes shadow teacher as the subject of the research and will concern in shadow teacher instruction in English learning strategies for the slow learner. Learning strategies for slow learner is different with other regular students. Shadow teacher has role to helped slow learner in chosen special learning strategies. By using special learning strategies hoped he/she can be taught with effective learning strategies that will help them approach tasks more effectively especially in English task. Slow learner student is unique; he/she is usually normal in appearance and is able to function satisfactorily in many situations. This is precisely why he/she is difficult to understand and identify. While the slow learner usually possesses common sense and adequate memory, is physically adept and has normal dexterity, this does not mean that he/she has normal ability for schoolwork. It is not unusual to hear parents of a slow learner state that they are puzzled over their child's school difficulties since he/she seems to understand so well at home (Lowenstein in Kathleen and Robert, 2004: 681). So, the problem is not English is bringing a benefit or not for them but when slow learner can learn a new thing and how the influence of English learning for slow learner.

Based on the interview with the English teacher at Al Firdaus Junior High School of Surakarta in this school has 6 slow learners with same IQ's grades (I.Q. range 70 to 85) of seven students with special needs. The researcher focused on one class that consists of two slow learners in eighth grades; so that that's class have two shadow teachers. Based on the preliminary observation conducted by the researcher on September, they has difficulties in their attention when learning English and difficult to understand the abstract concept so that the shadow teacher must give repetition to make their understanding. Based on pre interview with English teacher Mrs. Iska, the researcher focused on that class because their English score is better than other slow learners on his grade.

Based on pre interview with English teacher and shadow teacher, slow learners at eight grade joined in the class with regular students, but when slow learner has difficult to understand with the matter the shadow teacher helping slow learner to taking special learning strategies to aid slow learner's problem to comprehend the matter. Special learning strategies that used by slow learner such as, giving repetition about the matter or instruction from English teacher, doing step by step in to do a task from English teacher, increase his/her motivation with instruction by shadow teacher in to do a task, and makes a bounding among slow learner and shadow teacher.

Learning strategies that used for slow learner make his English achievement have some advantages. First, makes their English achievement better than other slow learners in that grade. Secondly, communication

between shadow teacher and their parents makes learning strategies that used at school and at home are equivalent. Third, team teaching that carried out by English teacher and Shadow teacher to share information about the material makes they will join in final exam. Based on the consideration, the researcher is interested in carrying out a study on *"Shadow Teacher's Instruction In Language Learning Strategies for Slow Learner at Al Firdaus Junior High School Surakarta in Academic Year 2017/ 2018"*.

B. Limitation of The Problem

The study limited to shadow teachers at the group one class of eighth grade of Al Firdaus Junior High School. The researcher paid attention to analyzed of how is shadow teacher's instruction in language learning strategies that used by slow learner when he/she learned English as foreign language. The participants are two shadow teachers and two slow learners.

C. The Problem Formula

Based on the researcher background above, the problem statement of the research is how are shadow teacher's instruction in language learning Strategies for slow learner at Al Firdaus Junior High school Surakarta in Academic Year 2017/ 2018?

D. The Objectives of the Study

The general objective of this research is slow learning student's difficulties when learn English. In relation to the problem statement above in the research is describe about shadow teacher's instruction in language

learning strategies for slow learner at Al Firdaus Junior High school Surakarta in Academic Year 2017/ 2018.

E. Benefit of study

Realizing this, the benefits of the study are:

1. Theoretical Benefits

- a. The results of this study are expected to do useful to add to the research literature in the field of education or language.
- b. The results of this study are expected to be useful as a material for further research.
- c. This study is expected to add insight and ideas to enrich exploratory science, especially in the English language learning process.
- d. The results of this research can be used as a foundation for other researcher in developing future research.
- e. For Islamic Education ant Teacher Training faculty and campus IAIN Surakarta, this study is expected to add to the collection and knowledge about the process of learning a new language.

2. Practical Benefits

From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching learning process in general by knowing student's difficulties, especially for slow learner. The result of this research can be used by lecturers, students and other researcher.

For the lecturers, lecturers can know the student's difficulties when learn English as foreign language. Moreover, when the lecturer faces the slow learner, they have to explain slowly and clearly to speak either second or foreign language. They also can choose the appropriate technique for both slow learners and regular students.

For other researcher, this result of the research hoped can be used as the reference for other researcher when conducting the researcher. It may be different object or strategies.

F. Definition of Key Terms

1. Instructional Strategy

Instructional strategies are techniques teachers use to help students become independent, strategic learner (Alberta, 2002: 67).

2. English

English is the world's most important language (Wierzbicka, 2006: 3). It is one of the foreign languages that must be learned as obligatory requirement to reach specific purpose. English is the major language which is used by people in some sectors.

3. Learning Strategies

Learning strategies are the various operations that learner use in order to make sense of their learning (Wenden, in Hardan, 2013: 1713).

4. Shadow Teacher

Shadow teacher is an educational assisstant who works directly with a student with special needs (Kamath, Akshata, 2016).

5. Slow Learners

Slow learners are students whose achievement scores are significantly below average, usually they are unable to cope with the work normally expected of their age groups (Sugapriya and Ramachandhran, 2011).

6. Case study

Case study is the study that provides an in-depth description of a single unit (Ary et al, 2010: 454).

CHAPTER II

REVIEW ON RELATED THEORIES

In the research, it is important to describe the theories that related to this study in order to give relevant knowledge to the topic. This chapter reviews the related literature about the review on the slow learner and the review on English learning strategy.

A. Theoretical Review

1. Review on Shadow Teacher and Slow Learner

a. Definition of Shadow Teacher

Cai, et.al (2016: 976) stated that shadow teacher refers to teacher from different cramming school. Shadow teacher need to understand a student with special need and helping them to solve their problem in learning. Shadow teacher serve an important link between the slow learner's school program and home (Kale, Sapna, 2016).

From statements above shadow teacher has an important role for slow learner student to do their activity in learning process and to make sure that the material by English teacher can delivered.

b. Definition of Slow Learner

Slow learner is one of classification of learning disability (Suryani, 2010: 37). Learning Disabilities Association of Alberta in El- Koumy (2016: 1) state that learning disabilities

is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span.

The term "slow learner" is given to a student who has the ability to achieve scholastically, but, tends to work below the grade level average (Dasaradhi, K et al, 2016: 557). Children with intelligence level in the low average or borderline IQ range can be grouped together as slow learners. These children do not get sufficient attention in the mainstream education. They usually fail repeatedly in examinations and finally become school drop outs. Establishing special schools for children of this category is not practical and not advisable. It is ideal to evolve strategies to provide education to these children in normal school itself.

Kathleen and Robert (2004: 680) state that slow learners have a measured intelligence quotient (IQ) between 70 and 85. Because this is well below the average range of ability (i.e., measured intellectual scores between 90 and 110), these students have relatively diminished potential and acquire

reading abilities at a much slower rate. Incidentally, IQ scores should not be (and typically are not) used as the sole indicator of diminished potential for slow learners.

From all of statements above can be concluded that slow learner students are students who have intelligent quotient between 70 and 85 and have the ability to achieve scholastically although tends to work below the grade level average.

c. Characteristic of Slow Learner

Slow learners are unable to transfer or generalize skills, knowledge, and strategies as well as their peers. They need to learn facts discretely than their average ability peers in order to fully understand a concept. Chauhan (2011: 282) classifies the characteristics of slow learner, such as:

1) Limited cognitive capacity

Schonell in Chauhan (2011: 282) defines general intelligence as an inborn, all-round mental power which is but slightly altered in degree by environmental influence although its realization and direction are determined by experience. Intelligence is viewed not merely as an unfolding or maturing of this innate potentiality but also as something that grows and develops in the course of the child's active

experience of his environment. This is what the slow learner's lack. Due to limited cognitive capacity, slow learners fail to cope with learning situations and to reason abstractly. Rational thinking becomes practically impossible for them.

2) Poor memory

Memory is a complex process and is not fully understood, although some researchers have established theories that seem to explain the various observable facets of memory. Flavell and Wellman in Chauhan (2011: 282) define memory as a series of cognitive processes, including recognition and recall, knowledge, cognitive strategies and met memory. Each of these processes has an influence on learning. In the flow-through model, information is stored in sensory register for a brief time before it is transferred to short-term memory and long-term memory. But the slow learners have a poor memory power.

3) Distraction and lack of concentration, Inability to express ideas

The attention span of the slow learners is relatively short. Also, they lack concentration. They cannot concentrate on the instruction of the teacher

which is mostly verbal exposition for more than thirty minutes at a stretch. They need short and frequent lessons for better perceptions. Modular approach or personalized system of instruction can cater to the needs of slow learners. Media application in the instructional process can draw and sustain their attention for a little longer time and promote concentration also.

4) Inability to express ideas

Slow learners have difficulty in finding and combining words, their immaturity and emotional reluctance being one of the chief reasons for their backwardness in expression. They often have recourse to gestures or to action rather than words. To express ideas one, must be good at communication which involves listening as well as talking. But, slow learners are poor at remembering messages and listening to instructions. As a result, they are unable to express ideas with clarity.

d. Classifications of Slow Learner

According to Kirk in Chauhan (2011: 281) the slow learners, average and gifted students can be classified according to their rate of learning. Slow Learners have several

characteristics that make classroom instruction difficult. If the material being taught does not have direct relevance or tied to previously acquired information, then instruction becomes inefficient. To make information and instruction become efficient, Dasaradhi, K et al (2016: 558) identified two classifications of slow learner, such as:

- 1) Students, whose capacity for education or training is limited by low intelligence, cover a fairly wide I.Q. range from approximately 40 to 80 or 90. However, students whose I.Q. ranges between 50/ 55 and 85/90 are capable of benefiting from the kind of education which is offered within the normal school system. These may be subdivided into two groups: (i) The Educable Mentally Retarded (I.Q. range 50 to 70); (ii) The Dull Normal (I.Q. range 70 to 85).
- 2) Trainable Mentally Retarded: Students whose I.Q. range is between 35/40 and 50 and are usually termed as the Trainable Mentally Retarded. Provision for education of such students may be made outside the normal school system.

e. Identification of Slow Learner in the Class

According to Dasaradhi (2016: 560) early diagnosis of slow learner student is very necessary between the ages of 2 to

6 years. Teachers or parents can identify that the student is a 'slow learner' with a careful observation. Dasaradhi (2016: 560) identify some of the signs of a 'slow learner' as follows: Speech defect, Language development problem (broken sentences), Assessments the level of vocabulary (vocabulary limited), Verbal abilities Short sentences, grammatically incorrect, Student Behaviors, Spelling Mistake, Interaction with other students, Class room Discussion, Reading problem, Interest, Slow response/ decision making.

If it is identified that a student is 'slow learner', proper evaluation should be done to identify the weakness of the student and relevant strategies must be implemented to overcome it.

2. Instruction in English Learning Strategies for Slow Learner

a. Instructional Strategy

Instruction is a general term that means providing knowledge in a systematic way (Algozzine, 1992: 1). According to Chamot et. al (1993: 31) stated that language learning strategies instruction was integrated by using the course materials of each participating teach, or materials that were thematically related to course topics. There are three kind of instruction strategy by Petrina (2006: 127), such as:

- 1) Direct Instruction, the teacher imparts knowledge or demonstrates a skill,
- 2) In the Indirect Instruction, the teacher sets up strategies, but does not teach directly; the students make meaning for themselves,
- 3) In the Interactive Instruction, the students interact with each other and with the information and materials; the teacher is organizer and facilitator.

Instruction would consist of doing the same things with all students, in the right order, at the right time. But all students are not alike, and the goals and objectives of instruction are not the same for all students. By using appropriate instructional strategies, students could experience the strategies' usefulness in relation to classroom task.

b. Instructional Strategy for Slow learner

Instruction is most effective when it is guided by an understanding of the pattern of difficulties experienced by individual students like slow learner (Alberta, 2007:2).

When selecting and implementing successful instructional strategies and practices, it is imperative to understand the characteristics of the child, including those pertaining to disabilities or diagnoses. This knowledge will be

useful in the evaluation and implementation of successful practices (Henderson, 2006: 3).

From the statements above can be concluded that instruction is effective technique to teach student with special need especially for slow learner which is it can be a method to achieve their knowledge especially in English.

There are three kinds of shadow teacher instruction for slow learner by Alberta (2007:2) such as:

1) Explicit instruction

Provide systematic, clear, overt, detailed explanations, and demonstrate steps, reasons and connections among concepts.

2) Intensive instruction

Provide opportunities for highly concentrated individualized learning experiences, such as individual and/or small group instruction with modeling, demonstration and feedback that is systematic and responsive to the specific needs of slow learner students. The more significant the learning needs of slow learners, the greater the need for intensive instruction.

3) Extensive instruction

Provide increased instructional time with frequent opportunities for slow learner students to engage in learning experiences and to practice over time. Slow learner students with more severe needs may require more intensive instruction for a longer period of time.

By using those instructions, the expectation for shadow teachers are that shadow teacher can understanding slow learner students' strengths and needs, then shadow teacher can organize information about students' characteristics. By using flexible instruction, shadow teacher can help slow learner to motivate and help them focus attention.

c. Learning Strategies

Schmeck in Brno (2016: 19) stated that learning strategies are combinations of cognitive (thinking) skills implemented when a situation is perceived as one demanding learning.

Scarcella & Oxford in Rebecca (2003: 2) defined learning strategies are as specific actions, behaviors, steps, or techniques such as seeking out conversation partners, or giving

oneself encouragement to tackle a difficult language task used by students to enhance their own learning.

Hamzah B. Uno and Nurdin Mohamad in (Purwatiningsy, 2014: 32) defined learning strategies as a method that chosen by teacher to deliver the matter and to make students achieving the goal from teaching and learning process.

Kemp in Purwatiningsy (2014: 33) explained that learning strategy is an activity that should do by teacher and student to achieving the purpose of teaching and learning process be effectively and efficient.

From those definitions above can be concluded that learning strategies is important and effective for student to achieve the goal from teaching and learning process. It is help the teacher to plan and arrange teaching and learning program.

d. Slow Learner's Learning Strategies

Besides of definitions of slow learner and learning strategies above, it can be concluded that the learning strategy of slow learner is the most important and effective way to help slow learner to achieve certain learning objectives. In planning and implementing slow learner's learning strategies, a teacher needs to pay attention to the learning abilities of children who are slow learner differently from other regular students.

Based on learning strategies for students presented by Hidayat in Purwatiningtyas (2014: 51), teachers should use learning strategies that are based on the diversity of learning abilities of each student. In this case, appropriate learning strategies for slow learner in inclusive schools can be applied by adjusting the learning abilities of slow learner with goals, time allocation, rewards, tasks, and assistance in the learning process.

In designing and implementing this slow learner's strategy, a teacher needs to consider various considerations in the selection of learning strategies. For example, for slow learner's second grade of junior high school, the goal of slow learner should achieve slowly learning is about recognizing new procedural text to vocabulary with concrete stages. Similarly, in the allocation of time, awards, tasks, and assistance in the learning process tailored to the stages of slow learning children's learning (Hidayat in Purwatiningtyas, 2014: 51).

Learning strategy consists of several components that are interconnected and a unity. Dick and Carey (in Purwatiningtyas, 2014: 54) views learning strategies consisting of all components of learning materials and procedures or

stages of activities that teachers use to help learners achieve specific learning goals.

The components of instructional strategies in this study are reviewed from the components of learning strategies according to Walter Dick and Carrey (in Purwatinings, 2014: 54) suggest that there are five components of learning strategies, including: 1) preliminary learning activities; 2) information delivery; 3) student participation; 4) assessment of learning; and 5) follow-up activities. Here is a further description of the learning strategy component of the slow learner.

e. English Learning Strategies

There are many experts that give the definition of learning strategies. Oxford in Hardan (2013: 1713) defines learning strategies are specific actions taken by learners to help their own learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable. O'Malley and Chamot in Hardan (2013: 1714) also state that "learning strategies are special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information".

Wenden in Lee, Chien Kuo (2010: 134) says "Learning strategies are the various operations that learners use in order to

make sense of their learning”. Also, Williams & Burden in Lee, Chien Kuo (2010: 134) indicated that when students are involved in a learning task, they have several resources which they use in different ways to finish or solve the task, so this can be termed process of learning strategy. This explanation might be too abstract to understand, so it may be easier to say that learning strategy is learning skills, learning-to-learn skills, thinking skills, problem skills or, in other words the methods which learners use to intake, store, and retrieve during the learning process.

In brief, learning strategies are special tools of processing information that used by learners to improve their comprehension, learning or retain new information. Learning strategies used by learners to help them understand new information and solve their language problem.

Language learning strategies have been classified by many researchers; see for examples by Oxford, (1990) and O’ Malley and Chamot (1990). Oxford in Griffiths (2004: 4) differentiates language learning strategies into six groups. First, Memory strategies: strategies that help learners store and retrieve new information. Second, Cognitive strategies: strategies that enable learners to understand and produce new language by many different means. Third, Compensation

strategies: strategies that aid learners in overcoming knowledge gaps and continuing to communicate authentically. Fourth, Metacognitive strategies: strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence. Fifth, Affective strategies: strategies that help develop self-confidence. Last, Social strategies: strategies that provide increased interaction and more empathetic understanding. She adds that all appropriate language learning strategies contribute to the main goal: becoming communicatively competent.

O'Malley and Chamot (1990:44-45) in Alfiyanaini (2017: 17) divide language learning strategies into three main subcategories, there are: Meta-cognitive strategies, Cognitive strategies and Socio-affective strategies. First, Metacognitive Strategies Mariani in Hawel (2015: 163) comments that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed attention, selective attention, self-management, functional

planning, self-monitoring, delayed production and self-evaluation.

Second, Cognitive Strategies: Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, not taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer and inference are among the most important cognitive strategies (Mariani in Hawel, 2015: 163).

The last is Socio-affective Strategies: As to the socio-affective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socio-affective strategies (Brown in Hawel 2015: 164).

f. Shadow Teacher's Instruction in English Learning Strategies for Slow Learner

Based on the theories about slow learner's learning strategies and English learning strategies above, can be concluded that English learning strategies that used by slow learner is different with regular student. Lescano in Paul (2016: 56) suggests that their weakest skills are generally writing and reading. He adds that many slow learners show difficulties in

perception. They tend to ignore details and go for overall comprehension and production. They do not notice, for instance, the apostrophe or the plural forms when reading. In the same way, some may omit forms of speech when writing or speaking.

There are many classifications of language learning strategies by expert, such as Oxford, O' Malley, and Chamot that reflect more or less the same categories of language learning strategies. In an attempt to bring many of the categorizations of learning strategies together, Dornyei in El-Koumy (2016: 19) proposes a classification which consists of four categories of language learning strategies for slow learner, such as: Cognitive strategies, metacognitive strategies, social strategies and affective strategies.

1) Cognitive Strategies

O'Malley and Chamot in in El- Koumy (2016: 14) state that cognitive strategies are behaviors, techniques, or actions used by learners to operate directly on incoming information, manipulating it in ways that enhance learning. El- Koumy (2016: 19) suggests that cognitive strategies are clusters of learning strategies for each language skill. For the example is reading comprehension strategies that

have important part, such as: Making predictions about the likely content of a text, clarifying, guessing, questioning, and summarizing.

The choice from these cognitive strategies depends on the demands of the reading task, among many other factors. Over and above, the learner should employ a variety of strategies to comprehend what he/she reads on condition that these strategies should support and complete each other. Additionally, cognitive strategies instruction is one of the most effective ways of improving the academic performance of slow learner students. These strategies enable slow learner students to learn better because they help them process (organize, understand, retain and retrieve) the information they are actually learning. In addition, the use of these strategies enables slow learner students to perform efficiently on learning tasks as they help them “develop the necessary skills to be self-regulated learners, to facilitate comprehension, to act directly on incoming information, and ultimately improve academic performance (Khoshsima and Tiyar in El- Koumy, 2016: 19).

Other cognitive strategies by O'Malley and Chamot in Alfiyanaini (2017: 21) such as:

a) Resourcing Translation

It is using target language reference materials such as dictionaries, encyclopedia, or textbooks. This is the first language as base for understanding and/or producing the second language. For example students are searching new vocabulary in dictionary.

b) Repetition

It is imitating a language model, including overt practice and silent rehearsal. For example, the slow learner student repeats the pronunciation until mastered.

c) Grouping

It is classifying words, terminology, or concepts according to their attributes or meaning. For example, slow learner students classify words with the same meaning to memorize the words.

d) Deduction

It is applying rules to understand or produce the second language or making up rules based on language analysis.

e) Imagery

It is using visual images (either mental or actual) to understand or remember new information. For example, slow learner students use illustration that has relation with the topic in order to memorize more fast.

f) Auditory representation

It is planning back in one's mind the sound of a word, phrase, or longer language sequence. For example, when you are trying to learn how to say something, speak it in your mind first.

g) Keyword method

It is remembering a new word in the second language by: (1) identifying a familiar word in the first language that sounds like or otherwise resembles the new word, and (2) generating easily recalled

images of some relationship with the first language homonym and the new word in the second language. For example, identifying some familiar words that slow learner students hear.

h) Elaboration

It is relating new information to prior knowledge, relating different parts of new information to each other, or making meaningful personal associations with the new information. For example, the slow learner students relating new information to other concepts in memory.

i) Transfer

It is using previous linguistic knowledge or prior skills to assist comprehension or production. For example, if the student talking about something he/she already learn (in English), all he/she has to do is remember the information and try to put it into Indonesia.

j) Inferencing

It is using available information to guess meanings of new items, predict outcomes, or fill in missing information. For example, the slow learner students' things of the whole meaning of the sentence, and then he/she can get the meaning of new word.

k) Note taking

It is writing down key words or concepts in abbreviated verbal, graphic, or numerical form while listening or reading. For example, the slow learner students prepares book to catch the all materials while listening section.

l) Summarizing

It is making a mental, oral, or written summary of new information gained through listening or reading.

m) Recombination

It is constructing a meaningful sentence or larger language sequence by combining known elements in a new way.

n) Translation

It is using the first language as a base for understanding and/or producing the second language.

2) Metacognitive Strategies

El- Koumy (2016: 20) stated that metacognition includes awareness of one's own cognitive processes and one's own affective processes. Metacognitive strategies are very important for language learners because they help them select, monitor and regulate cognitive strategies. This in turn assists them in becoming more responsible for their own learning and enables them to change or modify their own cognitive processes. Efficient learners use metacognitive strategies but slow learner students with learning disabilities tend to lack the skills to direct their own learning. However, once they learn the metacognitive strategies that efficient learners use, students with learning disabilities can apply them in many situations (Lerner and Kline in El-Koumy, 2016: 20).

El- Koumy (2016: 22) classifying three kinds of metacognitive strategies for slow learner that can be seen below:

a) Planning

Zimmerman in El- Koumy, 2016: 21) state that planning is a metacognitive strategy used by learners before doing a task to set goals and consider the ways these goals will be achieved. Planning is a thinking process that writers engage in throughout composing, before, during, and after the time spent in putting words on a page. During planning, writers form an internal representation of knowledge that will be used in writing. There are two types of planning: first type is process-oriented. With this type of planning slow learner students look for ways to help them perform a task more skillfully. Second type is outcome-oriented. With this type of planning, students are concerned about their overall outcome (Seijts and Latham in Koumy, 2016: 22).

Zimmerman in El- Koumy (2016: 22) propose the benefits of planning for learning include: (1) giving slow learner students the opportunity to set their own personal goals and to see their own progress, which in turn foster their self-regulation skills and increase their motivation for learning, and (2) reducing the cognitive strain while learning which in turn improves academic achievement.

b) Self-Monitoring

Self-monitoring is defined as a metacognitive strategy used to observe and regulate cognitive strategies while doing a task to fine tune strategies and effort as needed in order to achieve learning goals. For example, when reading, a slow learner student can use the context to guess the meaning of difficult words. To monitor his/her use of this strategy, he/she should pause and check to see if the meaning he/she guessed makes sense in the text and if not, he/she goes back to modify or change this

strategy. Thus, self-monitoring enables slow learner students to track understanding as they read and to implement repair strategies when understanding breaks down (Zimmerman in El- Koumy, 2016: 23). Harris in El- Koumy (2016: 24) proposes types of self-monitoring procedures into two types:

First, self-monitoring of attention (SMA), this procedure is used for learning disabilities that might be easily distracted, get up from their seats, bother other students, or fiddle with objects. The slow learner student can monitor the frequency or duration of these behaviors.

Second, self-monitoring of performance (SMP), this procedure is used for slow learner students who need to monitor some aspects of academic performance to enhance active learning.

Self-monitoring often reveals valuable information regarding one's own deficiencies and goes beyond the detection

to the repair of these deficiencies, thus increasing the probability of improving the learning of students with learning disabilities because it enables these slow learner students to track understanding as they read and to implement repair strategies when understanding breaks down. It also encourages them to look critically and analytically at their writing and to place themselves in the position of the reader. In support of this, research revealed that slow learner students at all grade levels (El-Koumy, 2016: 24).

c) Self-Assessment

Harris and McCann in Koumy (2016: 25) also define self-assessment as information about slow learner students' expectations and needs, their problems and worries, how they feel about their own learning process, their reactions to the materials and methods being used, what they think about the course in general.

The usage of self-assessment practices is vitally important to the development of critical thinking skills. In order to develop critical thinkers, assessment procedures must include self-assessment practices. Additional merits of involving self-assessment include: developing students' reflection, reducing their anxiety, raising their awareness of learning strategies, providing the basis for agreement between student and teacher on academic priorities, encouraging objective analysis of one's own attitudes and aptitudes, encouraging individual goal setting, acknowledging differences in learning styles, and developing democratic citizens who know how to evaluate different views for the public good.

However, there are many demerits that prevent its application. The most serious one among these demerits is that slow learner students may either overestimate or

underestimate their own progress (El-Koumy, 2016: 29).

To overcome the obstacle of slow learner students' inaccurate estimation of their own progress, Mc Devitt and Ormrod in El- Koumy (2016: 29) suggest some ways such as: providing slow learner students with self-assessment training, identifying appropriate criteria for self-assessment, explaining and modeling these criteria, and giving slow learner students feedback on their self-assessments.

A number of instruments have been developed for encouraging students to engage in assessing their own learning processes and products. These instruments can used to help slow learner students reach this goal according El- Koumy (2016: 31) such as:

(1) *Checklists*, Tenbrink in Koumy (2003: 33) state that a checklist consists of a list of specific behaviors and a place for checking whether each is present or absent.

With checklists help slow learner students diagnose their own strengths and weaknesses, and help shadow teachers adapt their teaching strategies to suit slow learner students' levels and learning style preferences. According to Božinović and Sindik (2017:6) the examples of checklists when slow learner student learn on grammar are: I examine myself to check if I have remembered new grammar forms, I notice that I memories grammar forms while reading books or magazines in L2, When I test my knowledge of verbs, I cover the column with forms in L2 and check my knowledge, I create a plan how to study grammar in advance, I try to study and practice L2 grammar regularly, I set myself goals when learning grammar e.g. how many irregular forms I have remembered, I am more successful if I plan time designated for learning grammar, I prepare for a grammar test by thinking about the course contents, What I already know and what I

still need to master, I try to find opportunities to practice grammar, I try to spot my grammar mistakes and understand why I do them, I learn from my grammar mistakes, I estimate grammar progress myself.

(2) *Learning Logs*, Learning logs are a self-assessment tool which slow learner students keep about what they are learning, where they feel they are making progress, and what they plan to do to continue making progress (El- Koumy, 2003: 31). The slow learner students reflect on and analyze what they have written in their logs to diagnose their own strengths and weaknesses and to suggest possible remedies for problems.

Many activities that slow learner students might describe in their logs, these activities include listening to the radio, watching TV, speaking and writing to others, and reading newspapers. They further state that for each experience, slow learner students should record the date, the

activity, the amount of time engaged in the use of English, the ease or difficulty of the activity, and the reasons for the ease or difficulty of this activity (Mc Namara and Deane in El- Koumy, 2003: 31). Additionally, Cranton in El- Koumy (2003: 31) suggests that the slow learner can use one side of a page for the description of his/her activities and the other for thoughts and feelings stimulated by this description.

Learning logs should be shared with the shadow teacher. In such a case, the shadow teacher should not grade them for writing style, grammar, or content, but they can be considered as part of the overall assessment (Paterson in El- Koumy, 2003: 31). Reminded that characteristic of slow learner, may he/she find it difficult to know what to write in their logs, Walden in El- Koumy (2003: 31) suggests that shadow teachers should give them specific guiding questions such as “What did you learn today and how will you apply that learning?”

Shadow teachers should encourage slow learner students to evaluate the whole cycle of planning, monitoring and assessment through self-questioning. In this respect, Schraw in El- Koumy (2016: 32) suggests that for promoting metacognitive awareness, slow learner students should ask themselves the following questions that trigger each stage of their thoughts from planning to approach a particular task, monitoring the strategies being applied to the task, and evaluating their learning outcomes with the following question:

(1) *Planning*: What is the nature of the task?, What is my goal?, What kind of information and strategies do I need?, How much time and resources do I need?

(2) *Monitoring*: Do I have a clear understanding of what I am doing?, Does the task make sense to me?, Am I reaching my goals?, Do I need to make changes?

(3) *Evaluating*: Have I reached my goal?, What worked?, What didn't work?, Would I do things differently the next time?

Shadow teachers should have slow learner students respond thoughtfully to the following questions: What am I trying to accomplish?, What strategies am I using?, How well am I using them?, What is the outcome?, What else could I do? (Likewise and Anderson in El- Koumy, 2016: 33). In responding to these questions, slow learner students reflect on their own metacognitive strategies. The first question relates to planning; the second and third questions correspond to self-monitoring; and the fourth and fifth questions relate to evaluation of their own learning (El-Koumy, 2016: 33). Before, during and after doing a task slow learner students should ask themselves the following questions that trigger their thoughts such as:

(1) *Before:* When slow learner students are developing a plan of action, they can ask themselves: What is my prior knowledge that will help me do this task?, What should I do first?, What is my expectation in doing this task?, How much time do I need to complete this task?.

(2) *During:* When slow learner students are doing the task, they can ask themselves: How am I doing?, Am I on the right track?, What strategies am I using?, Should I use a different strategy to complete this task?, What other things/information should I need?.

(3) *After:* After doing their task, slow learner students can ask themselves: How well did I do?, What did I learn from doing this task?, Did I learn more or less than I had expected?, Do I need to redo the task?, What could I have done differently?

3) Social Strategies

El- Koumy (2016: 35) state that social strategies are actions that involve other people. These strategies include, but are not limited to asking others for help, speaking together in the target language, working with fellow students, and reviewing others' work. Social strategies are particularly more important for language learning because language is a social behavior and cannot be separated from its social context. According to Oxford in Oxford et.al (2014), social learning strategies include four main categories. The first is asking questions, when slow learner students want to clarify something; for instance, asking for clarification, verification, or correction. The second is cooperating with others, working together with other in order to accomplish a task and reach a common goal; for example, cooperating with peers and proficient users of the new language. The third is empathizing with others like developing cultural understanding and becoming aware of others' thoughts and feelings. The fourth is seeking opportunities; for example, reading, writing

and speaking with natives, teachers and proficient peers.

The importance of social interactions is for developing the learner's communicative and linguistic competence (El- Koumy, 2016: 35). For example, claims that second language development in classroom can be successful when the shadow teacher not only provides an input with features of a target language, but also makes conditions necessary for reciprocal interaction. In additionally, social strategies help slow learner students communicate more effectively and successfully to use language in nonthreatening communities, and afford them more opportunities for interactions, so that they can feel more comfortable and more confident to share their own thoughts, opinions, and ideas; and use the language openly and freely.

4) Affective Strategies

Affective strategies are learning strategies concerned with managing one's own emotions, motivations, and attitudes. (Oxford in El- Koumy, 2016: 36) propose affective strategies such as: first, lowering your anxiety (for the examples: using

progressive relaxation; deep breathing; or meditation, using music, and laughter); second, encouraging yourself (for the examples: making positive statements, taking risks wisely, rewarding yourself); last, taking your emotional temperature (for the examples: listening to your body, using checklist, writing a language diary, discussing your feelings with someone else).

Affective strategies are particularly important for foreign language learners because learning a new language can be highly stressful. These strategies can play a key role in helping students gain better control over their own emotions, overcome their negative attitudes, increase their self-confidence and reduce their anxiety. Javorsky et. al in El- Koumy (2016: 37) state that affective strategies are important for slow learner students that indicates enter into foreign language learning with a history of failure and frustration and perceive themselves as less capable, more anxious, and as possessing fewer capabilities to master oral and written language skills as compared to their non-slow learner peers. Therefore, affective strategies are essential for them to build their

confidence, increase their motivation to learn a foreign language and lessen their anxiety. It may be appropriate here to point out that although affective strategies are actions taken in relation to self. More importantly, he/she can create a relaxed atmosphere conducive to learning through his/her non-verbal behaviors (e.g., reducing physical distance, displaying relaxed postures, smiling, engaging in eye contact during interactions) and verbal behaviors (e.g., addressing students by name, praising them, using inclusive pronouns) (El- Koumy, 2016: 37).

B. Previous Study

There are four researchers who have conducted the similar research that concern on learning strategies. What are mentioned bellow explain about the finding of the research conducted concerning on the learning strategies. The researcher presents the previous study dealing with the topic.

The first, researcher used previous study from Salam A. El- Koumy with the title *Teaching English as a Foreign Language to Students with Learning Disabilities at the Intermediate and Advanced Levels: A Multiple-Strategies Approach*. The researcher used this thesis as a previous study because on the research contain instruction in learning strategies for learning disability which is containing slow learner in to that classification. The

difference of the researcher's research is on object, the researcher focus on instruction for slow learner.

The second researcher is Stephen Petrina with the title *Curriculum and Instruction for Technology Teachers*. Petrina on this research investigated the instruction used by teacher for teaching student. The differences of Petrina's research with the researcher thesis are the focused of instruction. Petrina used the instruction for not specific students but the researcher used the instruction for specific student which is for slow learner students and Petrina discuss about teacher class but the researcher discuss about shadow teacher. The similarity both of the research is the discussing about instruction strategies that used by teacher in teaching English.

The third researcher by Brno with the title is *Learning Strategies of a Student with ADHD in One-to-One English Classes*. The similarities of those researches are on the typical of research, his research using case study that is same with the researcher thesis. Second, the researcher is using same theory of English learning strategies that used by Brno which is slow learner and ADHD are same category into learning disability students. The differences are the researcher focused on shadow teacher instruction for slow learner in learning English but Brno only investigates English learning strategies that used by learning disability student, and for collecting the data Brno using questionnaire not the researcher.

The last, reseacher used previous study The second title is *Strategi Pembelajaran Anak Lamban Belajar (Slow Learners) di Sekolah Inklusi SD Negeri Giwangan Yogyakarta* by Maylina Purwatiningtyas. The similarities with own researcher's title is analyzed the learning strategies that used by slow learner students. The researcher is using same strategies theory from Walter Dick and Carrey. The researcher has similarity with the previous study in collecting the data; the researcher also uses observation and interview. The differences are the researcher focus on specific instruction and specific subject (English), while the previous research discussing whithout instruction, general subject and the object of previous research is elementary school student, meanwhile the researcher object's is junior high school student.

CHAPTER III

RESEARCH METHODOLOGY

This chapter includes research method, research setting and subject, source of the data, the research instrument, and technique of collecting data, technique of analyzing data, and the trustworthiness of the data.

A. Research Method

Research method is the way used to collect the data. It is the study of discussing scientific methods for the research. The research method gives very accurate time and need hard work. It means that a research will have a high scientific value if the scientific research is worked with the adequate data and correct procedures. This research uses qualitative method. It provides rich descriptive accounts targeted to understanding a phenomenon, a process, or a particular point of view from the perspective of those involved (Ary et al, 2010: 453). It aims to describe how events, processes, and activities perceived by participants are. This research is a case study because it provides an in-depth description of a single unit. It describes how and why things happen; allowing the investigation of contextual realities. It is a single occurrence of something that the researcher is interested in examining.

The characteristic of case study is something unique or typical or for a variety of other reasons (Ary et al, 2010: 454). In this case, the researcher wants to analyze the shadow teacher's instruction in language learning strategies used by slow learner. Because, slow learner is a unique student that has poor memory and knowledge and learning foreign language is important

not only for better communication with foreigners, but also to gets many information for slow learner student. So that, the role of shadow teacher in gave instruction is important for slow learner in learning strategy especially in English.

B. Research Setting and Subject

1. The Research Setting

a. Time

The research conducted in 8th grade of Al Firdaus Junior High School Surakarta in academic year 2017/2018 conducted from September 2017 to October 2018. Here is time table of research.

No	Activities	2017				2018												
		9	10	11	12	1	2	3	4	5	6	7	8	9	11			
1	Create proposal	■																
2	Pre-research	■	■															
	a. Observation in class	■	■															
	b. Interview with English teacher	■	■															
	c. Interview with shadow teacher	■	■															
	d. Interview with waka kurikulum	■	■															
3	Examination of proposal			■														
4	Interview with slow learner about English.					■												
5	Arrange thesis					■	■	■	■	■	■	■	■	■	■	■	■	■
6	Examination of <i>munaqosyah</i>																	■

Table 3.1 Time of Research

b. Place

The researcher was observe the learning strategies used by slow learner students in Al Firdaus Junior High School Surakarta on ninth grade by asking them, observing the students learning activity in the classroom and analyzing the learning strategies is used by students. The research conducts in Al Firdaus Junior High School Surakarta that located in Jl. Yosodipuro 107 Surakarta. The classes in this grade divide into two classes, there are group 1 and group 2. The object of this research is the group 1 class.

2. The Subject of the Study

In this research, the subject of the research is slow learner's shadow teachers of group 1 class of eight grade students in Al Firdaus Junior High School Surakarta. The researcher focused on shadow teacher instruction in language learning strategies for slow learner students at the eighth grade.

C. Source of The Data

The source of the data in this research includes event and informant.

1. Event

The event in this research is in the form of shadow teacher instruction in launguage learning strategies for slow learner in the eighth grade of junior high school.

2. Informant

The informants are those who determine the quality of English teaching learning process in Al Firdaus Junior High School Surakarta.

The researcher had some informants that can find with the table below:

Table 3.2 List of Informant

No.	Name		Date of Interview	Time	Place
1.	Mr. Huda	Shadow Teacher	10 th October 2017	10.10-10.45	Al Firdaus Junior High School, Surakarta
2.	Ms. Mustika		11 th October 2017	11.00-11.30	Al Firdaus Junior High School, Surakarta
3.	SL 1	Slow Learner Student	10th October 2017	10.10-10.45	Al Firdaus Junior High School, Surakarta
4.	SL 2		11th October 2017	11.00-10.45	Al Firdaus Junior High School, Surakarta

D. Research Instrument

The instrument of this research is the researcher himself because the research is the descriptive qualitative research. The researcher has the main role in looking for the data or information related to the learning strategies activities that the researcher focused on. The researcher also uses some supporting instruments, like tape recorder, and notebook to support collecting the data from the research field.

E. The Technique of Collecting Data

Data collection techniques in this study are as follows:

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research sites (Ary et al, 2010:213). Observation in a setting requires good listening skills and careful attention to visual detail.

The observation in this research focused in the shadow teacher instruction in language learning strategies for slow learner students on eight grade of Al Firdaus Junior High School Surakarta. The researcher observes some activities and events happen in the teaching learning of English, such as: how shadow teacher gave instruction in teaching learning process for slow learner. In this method, the researcher will do observe the subjects in their class. The researcher does the observation in the class directly toward learning strategies used by the subject. The researcher only acts as the passive observer in the class. The researcher

only observing and taking note about learning strategies used by the subjects of research in the class. The researcher follows the subject for several times on September till October 2018 with some activities like translation, memorizing vocabulary and do some task.

2. Interview

Interview occurs when researcher ask one or more participants general, open-ended question and record their answer. The researcher then transcribes and types the data into a computer file for analysis (Ary et. al, 2010:217). Thus, in this case, the interviewer has to conduct collecting data with doing interaction or communication directly. Then, Ary et. al (2010: 218) classify interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the types of interview above, the researcher used one-on-one interview. According to Ary et. al, one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. The researcher prepares the list of question which related the research problems. The researcher prepares the list question before interview the informant or other material like note book to write the important data from informant, such as: two shadow teacher and two slow learners.

F. Technique of Analyzing Data

To analyze the qualitative data, the researcher used interactive analysis model. Based on Miles and Huberman in Sugiyono (2015:337-345) the interactive analysis data was consisted of three steps, there are: reducing the data, presenting the data, and drawing the conclusion.

1. Reducing of the data

The first step, the researcher analyzed the data that contain; selective process, focusing, and summarizing the data. The researcher selected the slow learner who learns English at eight grade of Al Firdaus junior high school. Then researcher made a list of guide that would interview by researcher.

2. Presenting of the data

The second step of analyzing the data was describing the data in narrative. The researcher described the data from interview recorded through audio recording. During describing the data, the researcher reduced inappropriate data which were not relevant to the study. Then, the researcher categorized the data into several themes; they were about slow learner, English learning strategies for slow learner, and learning strategies used by slow learner. Afterwards, the researcher interpreted to answer problem statements.

3. Drawing of the conclusion

Based on the data serve, the researcher takes the conclusion simply the process of the data analysis can be describes as follow:

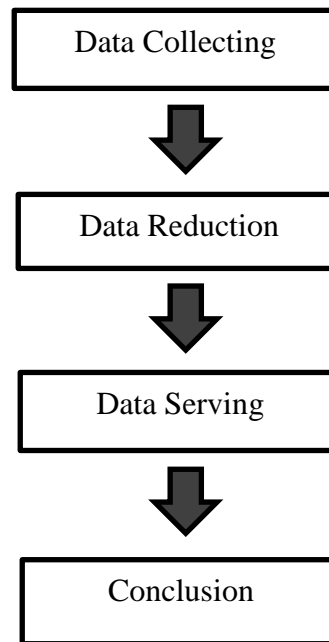


Figure 3.1. Miles and Huberman in Sugiyono (2015:246-253)

The researcher is drawing conclusion and verifying about the research based on observation and interpretation. It means that, drawing conclusion and verifying are drawing confirmation and describing the final result. Basically, drawing conclusion and verification need rechecking and data validating to strengthen the conclusion to be firmer and more trustworthy. Then, the researcher withdrew relation between the data and the theories.

G. The Trustworthiness of the Data

The data of information gathered from the research were in the form of records, photos, and the data taken from interview to see whether the research findings are credible or not, it should be checked. This research, the checking of the research finding use triangulation.

Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures (William Wiersma in Sugiyono, 2015: 372). Sugiyono (2015: 372) states that there are three types of triangulation. Those are triangulation of source, triangulation of technique, and triangulation of time. This research uses two types of triangulation. Those are:

1. Triangulation of the source of data; it is a triangulation which uses many sources of data to validate it. The data taken from an informant was compared to the data from the other informants.
2. Triangulation of technique; it is a triangulation which uses many techniques to validate data. It is the technique of examining the trustworthiness of the data which uses the things outside the data in order to examine the data and to compare the data between observation and interview. For instance, the data taken from interview was compared to the data taken from observation which has the same source.

In validating the data, the researcher compares the data found during observations and the data found from interviews. After observing the shadow teacher's instruction in language learning strategies for slow learner, the researcher did the cross checking them to the data of interviews.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter, the researcher would like to analyze the classified data concerning with the problem statement stated in chapter one. Therefore, the report is divided into three parts. They are research introduction, finding and discussion. Introduction represented about introduce the chapter five. Research finding reports the fact faced by the researcher and discussion represented in the theories from the expert compared with the fact in the field.

A. Research Finding

The research finding was taken from what happened in the teaching and learning process from the beginning until the last of teaching and learning process done in this research.

Shadow teacher's instruction in language learning Strategies for slow learner at Al Firdaus Junior High school Surakarta in Academic Year 2017/ 2018.

Based on the data found from the observation and from the interview, In the teaching learning process, the researcher observed as many as four times of meeting in the class. The researcher found the shadow teacher's instruction in language learning strategies for slow learner of eight grade in Al Firdaus Junior High School of Surakarta, the detail as follows:

1. Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material

itself Shadow teacher's instruction in language learning strategy for slow learner use;

a. Resourcing Translation

It is using target language reference materials such as dictionaries, encyclopedia, or textbooks. This is the first language as base for understanding and/or producing the second language.

“Kalau nerjemahin kan saya suruh pakai kamus elektronik itu kan mbk, ya paling cuma agak kurang cepet aja nerjemahinnya mbk” (Interview with Mr. Huda on January 10th, 2018).

“kemampuannya mengarang dalam bahasa Inggris itu masih di Indonesia in dulu baru di Inggris in, dan kalau masih belum tau arti dalam bahasa Inggris nya biasanya langsung cari kamus mbk, pake kamus elektrik” (Interview with Mrs. Mustika on January 10th, 2018).

To knowing the meaning of English word or sentence the slow learner student used E- Dictionary.

b. Repetition

It is imitating a language model, including overt practice and silent rehearsal. For example, the students repeats the pronunciation until mastered.

“Kalau readingnya ke pronoun nya mbk masih salah- salah, itu juga butuh pengulangan juga mbk, biasanya kalau ada waktu

luang saya ajarin di sini mbk". (Interview with Mrs. Mustika on January 11th, 2018).

"...kalau salah ya... diulangin lagi sampe bener hehe.... Suka tanya bu Mustika juga". (Interview with 'SL 2' on January 11th, 2018).

Based on the statements above, the slow learner student in Al Firdaus Junior High School of Surakarta practicing the vocabulary over and over again or used the vocabulary in their daily activity.

c. Translation

Translation is used for knowing the whole meaning of target language. Slow learner students used translation strategies with instruction by shadow teacher.

"Sudah lumayan mbk, ini kemarin kan ada tugas recount text kan mbk, sebelumnya itu buat sama saya, saya suruh untuk mengartikan kata terus saya sambil nerangin juga tentang grammar nya". (Interview with Mrs. Mustika on January 11th, 2018).

"...kalau kemampuannya mengarang dalam bahasa Inggris itu masih di Indonesia in dulu baru di Inggris in, dan kalau masih belum tau arti dalam bahasa Inggris nya biasanya langsung cari kamus mbk, pake kamus elektrik itu mbk..." (Interview with Mrs. Mustika on January 11th, 2018).

Based on the statement above the slow learner student of

Surakarta used translation for produce their sentence in writing.

2. Metacognitive Strategies

Metacognitive strategies refer to learners' behavior in centering, arranging, planning and evaluating their learning. It means that metacognitive strategy is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension and evaluation learning after activity is completed. Shadow teacher's instruction in language learning strategy for slow learner in Al Firdaus Junior High School apply some subcategories in this strategy like:

a. Self Monitoring

It is checking one's comprehension during listening or reading or checking the accuracy and/or appropriateness of one's oral or written production while it is taking place. Based on the researcher observation slow learner student of Al Firdaus Junior High school Surakarta when memorizing the vocab/dialogue/sentences they got instruction by shadow teacher to practice and correcting the words that they made. This statement can be proven by the students' interview below.

“Kalau enggak tau artinya cari di Alfalink mbk, kalau udah cari terus ditulis sama di hafalin, biasanya jadi ingat”.
(Interview with ‘SL 2’ on January 11th, 2018).

“Dibantu bu Mustika bu Mustika ngasih pertanyaan terus aku yang jawab, kalau salah ya... diulangin lagi sampe bener hehe.... Suka tanya bu Mustika juga”. (Interview with ‘SL 2’ on January 11th, 2018).

“Sering latihan sama pak Huda juga kalau disekolah, kalau ngehafalin ada yang mbetulan kalau salah”. (Interview with ‘SL 1’ on January 10th, 2018).

From the statement above can be concluded that self monitoring strategies by instruction from shadow teachers.

b. Self Assessment

With instruction by shadow teacher slow learner students checking the outcomes of one's own language learning against a standard after it has been completed.

“...kalau untuk anak saya itu sebisa dia mbk, sudah ada standar penilaiannya untuk anak saya sama siswa lamban belajar lain mbk. Kalau nilai anak saya tidak sesuai standarnya berarti harus remedial mbk, biasanya materi yang dia kesulitan nanti di ulangi lagi saat jam istirahat atau pas ada waktu kosong mbk. Kalau ada waktu kosong sering juga buat daftar

hafalan gitu mbk". (Interview with Mr. Huda on January 10th, 2018).

Based on the statement above, the slow learner student in Al Firdaus Junior High School with shadow teacher instruction used self- assessment with learning logs to know their plan and progress to achieve their English ability.

3. Social Strategies

Social strategies are related with social behavior for developing of slow learner's communicative. The instruction of shadow teacher in Language learning strategies for slow learner used:

a. Cooperating With Others

It is working with shadow teacher to solve a problem, pool information, check notes, or get feedback on a learning activity.

"Dibantu bu Mustika, bu Mustika ngasih pertanyaan terus aku yang jawab, kalau salah ya... diulangin lagi sampe bener hehe.... Suka tanya bu Mustika juga". (Interview with 'SL 2' on January 11th, 2018).

"Kalau untuk kegiatan kelompok di untuk pelajaran Inggris ini biasanya di campur mbk, tugas dari bu Iska biasanya nerjemahin, terus mendiskusikan..." (Interview with Mr. Huda on January 10th, 2018).

“Suruh menghafalin sama ngerjain tugas yang masih salah mbk. Kalau dirumah suka belajar sama mama lagi mbk, suka dikasih pertanyaan terus aku jawab, kalau salah nanti dibenerin mamah”. (Interview with ‘SL 1’ on January 10th, 2018).

Based on statement above, slow learner student in Al Firdaus Junior High School of Surakarta used cooperating with others to developing their communicative competence.

b. Seeking Opportunities

Seeking opportunities for slow learner more effective when they do the task with shadow teacher or peers.

“... kemarin kan ada tugas recount text kan mbk, sebelumnya itu buat sama saya, saya suruh untuk mengartikan kata terus saya sambil nerangin juga tentang grammar nya”. (Interview with Mrs. Mustika on January 11th, 2018).

“Enggak begitu susah og mbk, sering di bantu menghafal sama bu Mustika”. (Interview with ‘SL 2’ on January 11th, 2018).

“Dibantu bu Mustika bu Mustika ngasih pertanyaan terus aku yang jawab, kalau salah ya... diulangin lagi sampe bener hehe.... Suka tanya bu Mustika juga”. (Interview with ‘SL 2’ on January 11th, 2018).

“Suruh menghafalin sama ngerjain tugas yang masih salah mbk. Kalau dirumah suka belajar sama mama lagi mbk, suka dikasih

pertanyaan terus aku jawab, kalau salah nanti dibenerin mamah”. (Interview with ‘SL 1’ on January 10th, 2018).

Slow learner student in Al Firdaus Junior High School of Surakarta used seeking opportunities to developing grammar competence.

4. Affective Strategies

Affective Strategies are impertent to managing slow learner’s emotional. In this strategies shadow teacher gave instruction used:

a. Taking your Emotional Temperature

This strategy is important to control slow learner’s emotion, and the role of shadow teacher to give instruction is important remembered that slow learner difficult to contol their emotional.

“Kalau anak saya itu lebih ke malu gitu mbk, kepercayaan dirinya itu kurang mbk. Jadi sebisa mungkin ya harus disemangati terus mbk. Harus diajak ngobrol juga tentang aktivitas sehari- hari, apa yang sudah dilakukan, jadi si anak biar terasah kepercayaanandirinya saat speaking di depan kelas”.

(Interview with Mr. Huda on January 10th, 2018).

Based on the statement above, can be concluded that slow learner student in Al Firdaus Junior High School of Surakarta used taking your emotional temperature to manage their confidence and to increase their motivation in speaking and reading.

B. Discussion

After describing the data, the researcher needed to analyze the data because the data were still raw draw. It deals with the answered of the problem statement: **How is shadow teacher's instructions in language learning Strategies for slow learner at Al Firdaus Junior High school Surakarta in Academic Year 2017/ 2018?** The explanation will be presented below:

Based on the research findings, the researcher discusses the finding of research. The discussion contains of shadow teacher's instruction in language learning strategies for slow learner student in Al Firdaus Junior High School of Surakarta to improve slow learners English ability. In the discussion section, the researcher tried to make description of the research finding from observation and interview result with relevant the theory by Alberta and Dornyei.

According to Chamot in El- Koumy (2016: 13) "Learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information". Dornyei in El- Koumy (2016: 19) proposes a classification which consists of four categories of language learning strategies for slow learner, such as: cognitive strategies, metacognitive strategies, social strategies and affective strategies. To reach the English achievement for slow learner as a shadow teacher should have teaches the slow learner to be independent by allowing him/her to copy board work by himself/herself and

answer activities on his/her own. The shadow teachers works with the slow learner students in a non-attention getting manner so as not to disrupt the class. The shadow teachers in Al Firdaus Junior High School of Surakarta used two kinds of instruction for slow learner in English learning strategies. Based from Alberta (2007) instruction strategies that used by shadow teachers in al Firdaus junior high school of Surakarta used intensive instruction and extensive instruction. Intensive instruction is Provide opportunities for highly concentrated individualized learning experiences (Alberta 2007:2). Extensive instruction is Provide increased instructional time with frequent opportunities for slow learner students to engage in learning experiences and to practice over time (Alberta 2007:2). On the extensive instruction, shadow teachers used this instruction when they explain about difficult matter that slow learner students didn't achieve before.

The first shadow teacher is Mr. Huda, the interview with Mr. Huda held on January 10th, 2018. In the intensive instruction by mr. Huda can be found from *“tugas dari bu Iska biasanya nerjemahin, terus mendiskusikan...”* and *“Harus diajak ngobrol juga tentang aktivitas se hari-hari, apa yang sudah dilakukan, jadi si anak biar terasah kepercayaandirinya saat speaking di depan kelas”* (Interview with Mr. Huda on January 10th, 2018), when the shadow teacher said about how to make slow learner confident with their self. It's mean that shadow teacher

responsive with slow learner needed and it's can be concluded that shadow teacher used intensive instruction.

“... lebih cepat pembelajarannya yang ditangkap itu kalau ada gambarnya mbk, misalnya mendiskripsikan sesuatu gitu kalau dikasih gambar dia lebih cepat paham mbk kalau lupa juga mudah buat mengingatkan jadi anaknya seperti udah ada gambaran” (Interview with Mr. Huda on January 10th, 2018). With describing the material with picture shadow teacher giving modeling to explain the material for slow learner and its mean that shadow teacher used intensive instruction.

Extensive instruction can be found from *“Sering latihan sama pak Huda juga kalau disekolah, kalau ngehafalin ada yang mbetulan kalau salah”* (Interview with ‘SL 1’ on January 10th, 2018). When slow learner stated about the activity with shadow teacher about drilling the vocab it can be conclude the slow learner practice the material more intensive and it's can be conclude the shadow teacher used extensive instruction.

“Kalau nilai anak saya tidak sesuai standarnya berarti harus remedial mbk, biasanya materi yang dia kesulitan nanti di ulangi lagi saat jam istirahat atau pas ada waktu kosong mbk. Kalau ada waktu kosong sering juga buat daftar hafalan gitu mbk” (Interview with Mr. Huda on January 10th, 2018) and *“kalau ada yang masih belum paham gitu biasanya di ulang lagi dan lagi gitu, kadang bisa buat PR gitu mbk”* (Interview with Mr. Huda on January 10th, 2018). The statements about remedial and drilling the difficult matter for slow learner student makes the shadow

teacher gave slow learner to practice over time, so that shadow teacher used extensive instruction for slow learner.

The second shadow teacher is Mrs. Mustika, intensive instruction that used by Mrs. Mustika can be found in these statements “*sama saya, saya suruh untuk mengartikan kata terus saya sambil nerangin juga tentang grammar nya*” (Interview with Mrs. Mustika on January 11th, 2018). When shadow teacher gave instruction for translating the words then explain about the matter, it's mean that shadow teacher gave feedback and responsive to the specific needs of slow learner. From statemen above can be conclude that shadow teacher used intensive instruction for slow learner student.

“... *kalau buat karangan gitu masih dituntun juga mbk terutama penggunaan grammar nya itu mbk. Kalau menulisnya tergantung sama pemahaman inggrisnya mbak, anak saya masih banyak di ingatkan lagi miasalnya suruh membuat kalimat “saya pergi ke sekolah” itu harus di terjemahin satu satu mbak*” (Interview with Mrs. Mustika on January 11th, 2018). From the statement above about shadow teacher guiding in grammar using by slow learner when made a sentence, shadow teacher gave responsive to the specific needs of slow learner. Its can be conclude that shadow teacher used intensive instruction when helping slow learner student made some sentences.

“... *paling suruh dengerin audio sambil menyimak gitu, terus kalau gak tau artinya ditulis terus cari di kamus nanti di setor in sama bu Iska gitu mbk, intinya lebih banyak ngehafalin vocab sih mbk*” (Interview with

Mrs. Mustika on January 11th, 2018) and “... *kalau untuk vocab di audionya diambil yang belum pernah dihafalkan gitu kalau pronoun nya jelas biasanya saya suruh anaknya bilang dulu tadi itu kata apa kalau bisa nyebutin saya suruh tulis, kalau kesulitan saya bantu*” (Interview with Mrs. Mustika on January 11th, 2018). The statements about shadow teacher instruction for slow learner to listening the audio then write down the word that slow learner didn't know the meaning of that word, shadow teacher indirectly makes slow learner can feeling their learning experiences with demonstration to listening the audio. With demonstration to listening audio, shadow teacher used intensive instruction in increasing the listening ability for slow learner student.

Mrs. Mustika used extensive instruction for slow learner from her statements “*Dibantu bu Mustika bu Mustika ngasih pertanyaan terus aku yang jawab, kalau salah ya... diulangin lagi sampe bener hehe.... Suka tanya bu Mustika juga*” (Interview with ‘SL 2’ on January 11th, 2018). Slow learner stated that shadow teacher drilling the vocabulary until slow learner commit to memory all of vocabulary and makes some question about the material can be conclude that shadow teacher makes instruction frequently. It is mean that shadow teacher used extensive instruction for slow learner student.

“*kalau nerangin itu harus di ulang- ulang mengingat keterbatasan anak tersebut. Biasanya kalau di terangin bu Iska itu kadang enggak langsung ngerti jadi ya harus di ulangin lagi sama saya mbk, terus kita itu*

harus menjaga fokus si anak juga mbk, misalnya saat hafalan atau saat speaking setoran sama bu Iska itu kan kadang fokus nya mendadak bisa teralihkan gitu mbk, biasanya si anak langsung di minta untuk fokus lagi gitu mbk” (Interview with Mrs. Mustika on January 11th, 2018). Shadow teacher tends the slow learner focus on and drilling the difficult matter for slow learner, can be conclude that shadow teacher increased instructional time and it’s mean that shadow teacher used extensive instruction for slow learner student in English class.

“Kalau readingnya ke pronoun nya mbk masih salah- salah, itu juga butuh pengulangan juga mbk, biasanya kalau ada waktu luang saya ajarin di sini mbk, terus kalau listeningnya biasanya dari bu Iska memberi tugas sesuai porsinya juga sih mbk, gak terlalu berat seperti siswa regular..” (Interview with Mrs. Mustika on January 11th, 2018). With drilling the slow learner student’s pronunciations in the free time can be conclude that shadow teacher gave intensive instruction more over. So, that can be conclude that shadow teacher used extensive instruction when gave slow learner intensive instruction more over.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestions related to what has analyzed and discussed. It has correlate with the title “An Analysis of English Learning Strategies Used by Slow Learner at Al Firdaus Junior High school Surakarta in Academic Year 2017/ 2018”.

A. Conclusion

Based on the researcher’s description and analysis in the previous chapter about the researcher concludes the shadow teachers’ instruction language learning strategies for slow learner students at Al Firdaus Junior High School of Surakarta to improve their English ability in the English apply two kinds instruction by Alberta on four main classification of learning strategies by Dornyei. The kinds of instructions are intensive instruction and extensive instruction. In cognitive strategies, shadow teachers used intensive instruction on translation and extensive instruction on resourcing translation and repeating strategies, in metacognitive strategies shadow teachers used extensive instruction on self-Monitoring nd self-assestment strategies, in social strategies shadow teachers used intensive instruction on cooperating with other strategies and exstensive instruction on seeking opportunities strategies, and the last is affective strategies shadow teachers used intensive instruction to slow learner students. Themost strategies that used by shadow teachers to gave English learning

strategies for slow learners is extensive instruction it's mean that slow learner students must gets deep intensive instruction in learning English strategies. With using that instruction shadow teachers gave slow learner students intensive matter, so that the slow learner students can achieve their English ability.

B. Suggestion

Based on the research, the researcher in this opportunity would like to give some recommendation to the activity in English teaching and learning process. Hopefully, the recommendation will be useful for the teachers, shadow teachers, slow learner students and institutions.

1. For the teachers

For English teacher should raise cooperation with slow learner student's parent and shadow teachers to optimize in follow through the activity for slow learner students and give them feedback to the slow learner student's work.

2. For the shadow teachers

Shadow teachers should use method variation on explaining about abstract matter such as by using more flexible instructional presentations (films, pictures, illustrations), or by shifting to alternate instructional formats (self-paced texts, simulations, experience-oriented workbooks), and advise them how to learn effectively.

3. For slow learners

The students have to do more practice English exercise in order to improve their English achievers.

4. For the institution

Emphasize the English teacher and shadow teachers to use the appropriate strategies in teaching learning process. It had been better when the slow learner students increased the English learning process by using media. Many practices in English learning make the slow learner students more understand.

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APPENDIXES

APPENDIX 1

FIELD NOTE OF OBSERVATION

Informant : Teacher
Place : Information Room
Date : Tuesday, September 26th 2017
Time : 09.30 a.m.

This was the first time the researcher went to Al Firdaus Junior High School of Surakarta to give the observation letter. The researcher arrived in the school at 09.00 a.m. The researcher walked to the security room to get permission. The security asked the researcher to ask in the information room. In the information room the researcher met with Mr. Asyharul in this moment the researcher gave and explained about the observation letter. Mr. Asyharul gave the permission to the researcher to conduct the research in the school. Mr. Asyharul immediately asked the researcher to meet with Mrs. Tri as a waka curriculum in Al Firdaus Junior High School of Surakarta. The researcher introduced herself to her and explained that the researcher would do the research in the school. Mrs. Tri is very friendly and willing to assist the researcher to conduct the research. The researcher asked the Mrs. Tri about inclusion students in Al Firdaus Junior High School of Surakarta. Mrs. Tri explained that there is different learning activity in learning English between special students and regular students. Mrs. Tri explained that there are seventh special students on eight grades but the majorities are slow learner students and divided into 2 group classes. Mrs. Tri explained that will make research about slow learner she recommended at group 1 class because on

that class those consist of two slow learner students have good score on that grades. Mrs. Tri immediately asked the researcher to meet with Mrs. Iska as an English teacher on next day. After getting those informations from her the researcher would meet Mrs. Iska next day.

Informant : Teacher

Place : Library

Date : Wednesday, September 27th 2017

Time : 09.30 a.m.

The next day, the researcher arrived in the school at 09.00 a.m and formerly the researcher met with Mrs. Iska as an English teacher in Al Firdaus Junior High Surakarta The researcher introduced herself to her and explained that the researcher would do the research in the school. Mrs. Iska is very friendly and willing to assist he researcher to conduct the research. The researcher asked to the Mrs. Iska about English ability of slow learner in Al Firdaus Junior High School of Surakarta. Mrs. Iska explained that there is different learning activity in learning English between slow learner students and regular students. Mrs. Iska explained that slow learner students more slow to understanding about the material. Mrs. Iska said that she must to make modification on the material. From Mrs. Iska, the researcher gets information about shadow teacher that guides slow learner student on the class. She explained that every slow learner on group 1 has shadow teacher to guides them in the teaching and learning process. After getting that's information the researcher got permission to met the shadow teachers and

Mrs. Iska suggested to come in to inclusion room. After getting those information from her the researcher would conduct the observation in class and ask Mrs. Iska teaching schedule. Mrs. Iska gave her teaching schedule and asked the researcher contacted before doing classroom observation. After getting permission and data from Mrs. Iska the researcher said thank you and would do the research next meeting. In the same day the researcher went to inclusive room and got permission to met and made interview with shadow teacher that guides slow learner on group 1 at eight grade. Another staff on that room said that the researcher must go next day to meet them. After got that information the researcher said thank you and will came next day.

Informant : **Shadow Teacher**
Place : **Inclusion Room**
Date : **Thursday, September 28th 2017**
Time : **09.30 a.m.**

This was third times for researcher came to Al Firdaus Junior High School. The researcher came at 09.00 a.m and go toward to inclusion room. On that room the researcher met with Mrs. Mustika that was a shadow teacher of 'SL 2' and Mr. Huda that was a shadow teacher of 'SL 1'. The researcher introduced herself to her and the researcher explained that would do research with slow learner students at group 1 class especially on English subject and she responded it with pleasure. Mrs. Mustika said that the slow learner student on group 1 class has good score between other slow learner students on other class. Mrs. Mustika said that 'SL 2'

slower on writing and reading but when memorizing better than other. Mrs. Mustika said that slow learner students got bad score, slow learner student would get remedial about the material that slow learner student didn't got good score. Mrs. Mustika explained that the portion of the material for slow learner was different with regular students, for the example for regular students got 25 number of exercises and must be done all of exercises but for slow learner depends on their capability. From Mr. Huda the researcher got information about 'Sl 1'. Mr. Huda explained that slow learner student that he was guided has similarity characteristic in English with 'Sl 2' but 'SL 1' less confidence and more understand when he explained the material with picture. From those information the researcher said thank you and they said to contact them when needed more information.

Informant : **Slow Learner Students**
Place : **English Room**
Date : **Wednesday, October 4th 2017**
Time : **08.50 a.m.**

The researcher came in Al Firdaus Junior High School of Surakarta at 08.30 a.m. and formerly the researcher met with Mrs. Iska as an English teacher in Al Firdaus Junior High School of Surakarta. The class would be trained by Mrs. Iska. The researcher will do the research activity in learning process in the class. Mrs. Iska was teaching group 1 class at 08.50 and the researcher followed her to the class. Mrs. Iska opened the lesson and started to give quiz for each student. The

quiz contain of last meeting material it given to know the students' understood about the last material. When the teacher give the quiz slow learner students got same quiz that contain some number but for slow learner just work out that they know better. When slow learner worked the quiz, shadow teacher moved from beside slow learner in to behind class while monitoring slow learners. Slow learners in this activity can do the quiz well without ask with shadow teacher or English teacher although they finished the quiz slower than other. After the quiz, Mrs. Iska explained about the next material. The material that day is descriptive text. Mrs. Iska gives some example of descriptive text and asked to describe about something. For this session the regular students go forward one by one and describing something but for slow learner students, English teacher gives different activity with translating vocabulary and they must to memorizing the vocabulary after that they must go to forward to speak what their memorized before. Surprisingly, the slow learner students can do well about the material. When to do this activity shadow teacher helped the slow learners to memorizing the vocabulary. For the example, when the shadow teacher said word in English the slow learners must answer in to Bahasa or word in Bahasa in to English. After finished teaching at 10.10, the observation today was over. The researcher said thank you to Mrs. Iska and shadow teachers for her helps on this day.

Informant : **Slow Learner Students**
Place : **English Room**
Date : **Wednesday, October 11th 2017**
Time : **08.50 a.m.**

This is second times for the researcher to followed English teaching and learning process at Al Firdaus Junior High School of Surakarta, after got permission with Mrs, Iska last night. This day Mrs. Iska opened the class with salam, than continued with giving quiz about last material. The quiz consists of fifteen numbers of questions. On this session, the slow learner students got same questions with the regular student. The difference is if the regular student must finished all of questions, the slow learners must choose ten questions only. When slow learner students to do the quiz, the shadow teacher didn't stand with slow learners. The shadow teacher went to behind of class. After finished the quiz, Mrs. Iska continued the next material about procedure text. In this session, Mrs. Iska gives a material to each student. They must discuss about the material with other fellow. One group consists of four students. In this activity can be seen that slow learner students joined in to same group with the regular student with guidance of their shadow teacher. When to do this activity the slow learner students got more information about the material from shadow teacher than from their fellow. But in other occasion when the slow learner want to know something about another part of material shadow teacher was given instruction to ask with their fellow. After finished the discussion, Mrs. Iska was given instruction to retell about the material to know the students understanding, but in this session Mrs. Iska just commanded

in to some regular student not slow learner students. After that session finished, the next session was arranged a procedure text. The slow learner student was worked out the procedure text with guidance of shadow teacher. When the slow learner students didn't know the meaning of some words they were instructed by shadow teacher to finding on the E- dictionary. This session was occurred until 10.10 a.m. then Mrs. Iska was instruction the students to prepare their text with some material and they must go to forward to practice their procedure text. After the class finished the researcher said thank you to Mrs. Iska and the shadow teachers, but before the researcher go to forward Mrs. Jannah said that she and the slow learner will practiced the procedure text before performed on next meeting. From that information, the researcher got permission to Mrs. Jannah joined with them and said thank you for her helped that day.

Informant : Students and Shadow Teacher

Place : Library

Date : Tuesday, October 17th 2017

Time : 11.45 a.m.

From the promised with Mrs. Mustika last meeting. The researcher came in to Al Firdaus Junior High School at 11. 30 a.m. and go forward in to library to got permission met Mrs. Mustika and slow learner student. The researcher was waited until rest break at 11.45 a.m. After the time was come, Mrs. Jannah came in to library with her student and the researcher giving salam to Mrs. Jannah. Mrs. Mustika explained that slow learner students in to do the home work like

procedure text must get helped from their shadow teacher to arrange the sentences and to practice their focus to perform in front of class and they must get extra time to memorize the material apart from class time like that day the shadow teacher must seek free time in rest break to practice their memorizing. When the researcher was observed on that day, slow learner student do their homework with helped from shadow teacher. For the example when the slow learner memorize the text sometimes they loss of focus so the shadow teacher with gentle give instruction for them to return speak what they speak about. After the practice finished the researcher said thank you for Mrs. Mustika helped that day and said salam.

Informant : **Students**
Place : **Laboratory Room**
Date : **Wednesday, October 18th 2017**
Time : **08.50 a.m.**

This was English homework practice day. The researcher came in Al Firdaus Junior High School of Surakarta at 08.00 a.m. and the researcher went forward in to English room to met Mrs. Iska. Mrs. Iska said that was meeting on the laboratory room. After all of students came in to the class Mrs. Iska opened with salam and gave instruction to move in the laboratory for perform the last homework. Mrs. Iska explained that the student will be called one by one to perform their homework. In this activity slow learner students perform early. The slow learner performed with the topic 'How to Make Ice Milk'. In the beginning

of activity the slow learner was speak well, but suddenly the focus was missed and the shadow teacher give support to speak although it's missed. Mrs. Iska also give some support to called their memorized with gave clues. When the researcher observed, the slow learner also miss their confidence and sometimes ask to their shadow teacher what the meaning of some word is. Although they observed not confidence in some of part when Mrs. Iska ask about the meaning in English of some words and sentences they can answered correctly. The activity on that day only practice about procedure text, after the class finished the researcher got permission to go home and said thank you to Mrs. Iska and the shadow teachers.

APPENDIX 2

INTERVIEW RESULT

This meeting between the researcher, shadow teacher and slow learner student at Al Firdaus Junior High School of Surakarta. The researcher interviewed the shadow teachers and slow learner students. The dialogue be seen in the following text:

Date : **Thursday, January 10th 2018**

Resource : **Mr. Huda (Shadow Teacher)**

Interviewer : **Ratih Woro Utami**

Place : **Library**

The researcher : Assalamu'alaikum pak Huda.

Mr. Huda : Wa'alaikum salam mbk.

The researcher : Begini pak, hari ini saya ijin buat menginterview bapak dan dek 'SL 1'.

Mr. Huda : Iya mbk, bagaimana, apa yang bisa saya bantu?

The researcher : Langsung aja njih pak, begini pak, bagaimana kemampuan bahasa Inggris dek 'SL 1' selama di kelas pak?

Mr. Huda : Kalau anak saya itu lebih ke malu gitu mbk, kepercayaan dirinya itu kurang mbk. Jadi sebisa mungkin ya harus disemangati terus mbk. Harus diajak ngobrol juga tentang aktivitas sehari- hari, apa yang sudah dilakukan, jadi si anak biar terasah kepercayaanandirinya saat speaking di depan kelas. Kalau disuruh setoran sama bu Iska waktu maju itu ya mau,

tapi kadang diem pas ditanya, jadi ya guru harus aktif nanya dia gitu mbk.

The researcher : Kalau untuk pembelajaran apakah ada kesulitan tersendiri saat harus menguasai suatu materi gitu pak?

Mr, Huda : Pasti ada mbk, tapi kalau masalah materi pembelajaran bahasa Inggris, sama bu Iska sudah disesuaikan mbk, misal nya bu Iska ngasih soal jumlahnya 25 soal, kalau untuk siswa regular kan harus mengerjakan semuanya, kalau untuk anak saya itu sebisa dia mbk, sudah ada standar penilaiannya untuk anak saya sama siswa lamban belajar lain mbk. Kalau nilai anak saya tidak sesuai standarnya berarti harus remedial mbk, biasanya materi yang dia kesulitan nanti di ulangi lagi saat jam istirahat atau pas ada waktu kosong mbk. Kalau ada waktu kosong sering juga buat daftar hafalan gitu mbk, biasanya saya suruh nyatet kata apa yang susah terus nanti di drill mbk sampai paham.

The researcher : Untuk kegiatannya saat pelajaran bahasa Inggris seperti apa pak?

Mr. Huda : Kalau untuk kegiatan dikelas waktu pelajaran bahasa Inggris itu nerjemahin paragraf, menghafal mengerjakan soal gitu mbk biasanya, ada kegiatan kelompok juga.

The researcher : Kalau untuk menerjemahkan paragraph apakah ada kesulitan untuk dek 'SL 1' pak dan bagaimana pronunc dr si anak pak?

Mr. Huda : Kalau nerjemahin kan saya suruh pakai kamus elektronik itu kan mbk, ya paling cuma agak kurang cepet aja nerjemahinnya mbk, pronounc nya kadang ada yang miss jadi saya benarkan dan harus mengulang sampai benar mbk, kadang saya setel in kaset juga biar mengasah kepekaan mendengarnya dan dari sini kan dia juga bisa mbenerin pronouncnya juga kan, gitu mbk.

The researcher : Kalau untuk kegiatan kelompok sendiri apakah ada aturan aturannya apakah campur dengan siswa regular atau dipisahkan pak?

Mr. Huda : Kalau untuk kegiatan kelompok di untuk pelajaran Inggris ini biasanya di campur mbk, tugas dari bu Iska biasanya nerjemahin, terus mendiskusikan artinya kalau disuruh meringkas, ya diringkas gitu mbk tergantung sama perintahnya. Biasanya saya juga ndampingi kalau diskusi ini, jadi kalau kurang paham dia langsung bisa tanya saya mbk biar tidak menghambat teman yang lain. Kalau diskusi kelompok ini sebenarnya ada plus minus nya mbk, plus nya itu anak saya yang pemalu bisa belajar interaksi sama teman yang lainnya kan mbk, kalau minus nya ya... kalau ada yang masih belum paham gitu biasanya di ulang lagi dan lagi gitu, kadang bisa buat PR gitu mbk.

The researcher : Jadi sebenarnya problemnya itu sama njih pak lebih banyak pengulangan gitu njih?

Mr. Huda : Iya mbk, anak saya ini lebih cepat pembelajarannya yang ditangkap itu kalau ada gambarnya mbk, misalnya mendiskripsikan sesuatu gitu kalau dikasih gambar dia lebih cepat paham mbk kalau lupa juga mudah buat mengingatkan jadi anaknya seperti udah ada gambaran.

The researcher : untuk reading sendiri apakah ada kendala pak untuk si anak?

Mr. Huda : Kalau reading kecepatannya kurang mbk, saya banyak memberi arahan untuk focus kan ya kalau slow learner memang lemah nya itu jadi harus di giring terus untuk focus sama pronunc nya juga sering di betulkan.

The researcher : Baik pak, terimakasih untuk bantuannya hari ini pak, mohon ijin untuk interview dengan dek 'SL 1' pak.

Mr. Huda : Iya mbk, silahkan

Date : Wednesday, January 10th 2018

Resource : SL Student 1

Interviewer : Ratih Woro Utami

Place : Library

The researcher : Assalamu'alaikum dek.

The student : Wa'alaikumsalam.

The researcher : Hallo dek.. kenalan dulu ya dek, nama saya Ratih panggil aja mbk Ratih ya dek.

The student : Iya mbk.

The researcher : Mbak ratih mau tanya nih, susah enggak belajar bahasa Inggris?

The student : Kadang susah, kadang enggak mbk.

The researcher : Susah nya gimana?

The student : Takut salah ngomongnya mbk.

The researcher : Kan kalau salah nanti dibenerin, kalau bu Iska waktu nerangin suka bingung enggak?

The student : Kadang mbk. Sering latihan sama pak Huda juga kalau disekolah, kalau ngehafalin ada yang mbetulan kalau salah.

The researcher : Sering diterangin lagi sama pak Huda kan dek, biasanya pak Huda neranginnya gimana?

The student : Suruh menghafalin sama ngerjain tugas yang masih salah mbk. Kalau dirumah suka belajar sama mama lagi mbk, suka dikasih pertanyaan terus aku jawab, kalau salah nanti dibenerin mamah.

The researcher : Ok dek, makasih ya udah mau ditanya sama mbk.

The student : Sama- sama mbk.

Date : Wednesday, January 11th 2018

Resource : Mrs. Mustika (Shadow Teacher)

Interviewer : Ratih Woro Utami

Place : Library

The researcher : Assalamu'alaikum. Siang bu Mustika, hari ini saya ijin untuk interview dengan ibu dan dek 'SL 2'.

Mrs. Mustika : Wa'alaikum salam. Ya mbk silahkan, ada pertanyaan apa langsung aja mbk ndak apa- apa, dengan saya aja dulu njih.

The researcher : Njih bu, begini bu bagaimana perkembangan penguasaan pelajaran bahasa inggris dek 'SL 2'bu?

Mrs. Mustika : Sudah lumayan mbk, ini kemarin kan ada tugas recount text kan mbk, sebelumnya itu buat sama saya, saya suruh untuk mengartikan kata terus saya sambil nerangin juga tentang grammar nya.

The researcher : Apa ada kesulitan bu saat membimbing dek 'SL 2'?

Mrs. Mustika : Ya itu mbk, kalau nerangin itu harus di ulang- ulang mengingat keterbatasan anak tersebut. Biasanya kalau di terangin bu Iska itu kadang enggak langsung ngerti jadi ya harus di ulangin lagi sama saya mbk, terus kita itu harus menjaga fokus si anak juga mbk, misalnya saat hafalan atau saat speaking setoran sama bu Iska itu kan kadang fokus nya mendadak bisa teralihkan gitu mbk, biasanya si anak langsung di minta untuk fokus lagi gitu mbk.

The researcher : Kalau untuk kemampuan writing di bahasa Inggris nya itu gimana bu?

Mrs. Mustika : Kalau kecepatan menulisnya masih kurang mbk, misalnya temannya yang lain udah dapat satu paragraf dia baru setengahnya gitu mbk.

The researcher : bagaimana cara ibu untuk mengatasi kelambatan saat menulis bu? Kalau kemampuan mengarang cerita tentang bahasa Inggris gitu bu?

Mrs. Mustika : Nah itu mbk, kita ndak bisa menyamakan dengan siswa yang regular kan mbk, kalau kemampuannya mengarang dalam bahasa Inggris itu masih di Indonesia in dulu baru di Inggris in, dan kalau masih belum tau arti dalam bahasa Inggris nya biasanya langsung cari kamus mbk, pake kamus elektrik itu mbk, kalau buat karangan gitu masih dituntun juga mbk terutama penggunaan grammar nya itu mbk. Kalau menulisnya tergantung sama pemahaman inggrisnya mbak, anak saya masih banyak di ingatkan lagi miasalnya suruh membuat kalimat “saya pergi ke sekolah” itu harus di terjemahin satu satu mbak.

The researcher : Kalau kemampuan dalam reading dan listening nya bagaimana bu?

Mrs. Mustika : Kalau readingnya ke pronoun nya mbk masih salah- salah, itu juga butuh pengulangan juga mbk, biasanya kalau ada waktu

luang saya ajarin di sini mbk, terus kalau listeningnya biasanya dari bu Iska memberi tugas sesuai porsinya juga sih mbk, gak terlalu berat seperti siswa regular, paling suruh dengerin audio sambil menyimak gitu, terus kalau gak tau artinya ditulis terus cari di kamus nanti di setor in sama bu Iska gitu mbk, intinya lebih banyak ngehafalin vocab sih mbk.

The researcher : Bagaimana proses listening audionya bu? apakah fokus anak bisa terjaga? Terlebih lagi kadang di audio itukan kurang jelas juga pronoun nya?

Mrs. Mustika : Untuk kegiatan listeningnya juga saya tuntun mbk, kadang juga saya sendiri suka bingung yang di omongin di audio nya, ya kalau untuk vocab di audionya diambil yang belum pernah dihafalkan gitu kalau pronoun nya jelas biasanya saya suruh anaknya bilang dulu tadi itu kata apa kalau bisa nyebutin saya suruh tulis, kalau kesulitan saya bantu.

The researcher : Jadi intinya harus dipancing gitu njih bu?

Mrs. Mustika : Iya mbk, kalau anak SL kebanyakan memang harus dituntun.

The researcher : Baik bu, terimakasih atas bantuannya bu, saya lanjut buat menanyai dek 'SL 2' njih bu.

Mrs. Mustika : Monggo mbk, saya panggilkan dulu anaknya njih.

Date : **Wednesday, January 11th 2018**

Resource : **SL 2**

Interviewer : **Ratih Woro Utami**

Place : **Library**

The researcher : Assalamu'alikum dek.

The students : Wa'alaikumsalam mbak.

The researcher : Hallo dek, kenalan duluya, saya Ratih dari IAIN Surakarta.
Mbak kesini mu tanya- tanya nih sama adek tentang pembelajaran bahasa Inggris nya adek yang diajarin bu Iska.

The student : Ya mbak, mau tanya apa?

The researcher : Mbak mau tanya nih tentang pelajaran bahasa Inggris, seneng gak sih belajar bahasa Inggris?

The student : Agak seneng sih mbk.

The researcher : Lhoh kog agak seneng?

The student : Iya mbk soalnya agak susah.

The researcher : Susahnya waktu apa? Nerjemahin suka enggak?

The student : Agak mbk, banyak yang gak tau artinya, hehe..

The researcher : Kalau gak tau artinya biasanya gimana dek?

The student : Kalau enggak tau artinya cari di Alfalink mbk, kalau udah cari terus ditulis sama di hafalin, biasanya jadi ingat.

The researcher : Kalau menghafal kata- kata suka kesusahan enggak?

The student : Enggak begitu susah og mbk, sering di bantu menghafal sama bu Mustika.

- The researcher : Kalau ada praktek suruh maju kedepan kayak kemarin itu belajar nya gimana dek?
- The student : Dibantu bu Mustika, bu Mustika ngasih pertanyaan terus aku yang jawab, kalau salah ya... diulangin lagi sampe bener hehe.... Suka tanya bu Mustika juga.
- The researcher : Biasanya tanya tentang apa?
- The student : Kalau gak tau artinya sama maksudya tanya sama bu Mustika.
- The researcher : Kalau mendengarkan orang ngomong bahasa Inggris yang diputar dari CD suka bingung gak?
- The student : Iya mbk, aku sukanya ndengerin lagu mbk. Kalau panjang-panjang gak ngerti.
- The researcher : Kalau ngomong pakai bahasa Inggris susah enggak?
- The student : Agak mbk. Suka salah- salah.
- The researcher : Sama bu Mustika suka dibenerin enggak?
- The student : Ya kalau salah diulangin sampe bener terus.
- The researcher : Suka baca bacaan bahasa Inggris enggak?
- The student : Kalau sama bu Mustika sering mbk. Kalau ada tugas suka diterangin bu Mustika juga kalau gak ngerti.
- The researcher : Ok dek, makasih ya udah mau ditanyain sama mbk.
- The student : Iya mbk sama- sama.

APPENDIX 3

SLOW LEARNER ENGLISH ACTIVITY CLASS



