

**ASSESSING SLOW LEARNERS IN LEARNING ENGLISH:
TEACHERS' CHALLENGES AND STRATEGIES**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTRACT

Budiarti, Anisa. (2019). *Assessing Slow Learner in Learning English: Teachers' Challenges and Strategies*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya, Surabaya. Advisor I: Fitiyah, Ph.D. Advisor II: Rizka Safriyani, M.Pd.

Keywords: Assessment, Slow Learners, Teachers' Challenges, Teachers' strategies

Assessment is an essential process of obtaining information about the students' progress and achievement of the teaching and learning outcomes. Assessment aims to diagnose learning difficulties, monitor skill acquisition, considers an individual's strengths and weaknesses. This research discusses the teachers' challenges and strategies in assessing slow learner in learning English. Furthermore, this research aims to find out the teachers' challenges and strategies in assessing slow learner. The subject of this research was English teachers in SMAN 1 Gedangan Sidoarjo. This research was conducted using qualitative method design and the data was collected by conducting class observation and interview. The findings show that the teachers faced five challenges in assessing slow learner. In term of no available guideline, the government did not provide the guideline for slow learners' students and only provide the guideline for regular students. In creating worksheet, the teachers should make the question that can be done by both students. Although the teachers have provided the easy question sometimes slow learners still cannot answer the question. In term of time, the slow learners tend to do the assessment longer than the regular student. Beside that sometimes the slow learners feel bored or their mood is not in good condition that cause the slow learners need extra time when doing something. The role of shadow teacher is also important to help the teacher in the class. The teachers must have ways and strategies in learning process for slow learner and assessing slow learner. The strategies are asking students to make a dialogue, giving multiple choice questions, complete fill the blank question, asking students to write simple text, and asking students to do oral presentation.

ABSTRAK

Budiarti, Anisa. (2019). *Assessing Slow Learner in Learning English: Teachers' Challenges and Strategies*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing I: Fitiah, Ph.D. Pembimbing II: Rizka Safriyani, M,Pd.

Keywords: Penilaian, Lambat Belajar(*Slow learner*), Tantangan Guru, Strategi Guru

Penilaian adalah proses penting untuk memperoleh informasi tentang kemajuan dan pencapaian siswa dari hasil belajar mengajar. Penilaian bertujuan untuk mendiagnosis kesulitan belajar, memantau perolehan keterampilan, mempertimbangkan kekuatan dan kelemahan individu. Penelitian ini membahas tantangan dan strategi guru dalam menilai pelajar lambat dalam belajar bahasa Inggris. Selanjutnya, penelitian ini bertujuan untuk mengetahui tantangan dan strategi guru dalam menilai siswa lambat belajar. Subjek penelitian ini adalah guru Bahasa Inggris di SMAN 1 Gedangan Sidoarjo. Penelitian ini dilakukan dengan menggunakan desain metode kualitatif dan data dikumpulkan dengan melakukan observasi kelas dan wawancara. Hasil penelitian menunjukkan bahwa para guru menghadapi lima tantangan dalam menilai pelajar lambat. Dalam hal tidak ada pedoman yang tersedia, pemerintah tidak menyediakan pedoman untuk siswa lambat belajar dan hanya memberikan pedoman untuk siswa reguler. Dalam membuat lembar kerja, para guru harus membuat pertanyaan yang dapat dilakukan oleh semua siswa. Meskipun guru telah memberikan pertanyaan yang mudah, kadang-kadang siswa yang lambat masih tidak dapat menjawab pertanyaan itu. Dalam hal waktu, siswa yang lambat cenderung melakukan penilaian lebih lama daripada siswa biasa. Selain itu kadang-kadang peserta didik yang lambat merasa bosan atau suasana hati mereka tidak dalam kondisi yang baik yang menyebabkan peserta didik yang lambat membutuhkan waktu ekstra ketika melakukan sesuatu. Peran guru bayangan juga penting untuk membantu guru di kelas. Para guru harus memiliki cara dan strategi dalam proses pembelajaran untuk pelajar yang lambat dan menilai pelajar yang lambat. Strateginya adalah meminta siswa untuk membuat dialog, memberi pertanyaan pilihan ganda, melengkapi pertanyaan kosong, meminta siswa menulis teks sederhana, dan meminta siswa untuk melakukan presentasilisan.

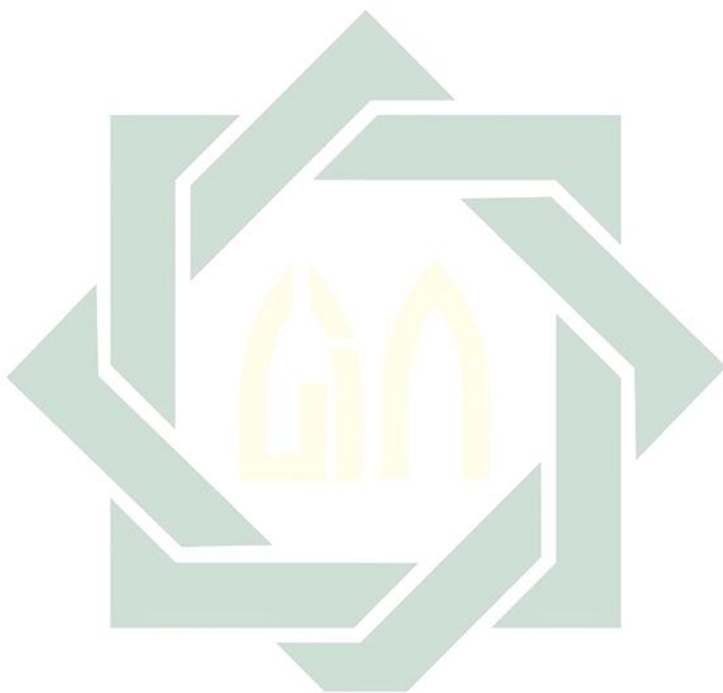
TABLE OF CONTENTS

TITLE SHEET	i
PERNYATAAN KEASLIAN	ii
ADVISOR APPROVAL SHEET	iii
EXAMINER APPROVAL SHEET	iv
PUBLICATION SHEET	v
ABSTRACT	vi
ABSTRAK	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ABBREVIATION	xi
LIST OF APPENDICES	xii
 CHAPTER I: INTRODUCTION	
A. Research Background	1
B. Research Questions	4
C. Objective of the Study	4
D. Significant of the Study	4
E. Scope and Limitation	4
F. Definition of Key Terms	5
 CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Review of Related Literature	7
1. Slow Learner	7
2. Inclusive School	14
3. Assessing for Slow Learner	18
4. Teachers' Challenges in Assessing Slow Learner	21
5. Teachers' Strategies in Assessing Slow Learner	23
6. Shadow Teacher	28
B. Review of Previous Study	30
 CHAPTER III: RESEARCH METHOD	
A. Research Design and Approach	33
B. Research Presence	33
C. Subject and Research Setting	34
D. Data and Source of Data	34
E. Data Collection Technique	34

F. Research Instrument	35
1. Interview Guideline	35
2. Field Note Observation	36
G. Data Analysis Technique	37
CHAPTER IV: RESEARCH FINDING	
A. Findings	38
1. Teachers' Challenges in Assessing Slow Learner	38
2. Teachers' Strategies in Assessing Slow Learner	42
B. Discussion	47
1. Teachers' Challenges in Assessing Slow Learner	47
2. Teachers' Strategies in Assessing Slow Learner	50
CHAPTER V: CONCLUSION AND SUGGESSTION	
A. Conclusion	54
B. Suggestion	55
REFERENCES	57
APPENDICES	

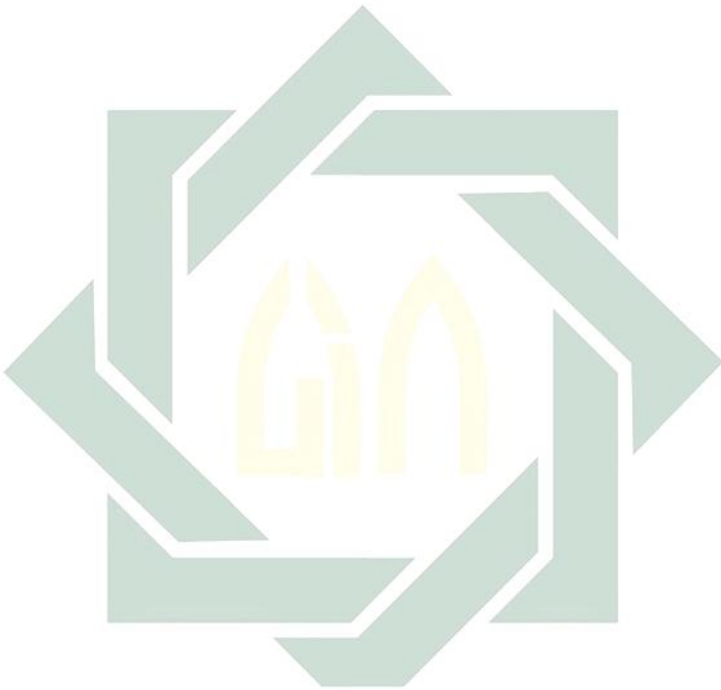
LIST OF TABLES

Table 4.1: Teachers' Challenges in Assessing Slow Learner.....	38
Table 4.2: Teachers' Strategies in Assessing Slow Learners.....	43



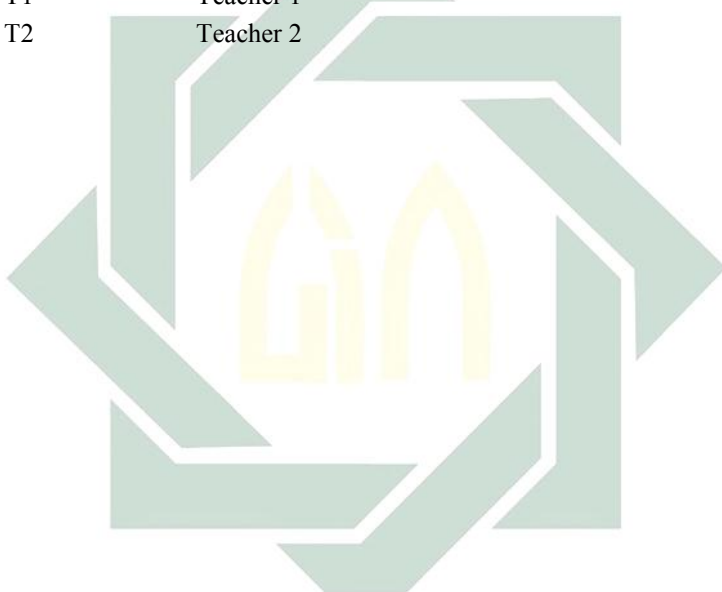
LIST OF FIGURE

Table 4.1: Example of Simple Text	44
Table 4.2: Fill in the Blank Excercis.....	45
Table 4.3: Multiple Choices Exercise	46



LIST OF ABBREVIATION

SPPI	Sekolah Program Pendidikan Inklusi
IQ	Intelligence Quotient
WISC scale	Wechsler Intelligence Scale for Children
BSNP	Badan Standar Nasional Pendidikan
SMAN	Sekolah Menengah Atas Negeri (Senior High School)
T1	Teacher 1
T2	Teacher 2



LIST OF APPENDICES

APPENDIX I FIELD NOTE OBSERVATION

APPENDIX II INTERVIEW GUIDELINE

APPENDIX III TRANSCRIPT OF INTERVIEW GUIDELINE

APPENDIX IV SURAT VALIDASI

APPENDIX V KARTU BIMBINGAN SKRIPSI

APPENDIX VI SURAT TUGAS

APPENDIX VII SURAT IZIN PENELITIAN

APPENDIX VIII SURAT BALASAN PENELITIAN



CHAPTER I INTRODUCTION

This chapter will discuss about the background of the study, the research objective, the significant of study, scope and limitation and the definition of key terms used in this study are also presented.

A. Background of the Study

Education is supposed to give students various skills and competence required to gain their lives.¹ Assessment practice is including in it. Assessment practice enables the teacher to identify students' current skills, their strengths and weaknesses, target instructions for their levels, and to monitor student progress. The teacher should familiar with the varied level of skills; intelligent students and slow learner students. Thus, the teachers could apply a strategy that is suitable for their abilities. For the slow learner, the teacher can use varied strategies because slow learner students are different from regular students in their learning ability. Their intelligence tests tend to be lower than an average test scores.²

Therefore, the teachers need the identification and implementations of assessment that can help slow learner students to extend learning objectives.³ The teachers also need to ensure the result of the necessary skill to be independent, informed, and prolific. But the general education curriculum focuses on improving the knowledge and how they understand it. However, with that curriculum, the slow learner finds it difficult to understand abstract concepts. It causes them left behind than other regular students. It is important to modify the curriculum and the assessment guideline so the teachers can be able to recognize

¹Rasha EL-Saheli and Shlomo Sawilowsky, "Assessment Practice for Student With Learning Disabilities in Lebanese Private School: A National Survey". *Cognete Education* 2016

²Shahid Muhammad and Aslam, "Supporting Slow Learners in Learning Mathematics at Primary School Level. *Journal of Elementary Education*. Vol. 27 No.2, 100

³K Harris and R James, "Facilitating Reflection on Assessment Polices and Practices: A Planing Framework for Educative Review of the Assesmet. *Studies in Learning, Evaluation, Innovation, and Development*. No.3, 23-36

students' skills, their strengths and weakness, keep track of students progress, design and organize adjustment in instruction and evaluate the standard to which students have gained the instructional goal.

The assessments of special need learners have several problems. Some challenges faced by the teacher in assessing special need students. Bahr stated that inclusive education is based on the reliance that education is a basic right for every society.⁴ It means there is no discrimination against students in public schools. The problem is forgotten so that the initial goal of assessment is not achieved and it makes students unable to develop and reach their potential. Because assessment and inclusion are connected.⁵ Since the government supports the existence of inclusive schools, they recognize that assessment is important to know the achievements. The assessment influences in teaching and learning when directed toward positive things. So students with special need benefit from the assessment. Nowadays, teachers in schools are not all trained professionals in the identification and assessment of learners with special needs. Students who miss assessment are unable to access specific educational programs including modified classroom instruction, curriculum, tests, and examinations. Learners with special needs can access these benefits only if they have been diagnostically assessed. Given the limited number of students who are assessed many students with special needs struggle to succeed with specialized programs in schools. The lack of school-level intervention teams with sufficient skills to assess the learners' different special learning needs at the onset means that some learners are left unassisted. Given the apparent increase in the number of learners with special needs, secondary school teachers are now more likely to encounter a child with disabilities and special learning needs in their classroom. The need for assessment of learners with special needs presents these teachers with challenges in providing better classroom support and

⁴MW Bahr, E Whitten, L Dieker, Kocarek CE, "A Comparison of School Based Intervention Term: Implication for Educational and Legal Reform.*Exceptional Children*, Vol.12 No.3,2011,65-71

⁵ LA Goodwin, *Assessment for Equity and Inclusion: Embracing All Our Children* (London: Hodder and Stoughton, 2007)

yet teachers face a huge challenge in getting such assessment information for a substantial number of their students.

The problem comes up because there are several causes. In previous studies, the researcher said there were no clear laws and procedures. So, the teachers in the school did not know who to assess and when to assess because the teachers did not get special education training. It was stated by Humphery Alexander.⁶ That statement is also supported by Dr. Regis Fanuel Gutuza⁷, in his research. He stated that the assessment for students with special need had problems. Those problems occur due to unclear government policies, unsustainable teachers training development and unclear teacher support mechanisms in dealing with student learning needs. As a result, the students are not getting the right to benefit the facilities which include special learning and modified examinations.

In addition, SMAN 1 Gedangan is one of the inclusive school in Sidoarjo. This school was conducting an inclusive school based on letter given by Education Authorities in East Java. The school was appointed to implement Sekolah Program Pendidikan Inklusi in Sidoarjo (SPPI) in Sidoarjo since 2012. Inclusive school is public school that facilitates the special need students. In this school not only regular students but also special need students who get same opportunity to study in public school. Both of them sit in the same class with the same teacher in one subject and with the same service.

On the other hand, the research that has done by Rasha ElSaheli-Elhage and Shlomo Sawilowsky⁸, the study focuses on comparing the assessment practices of teachers and administrators working with students with learning disabilities. Those researches are about assessing students with disabilities, but they focus on the problem and comparison between teacher and administrator

⁶ Humphrey Alexander, Thesis: "Challenges Face by Teacher When Teaching Learners with Developmental Disability" (University of Oslo, 2014)

⁷ Dr Regis Fanuel Gutuzal, Dr Mufunani Tungu Khosa, Mr. Philip Gazimbe, Professor Tichaona Mapolis, "Challenges of Assessment of Studnets with Special Learning Needs. *Transcience*. Vol. 6, Issue 1, 2015

⁸ Rasha El Saheli and Sholomo Sawilowsky. "Assessment Practice for Studnets with Learning Disabilities in Lebanese Private School: A National Survey". *Cogent Education*. No. 3, 2016

working. Meanwhile, this study discussed the problem of assessing slow learner students by discussing the challenges faced by the teacher when assessing slow learner students and the teachers' strategies in assessing slow learner students.

B. Research Questions

Based on the explanation that has been stated in the background of the research problem, the formulation of the problem in the research are:

1. What are the challenges of teachers in assessing slow learners students?
2. What are teachers' strategies in assessing slow learner students?

C. Objective of the Study

Based on the identification of these problems, research is focused on:

1. To explain teacher challenges in assessing slow learner students
2. To find out teachers' strategies in assessing slow learner students

D. Significant of the Study

The finding of this study redounded to the benefit of society consider that challenges and strategies in assessing students with special needs especially slow learner are important. The greater demand for knowing the strategies and challenges in assessing slow learner students justifies the need for more effective in assessing slow learner students. Thus, the school that applies the recommended strategies derived from the result of this study can be able to assess students better. The administrator can be guided on what should be emphasized by the teacher in assessing slow learner students.

E. Scope and Limitation

The scope of this research is identifying teacher challenges and strategies in assessing slow learner students. The object that research is about the challenges that are faced and the strategies in assessing slow learner students. After getting information about the challenges in assessing slow learner students, then discussing the strategies in assessing slow learner students.

This research is limited to the teachers' challenges and strategies in assessing the slow learner. The subject is a teacher from SMAN 1 Gedangan Sidoarjo who has experience in assessing slow learner students. And this research is limited to analyze the

challenges and strategies in assessing slow learner students in an inclusive school.

F. Definition of Key Terms

Some important terms are needed to be defined to avoid misunderstanding. The definitions of the key terms used in the study are presented as follows.

1. Slow learners

According to Subini, the slow learner is a child who has problem disorder in understanding spoken or written language, thinking, speaking, reading, spelling, and counting, so that children have low academic achievement.⁹ While according to Triani and Amir, children who have low achievement than other children. In this research, the slow learner is students special need students who study in inclusive school and have IQ below average.

2. Inclusive School

Stainback and Stainback suggested that's an inclusive school is a school accommodate all students in the same class.¹⁰ This school provides educational programs decent, challenging, but appropriate the abilities and needs of every child, too help and support that can be given by the teachers so that the children succeed. In this research inclusive school is school that accommodates slow learner and regular students in the same class.

3. Assessing for slow learner

Assessment is the process of gathering and processing information to determine the students' achievement.¹¹ In this research assessment is the application of various ways and various assessment tools to get information about students especially the slow learner students. Assessment for the slow learner to know how well is a slow learner in doing the assessment or to know the learning achievement of a slow learner.

⁹ Nini Subini, dkk, *Psikologi Pembelajaran* (Yogyakarta: Mentari Pustaka, 2012)

¹⁰ Stainbak W - Stainback. 1990. *Support Network for Inclusive Schooling: Independent Integrated/educatio*. Baltimore: Paul H. Brooker

¹¹ H. Douglas Brown – Abewicrama P, *Language Assessment: Principles and Practices* (New York: Pearson, 2010)

4. Teacher challenges in assessing the slow learner

According to Tonybee, the challenge is something that inspires determination to improve the ability to overcome problems.¹² In this research, the challenge is teachers' difficulties in assessing slow learners, which it needs strategies.

5. Teacher strategies in assessing the slow learner

According to Wina Sanjaya, a strategy is teacher's tactics in making effective and optimizes the functions and interaction between students and the learning components.¹³ In this research, the strategy is the most important and effective way to help students achieve specific learning goals, so that becomes the teachers' grip on planning and organizing the keystrokes.

6. Shadow Teacher

According to Joko Yuwono, explaining that in inclusive education the shadow teacher is a teacher who has knowledge and expertise in the field of special needs children and has the task to assist or cooperate with regular school teachers in creating inclusive learning.¹⁴ In this research shadow teacher is a teacher who has knowledge and expertise of slow learner students and has task to assist the slow learner students.

¹² Arnold Tonybee, *A Study of History* (London:Oxford University Press,1987),125

¹³ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta:Kencana,2011)

¹⁴ Joko Yuwono, *Pendidikan Inklusif*.(Bahan ajar:Atmajaya,2007)

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes both theories and previous studies related to this research. The related theories are about slow learner, assessing slow learner, teachers' challenges in assessing slow learner, teachers' strategies in assessing slow learner, while the review of related studies is describe in the last sub – chapter.

A. Review of Related Literature

1. Slow Learner

The slow learner can almost be found in every inclusive school. The slow learner has the same physical appearance as normal students. However, the slow learner has slightly different intellectuals than normal students because their cognitive function is slower than normal students. Slow learner study requires a special educational service by its characteristics, needs, and development to develop their potential optimally.

a. Meaning of Slow Learner

Children who have difficulty in learning known as slow learners, backward, dull, or borderline. Slow is different from children who have mental retardation, underachiever, children or learning disabilities. Some expert recognizes slow learner based on the level of IQ test result.

Cooter, Cooter Jr., and Wiley (in Nani Triani and Amir) explained that slow learner is a child who has below average achievement in one or more academic areas and has an IQ between 70-90.¹⁵

According to Subini, the slow learner is a child who has problem disorder in understanding spoken or written language, thinking, speaking, reading, spelling, and counting, so that children have low academic achievement.¹⁶ While according to Triani and Amir,

¹⁵ Nani Triani – Amir, *Pendidikan Anak Berkebutuhan Khusus Lamban Belajar (Slow Learner)* (Jakarta:Luxima,2013)

¹⁶ Subini , dkk.,*Psikologi Pembelajaran* (Yogyakarta:Mentari Pustaka,2012)

children who have low achievement than other children.¹⁷ A slow learner has different learning abilities with normal students and they cannot gain average academic standards. Their IQ test score is below the average test score. Nevertheless, they do not fulfill the inclusion criteria in special education services. Though they may need special education, they do not suitable for the system in special education. They usually attend regular school.¹⁸ They know as slow learner when they are encountered task which needs abstract, symbolic and conceptual skills.

Research points out that slow learners experience significant difficulties in education and behavior because they have deficiencies in intelligence and social skills. in their learning process is different from the average student, slow learners need more encouragement in doing simple tasks. this causes adjustment problems in the classroom. Their limited abilities put them at risk of causing psychosocial problems. These problems can be overcome by choosing the right learning strategy to accommodate their level of psychosocial development.¹⁹

From the explanations above, then slow learner problems in this idea is focused on learning problems, consist: 1) have low achievement; 2) have low memory; 3) pay less attention; 4) has a slower learning speed compared to his classmates; 5) require more stimulus to perform simple tasks; and 6) having problems of adaptation and social relations in the classroom.

¹⁷ Nani Triani – Amir, *Pendidikan Anak Berkebutuhan Khusus lamban belajar (Sloe Learner)* (Jakarta:Luxima)

¹⁸ MacMillan, D.L, Gresham, F.M, Bosian, K.M, and Lambos. “The Current Plight of Borderline Students:Where do they belong?”. *Education and Tranning in Mental Retardation and Development Disabilities*. Vol. 33, 83-94

¹⁹ V. Anastasia, D. Elein and A. Effi, “Preferences of Students with General Learning Difficulties for Different Service Delivery Modes”. *European Journals of Special Needs*. Vol. 21 No. 2, 2006, 201 - 216

b. Factor of Slow Learner

Some experts stated that there are many factors which cause students to label as slow learner. G.L. Reddy, R. Ramar, and A. Kusuma stated that poverty factors, parental intelligence factors and the number of family, emotional factors and personal factors are four factors that cause children to slow learner. Here is further explanation of those four factors.²⁰

a. Poverty

Poverty creates conditions and vulnerabilities that can cause children to learn slowly. For example, poverty can interfere with health and reduce children's learning abilities.

b. Parents' Intelligence and Number of Family Members

Parents who do not have the opportunity to get proper education and a large number of family members can cause children to learn slowly because parents tend to pay less attention to the intellectual development of children, do not have time to study with children and have limitations in providing children's learning facilities, so that the child's opportunity to increase the speed of learning is almost non-existent.

c. Emotional Factor

Slow children learn to experience severe and prolonged emotional problems that hinder the learning process. This emotional problem causes children to learn slowly to have low learning achievement, poor interpersonal relationships, and low self-concept.

d. Personal Factors

Personal factors that can cause children to learn slowly include: 1) physical disorders; 2) the condition of the body affected by the disease; 3)

²⁰ G.Reddy, et.al., *Slow Learner: Their Psychology and Instruction* (New Delhi: Discovery Publishing Istimewa,2006), 11-15

experience impaired vision, hearing, and speaking; 4) absence from school, and 5) lack of confidence.

More specifically, Nani and Amir explained the factors that cause slow learner are followed.²¹

a) Prenatal and Genetics Factors

Prenatal and genetic factors that can cause children to learn slowly include: 1) chromosomal abnormalities that cause physical abnormalities and intelligence functions; 2) biochemical disorders in the body, such as *galactosemia* and *phenylketonuria*; and 3) premature birth, where the baby's organs are not ready to function optimally, resulting in delays in the development process.

b) Non hereditary Biological Factors

Non-hereditary biological factors that can cause children to be slow to learn include: 1) pregnant women taking drugs that harm the fetus or mother alcoholics, drug users and additives with excessive doses that can affect the short-term memory of children; 2) poor maternal nutrition during pregnancy; 3) X-ray radiation, and 3) Rhesus factor.

c) Natal Factors (During Birth)

Natal factors that can cause children to learn slowly are conditions of lack of oxygen during the birth process due to prolonged or problematic childbirth, thus causing inhibited oxygen transfer to the baby's brain.

d) Postnatal Factors (After Birth) and the Environment

Postnatal factors that can cause the children to learn slowly include: malnutrition, physical trauma due fall or accident and several diseases such as *meningitis* and *echeपालis*. Environmental factors that can cause children to learn slowly are wrong stimulation so that children cannot develop optimally.

²¹ Nani Triani – Amir, *Pendidikan Anak Berkebutuhan Khusus Lambat Belajar; Slow Learner* (Jakarta: PT Luxima Metro Media, 2013), 4-10

Furthermore, Bill Hopkins (in Sevetina Yustiawan G) mentions several causes of slow learning children, including: 1) heredity; 2) lack of brain stimulation; 3) low motivation; 4) attention problems; 5) different cultural backgrounds of children and schools; and 6) chaos of personal problems.²²

Based on the opinion of some experts, it can be concluded that the factors causing children to learn slowly include: 1) poverty factors; 2) parental intelligence factors and the number of family members; 3) emotional factors; 4) personal factors; 5) prenatal and genetic factors; 6) non-hereditary biological factors; 7) Christmas factor, and 8) postnatal and environmental factors.

c. **Characteristics of Slow Learner**

Students who experience slow in learning have certain characteristics that can be observed and measured. Characteristics of slow learners can be observed while in the class or at the time when students follow the learning process. Not all slow learner characteristics can be observed directly but requires measurements that required by experts. Nani Triani and Amir classify various characteristics of low learners as follows:²³

a. Intelligence

In terms of intelligence, the slow learner is in the range below the average 70-90 according to the WISC scale. Students with IQ 70 – 90 usually experience some problems almost in all lesson especially related to memorization, understanding, and operation of numbers. It's hard to understand abstract things. The value of their learning outcomes is low when they compare to their classmates.

²² Sevetina Yustiawan G, Skripsi: “*Strategi Pembelajaran Anak Lamban Belajar (Slow Learner) di SD Inklusi DDN “SUKA MENOLONG YOGYAKARTA”*. (Yogyakarta:Universitas Sanata Dharma,2017)

²³ Nani Triani – Amir, *Pendidikan Anal Berkebutuhan Khusus Lamban Belajar : Slow Learner* (Jakarta:PT Luxima Metro Media,2013)

b. Language

Slow learner students have a problem with communicating. These students experience 'difficulties in expressive language or convey ideas and understand people's conversation or receptive language. To minimize difficulties in language, we should communicate with simple language and clear.

c. Emotion

In terms of emotions, slow learners have less stable emotions. They are angry and explosive as well as sensitive. If there is something that makes them stressed or made a mistake, usually the slow learner gets discouraged quickly.

d. Social

The slow learner in socializing is usually not good. They often choose to be a passive player or spectator when playing or even interesting self, even though some students show humor. When playing, they prefer to play with students of their age. They feel safer because when they communicate, they can use simple language.

In addition to the characteristics described above, Cece Wijaya mentions the characteristics of students who experience slow in the learning process. They do as follows.²⁴ Students are slowly observing and reacting to events that occur within the environment, including in making hypotheses, collecting and data processing and difficult to follow the sequence of learning above; Students tend to act quietly rather than acting agile. They are lacking eager to find something new; Less initiative to ask questions about the lessons, and difficult to understand and answer the questions; Lack of showing concern for what and how the task it can be resolved properly; Use more memory than logic; Students are not able to use certain ways of learning science; Students are not fluent in speaking, unclear, and stuttering. This inability is caused by a lack of

²⁴ Cece Wijaya, *Pendidikan Remedial; Sarana Pengembangan Mutu Sumber Daya Manusia* (Bandung: PT Remaja Rosdakarya, 2010)

mastery of knowledge in a certain lesson so the output of the conversation is not perfect; Students who are slow to learn are very dependent on the teacher and their parents, especially in proving the truth of moderate knowledge they learned; Students are difficult to understand abstract concepts. All subjects will be easily accepted if visualized in concrete form; Students are difficult in certain skills that they have mastered into other skills even in subject; Students who are slow learner often make mistakes; Slow learner students have difficulty in making generalizations knowledge, they are even not able to make generalizations; Slow learner students have low memory; they are also easy to forget something; Slow learners student have difficulty in writing in the form of essays, even they are using words and simple sentences.

Then, the opinion of Ruddy, Ramar, and Kusuma mentioning the list of the systematic character of slow learner students like following:

- a. Low cognitive capacity
Slow learners have difficulties in the process solution to the problem. They are slower in making the relationship between concepts to another concept in their experience. Therefore they cannot process the development of general concepts or ideas in school assignments, especially in language.
- b. Bad memory
Memory is a complex process and not entirely understanding. Memory is part of the cognitive process, including recognition and recalls knowledge, cognitive and metamemory strategies. Each of these processes affects learning. The Slow learner cannot process information from memory for the long term memories and they cannot call memory at any time if needed.

From the expert opinions, the researcher concludes that the characteristic of slow learner students can arise due to the factors affecting as previously stated. The characteristic can be seen from observation or using measurement. Observation of students, who experience slow learner, will be difficult to

observe in terms of physical. Slow learner students, in general, have the same physical as other students. The indication will appear when there is an approach to understand the attitude and characteristics of the students deeply. Not all slow learner students have difficulty in speaking. It's just one of the common symptoms can be seen in term of the simplicity of the use and selection of words in speaking. Measurements are made to measure intelligence. Intelligence can become the main characteristic for determining the students including students are slow to learn or not. Besides these characteristics, the researcher concludes the characteristic of slow learner students, there are: can be seen in terms of intelligence with IQ between 70 – 90, has internal barriers speak, have unstable emotions, slower mental development, social behavior like getting along with more young, and learning process that has been done more slowly than normal students.

2. Inclusive School

a. Meaning of Inclusive School

Inclusive education is one of the educational innovations for students with special needs.²⁵ Where they have the same right as others to enjoy a decent education that facilitates their lives. In Indonesia, this education is already a primary need for people who are always demanded equity and justice. In the beginning, inclusive education was a strategy to promote effective universal education because it could create schools that were responsive to the diverse needs of students and the community. Thus, inclusive education guarantees access and quality. The main objective of inclusive education is to educate students with special needs in regular classes together with other students, with the support that is suitable for their needs at school.

Inclusive education is at the core of human rights to obtain an education. The logical consequence of this right is that all children have the right to receive a type of

²⁵ Endis Firdaus, "Pendidikan Inklusif dan Impleentasinya di Indonesia". Universitas Pendidikan Indonesia 2010, 2

education that does not discriminate against the background of disability, ethnicity, religion, language, gender, capitalization, culture, and other conditions.²⁶ Inclusive school means that the school accommodates all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This includes children with disabilities / special educational needs and gifted children, street children and working children, children from remote and nomad populations, children from linguistic, ethnic and cultural minorities and children who have weaknesses or other marginal groups.

Students with disabilities / special educational needs will be more accomplished if they study together with children in general in inclusive schools, and there is no label for children with disabilities / special educational needs as disabled children who are unable to carry out learning activities, but they also recognized their existence and achievements. One of the main demands in inclusive schools is the competence of teachers in providing education services for all children including children with disabilities / special educational needs. In inclusive schools, all teaching effectiveness starts with a positive attitude and the teacher's curiosity to accept what is best for all students in the class. Inclusive schools are essentially schools that accommodate all children regardless of their physical, intellectual, social, emotional, linguistic, ethnic, cultural or other conditions.²⁷ This includes children with disabilities/those with special educational needs. Sapon-Shevin in O'Neil stated that inclusive education is a system of educational services that requires that all children with disabilities be served in

²⁶ UNESCO. "Final report: world conference on special needs education: access and quality". Paris: UNESCO, 1994

²⁷ Dra. Sari Rudyati, M.Pd, 2011. "Potret Sekolah Inklusi di Indonesia". Universitas Negeri Yogyakarta 2011

the nearest schools, in regular classes with friends their age.²⁸

b. Models of Inclusive School in Indonesia

The implementation of inclusive schools in Indonesia refers to the opinion of Vaughn, Bos & Schumm in the Directorate for Special Schools Development which states that in practice, the term inclusion is used interchangeably with the term "mainstreaming" which is defined as the provision of appropriate educational services for children with disabilities / special educational needs according to his individual needs.²⁹ Thus the placement of children with disabilities must be chosen the most freely among the alternative services provided and based on the potential and type and degree of the disability. The placement is not permanent, but temporary; thus students with disabilities are allowed to flexibly move from one alternative service to another, assuming that the intentions of particular need change. The philosophy is inclusion, but in practice, it provides various alternative services that suit their abilities and needs. This model is often called moderate inclusion.

Referring to the opinion of Vaughn, Bos & Schumm in the Directorate of Extraordinary School Development, the placement of children with disabilities / special educational needs in inclusive schools in Indonesia can be done with various models, namely: (a) "Full Inclusion" regular classes ; (b) Regular classes with clusters ; (c) Regular classes with pull-outs ; (d) Regular classes with clusters and pull-outs ; (e) Special classes with various integration; (f) Special full classes.³⁰ Furthermore, it can be studied further about the model of inclusive schools in Indonesia as follows:

²⁸ O'Neil.1995. "Can Inclusion Work? A Conversation with James Kuffman and Mara Sapon-Shevin". Vol. 52 No.4, Educational Leadership. 7-11

²⁹ Direktorat Pembinaan Sekolah Luar Biasa. 2008. Pengadaan dan pembinaan tenaga kependidikan dalam pendidikan inklusif. Jakarta: Dit PSLB Depdiknas. 6-10

³⁰ Ibid 6-10

- 1) "Full Inclusion" regular class
Students with disabilities/special educational needs learn together with other children in regular/inclusive classes throughout the day by using the same curriculum as children in general.
- 2) Regular class with clusters
Students with disabilities/special educational needs learn together with other children in regular/inclusive classes in special groups
- 3) Regular class with pull out
Students with disabilities/special educational needs learn together with other children in regular/inclusive classes, but at certain times are drawn/out of regular/inclusive classes to the guidance room/resource room for learning and get guidance services from Special Teachers / Special Tutor Teachers
- 4) Regular class with clusters and pull-outs
Students with disabilities/ special educational needs learn together with other children in regular/inclusive classes in special groups, and at certain times drawn/out of regular/inclusive classes to the guidance room/resource room for learning and get guidance services from Special Teachers / Special Teacher Teacher
- 5) Special class with various integration
Students with disabilities/special educational needs to learn and get guidance services from Special Teachers/Special Tutor Teachers in special classes at regular/inclusive schools; but in certain fields can study with other children in regular/inclusive classes
- 6) Special full class
Students with disabilities / special educational needs learn and get guidance services from Special Teachers/Special Teachers in special classes that exist in regular/inclusive schools.

In this inclusive school model student with disabilities/those with special educational needs do not have to be in regular/inclusive classes all day to attend all subjects or

"full inclusion"; but some children with disabilities / special educational needs can be in a special class/resource room or in the therapy room to get tutoring from special teachers/special supervisors, and therapists from therapists; because the type and level of abnormalities are quite heavy. For children with disabilities/special educational needs whose type and level of disability is classified as severe; allows for more time in the special class resource room available at regular / inclusive schools. For children with disabilities/special educational needs whose type and level of disability is very severe, so it is not possible to study in regular / inclusive schools can be distributed to special schools or so-called Special SchoolsSLB or Institution of Rehabilitation/Social; and/or hospital school "*Hospital School*".

Inclusive Schools can choose which models will be applied flexibly; meaning that one day you can change models; due to various considerations, depending on the following matters: (1) Number of children with disabilities/special educational needs served; (2) Types and levels of children's abnormalities; (3) Availability of human resources (HR) including Special Teachers /Special Tutor Teachers; and (4) Facilities and infrastructure available.

3. **Assessing For Slow Learner**

Assessment of students with special needs is a challenge and must be done correctly. If it is not done correctly, it can cause a false picture of the student's academic ability. For example, students who have problems in language acquisition, the teacher gives written tests to these students. The test given is not relevant to the ability of these students. Subsequently, educators need to understand the student's privileges and must have known about their potential to determine content that is relevant to their needs.

One development organization for children with special needs offers assistance on guidelines for assessing children with special needs that are useful for determining the extent of the abilities of children with special needs. The guide contains the knowledge needs of each student about before the start of the teaching and learning process. Thus educators already

know the possible challenges that arise in the teaching and learning process and have prepared the best way to overcome these challenges. In this case communication between parents and educators is important. When communication is established, parents get various information about their child's development.³¹

The most commonly used assessment is a combination of formative and summative. Although sometimes the assessment is not suitable for children with special needs.³² After the meeting between parents, students and teachers, the initial assessment is conducted by the teacher. This is done to determine the appropriate assessment tools for evaluating student learning and also to determine the ability of current students.³³

Another component needed for successful assessment of children with special needs is assessment accommodation. Assessment accommodations make adjustments to the method, time, setting, response, and scheduling.³⁴ Besides accommodation assessments must provide accurate information about the abilities of students with special needs and make tests relevant and accessible to individuals.³⁵ Because many students with special needs face social and emotional difficulties. They are overwhelmed in following the teaching and learning process in terms of understanding and essential skills for survival in academy. Although there are certain techniques and strategies to improve understanding and other basic skills. Teachers must be able to determine which techniques are most useful and how to use these techniques as

³¹ M.C Will, "Educating Children With Learning Problems:A Shared Responsibility". *Exceptional Children*. Vol.52 No. 5, 1985, 411-415

³² M.Friend - W.D. Bursuck, *Including Studnets with Special Needs:A Practical Guide for Classroom Teachers* (Boston,MA:Allyn & Bacon,2002)

³³ A.P. Tumbull, *Exceptional Live;Special Education in Today's Schools* (Old Tappan, NJ : Merril/Prantice Hall,1995)

³⁴ N. Gregg, *Adolscents and Adult with Learning Disabilities and ADHD:Assessment and Acommodation* (New York,NY: Guilford Press,2009)

³⁵ J. Abedi, "English Language Learner with Disabilities: Classification, Assessment and Acommodtion Issues". *Journal of Applied Testing Technology*. Vol.10 No. 2, 2009

a very important tool to change students' inability to become more strategic and effective.³⁶

Assessment for learning aims to improve students' abilities, empower students who are underachieving and provide opportunities to develop their skills.³⁷ In the practice of assessing special education classes, assessment for learning is important.³⁸ Harris and James stated assessment will run effectively if students understand their goals, know what to do, and the standards expected.³⁹ Some facts show that assessment of students has a considerable impact on the quality of their learning. However, students who lack confidence show less results. But their involvement in the assessment process is very meaningful because they can maximize their potential so they can improve their achievements.⁴⁰

This can be handled by learning with the learning objectives by students and helping them to know the standards they will achieve by considering their main characteristics. Segers, Dochy, and Cascallar suggest students must play an active role in the learning process.⁴¹ If students show a positive attitude towards the task, it will affect their learning. Student focus can be built with formative, active and creative selection methods of traditionally selected assessment methods.⁴²

³⁶ H. Elhoweris, N. Alsheikh and F.S Haq, "Reading Strategies among UAE Studnets with Learning Disabilities". *International Journal of Bussiness and Social Science*. Vol.2, 2011, 279 - 288

³⁷ J. Hendry, "Management Education and the Humanities:The Challenge of Post Bureaucracy. *Management Education and Humanities*. 2006, 21-44hendry, J. (2006).

³⁸ J.G. Shriner, " Legal Perspectives on School Outcomes Assessment for Students with Disabilities. *The Journal of Special Education*. Vol. 33, 2000, 232 - 239

³⁹ K. Harris – R. James, "Facilitating Reflection on Assessment Policies and Practices:A Planning Framework for Educative Rebiw of Assessment". *Studies in Learning, Evaluation, Innovation, and Development*. Vol.3, 2006, 23 – 36

⁴⁰ G.T.L. Brown – G.H.F. Hirschfeld, "Studnets' Conception of Assessment: Link to Outcomes. *Assessment in Education:Principle, Policy &Practice*. Vol.15, 2008, 3 - 17

⁴¹ M. Segers, F. Dochy – E. Cascallar, "Optimizing new Modes Of Assesmen:In Search od Qualities and Standard". Vol.1, Dordrecht:Kluwer 2003

⁴² Ibid, 171-223

The fundamental difference between students with special needs and regular students is the way they are assessed. The European Agency for Development in Special Needs Education suggests developing formative assessments in public schools by providing tools that can assess all students, including students with special needs.⁴³

4. Teacher challenges in assessing the slow learner

Several needs arise when assessing students with special needs; these needs arise due to unclear policies, unsustainable teacher training and mechanisms for dealing with students' needs. Besides that, a legal framework is also needed to protect students with special needs from social prejudice if the assessment for these students is handled effectively and the students are developed to the maximum extent.

The other challenges that stated by Mutendwahothe Walter Lumadi in his research.⁴⁴ Based on his research, the main challenge in conducting an assessment is a view of policy. This is important to know how the teacher connects and how to practice the assessment depends on the teacher's understanding and view of the assessment policy. Besides, the number of documents used in the assessment also needs attention. The most teachers were striving to complete the assessment instead of helping learners to achieve the learning outcomes and meet the assessment standards. He indicated that in the Home Language (English) learning area, a teacher is required to assess learners in all learning outcomes, namely listening, speaking, reading and viewing, writing, thinking and reasoning, and language structure and use, in addition to compiling assessment tasks that include more than one

⁴³ European Agency for Development in Special Needs Education, *Key Principles for Special Need Education* (Recommendation for Policymakers, 2003)

⁴⁴ Mutendwahothe Walter Lumadi, "Challenges Bessessting Teachers in Classroom Assessment: AN Exploratory Perspective: Curriculum and Instraction, College of Education, University of South Afrika". *J Soc Sci.* Vol.34 No.3, University of South Africa 2013, 211-221

assessment standard. Most teachers are usually in a hurry to complete the assessment rather than helping students achieve learning outcomes and assessment standards. He also showed that in learning English, the teacher must try to assess all aspects of listening, speaking, reading, writing, seeing, thinking and structured the use of the language outside of the assessment task that can meet more than one assessment standard. In reality, students are only assessed on the aspects of reading, understanding and speaking. Teachers can use various types of literacy to develop these competencies.

In the other hand, usually the teacher spends his teaching time doing the assessment, this is done because the teacher wants to provide many opportunities to obtain satisfying learning outcomes and be able to know each student's women. However, many teachers who finish the assessment in a hurry without paying attention to students who struggle to achieve maximum results. The next challenge is how to plan assessments using various methods. When conducting an assessment in class the teacher must understand the method used is following with what will be done in class. to do so the teacher must understand the assessment standards and learning outcomes then design activities to be carried out in class. When doing so, the teacher can determine the appropriate assessment methods that can be used. Can be in the form of teachers more likely to listen to what students will say or there are special criteria in making assessments. when assessing the teacher wants to know what the student can or cannot do. The teacher will not need criteria when students must provide answers directly in the form of clauses or phrases. But when carrying out reading assessments the teacher needs criteria to assess. It is the activity that determines the research method to be used.

In the implementation of inclusive education there is no agreement on the concept of inclusive education. If we look at some of the educational standards made by the government through BSNP, inclusive education is only for children who are blind, deaf, and disabled, which can be used by intellectuals to access the under-average class. The reality is the prevalence of children with special needs who have

intellectual abilities below the highest average among other types of disorders.

5. Teacher strategies in assessing the slow learner

Many assessment methods are depending on the subject and purpose of the assessment. Language teachers have more alternative assessments than other subject teachers. This is what makes different the assessment of language with the assessment with other subjects.⁴⁵ Brown and Hudson said that there are three basic types of assessment. among them are selected responses in this assessment true - false, matching, and grooming choices entered into it, next is the assessment of structured responses that include filling in, short answers, work assessment is also included in the basic assessment, the last assessment is a personal response that includes conferences, portfolios and self and peer assessment. The assessment will be explained in the following paragraphs.

The first type is selected response. This assessment prepares a variety of language materials and asks students to work on it by choosing the correct answer among a set of choices. This assessment does not require students to produce the language, because this assessment aim to increase their receptive abilities such as reading and listening as noted by Brown and Hudson. This assessment includes true- false, matching and multiple choice assessments. True-false is the type of assessment that requires students to choose either true or false to respond to the language sample given. The problem is that students have 50% chance of correct guessing, but if a large number of carefully constructed true-false items are employed, the overall score should overcome much of the guessing factor. However, these authors also noted that if the language points the teacher wants to test lend themselves to two-way choices and enough number of items can be designed, true-false may be a good assessment method. Matching requires students to match words, phrases, or sentences in one list to those in another. Whereas the advantages of matching is

⁴⁵ J.D. Brown – T. Hudson, “The Alternative in Language Assessment”. *TESOL Quarterly*. Vol.23 No. 4, 1998, 653 - 675

low guessing factor and the compact space needed, matching can only measure students' receptive knowledge of vocabulary. Multiple choice is the type of assessment that requires students to choose a correct answer among several options provided. Multiple-choice assessments have lower guessing factors than true-false, and they also are suitable for measuring a relatively wide variety of various kinds of precise learning points.⁴⁶ Multiple-choice assessments are very efficient in testing reading, listening, grammar knowledge, and phoneme discrimination, as they can provide useful information about students' abilities and knowledge in such areas. Nevertheless, as Brown & Hudson pointed out, multiple choice assessments are often criticized because language use in real life is not multiple choice.

The second type of assessment that noted by Brown and Hudson is constructed response assessments. When the selected response assessment focuses on measuring students' receptive abilities such as reading, listening, grammar and vocabulary, while constructed response assessment focuses on measuring students' productive abilities such as the ability to produce something by writing, speaking or doing something that can trigger the emergence of productive abilities. Besides, this assessment can be a means for teachers to find out the extent of students' receptive and productive abilities. This can be done using oral interviews, from these activities the teacher can see the interaction of listening and speaking of students or by reading two articles and asking students to write essays to compare and contrast these articles. The activity is a combination of students' reading and writing abilities. This assessment include performance, interview and essay test. Performance assessments, as Brown and Hudson indicated, "require students to accomplish approximations of real-life, authentic tasks, usually using the productive skills of speaking or writing but also reading or writing or combining skills."⁴⁷ In this assessment the teacher can take the assessment using essay writing, interviews, problem solving, role playing and

⁴⁶ Ibid, 653-675

⁴⁷ Ibid, 653-675

pair discussion or group discussion. In this assessment, participants are asked to do the assignment, the given assignment must be authentic and the assessment is usually carried out by a qualified person.⁴⁸ But the assessment is prone to leakage, because students may be able to remember what was asked to them and students can forward it to other students. So other students can prepare appropriate responses. This caused the assessors to find it difficult to determine which were truly proficient in language and which were not. Therefore two performance appraisals; interviews and essay tests need special attention. In the interview assessment, students are required to show their speaking ability and asked to answer certain questions so that the language produced orally can determine the level of students' ability to communicate. The interview allows the interviewer or class teacher to decide whether the language produced can be understood, used correctly in terms of vocabulary and grammar, and is an efficient vehicle for conveying the message students want to convey. In conducting interviews the interviewer or class teacher can decide whether the language produced can be understood, the use of vocabulary and grammar used correctly, and is the most basic thing in understanding the message students want to convey. However, according to Brown and Abeywickrama the level of practical interviewing is low because it takes a lot of time.⁴⁹ If the teacher or interviewer feels time is not an obstacle, the teacher or interviewer can use the interview as an authentic and reliable method so that it is valid to assess students' verbal abilities. For language teachers, essay tests also require attention, because they are often used in class tests. Essay tests are a form of assessment in which students are asked to answer questions in the form of essays or paragraphs. In learning, many essay tests are used by teachers to assess students' productive abilities. That's why this test is most reliable for evaluating the use of grammar, vocabulary in conveying their

⁴⁸ Ibid, 662

⁴⁹ H. Douglas Brown – Abeywickrama, *Language Assessment: Principles and Practices* (White Plains, Ny : Pearson,2010)

ideas, opinions and arguments in an essay or paragraph. Besides, students' ability to manage the logic of writing can be measured. However, even though the assessment method is most often used in class, there are still many teachers who design questions for essays poorly and not effectively as stated by Reiner, Bothell, Sudweeks, and Wood.⁵⁰

The third type is personal response assessment. Brown and Hudson said that evaluating personal responses requires students to produce language so that students can communicate what they want to communicate. This assessment, as Brown and Hudson noted, are beneficial as they “provide personal or individualized assessment, can be directly related to an integrated in the curriculum, and can assess learning processes in an ongoing manner throughout the term of instruction”.⁵¹ Nonetheless, Brown and Hudson stated that the weakness of this assessment is that it is quite difficult to design, organize and evaluate objectively. This assessment includes conference, portfolios and self and peer assessment. Conference evaluation is an assessment that requires students to discuss a particular work or learning process with the teacher. Brown and Hudson said that the benefits of this assessment were that teachers could use conferences to encourage students to reflect on their learning processes, to help students develop their confidence, to hold language performances on special assignments; teachers could also observe, form and gather information about students through conferences. The main drawbacks of these assessments, as provided by Brown and Hudson, are that they are quite subjective, difficult, and time-consuming to grade and they are usually not scored or rated. Portfolio assessment is an answer supported by students and teachers who choose a sample of student work to be included in the collection, which is intended to show students' abilities.⁵² Hancock is a student's

⁵⁰ C.M. Reiner, T.W. Bothell, Sudweeks – B. Wood, “Prepering Effective Essay Questions:A Self directed Workbook for Educators”. 2002

⁵¹ J.D. Brown – T. Hudson, “The Alternatives in Language Assessment.”

TESOL Quarterly. Vol.32 No. 4, 1998, 663

⁵² C.R. Hancock, “Alternative Assessment and Second Language Study:What and Why?” *Center for Apllied*

creative work, tests, quizzes, student diaries, work notes on specific assignments, self-reports and comments from peers or teachers. However, this assessment has advantages and disadvantages as requested by Brown and Hudson, the points asked directly as follows. The advantages of using portfolios in assessment are that it can strengthen student learning, enhance the teacher's role, and improve the assessment process. While the shortcomings are how to determine the assessment criteria and portfolio components, determining the time and resources needed for the assessment of the portfolio, in addition to issues of interpretation, reliability and validity. Brown and Hudson explain, self-assessment is an assessment that requires students to assess themselves by reading the situation and deciding how well they respond to the situation, students can also listen to audio recordings or view video recordings of their work and determine how well they are performing. Whereas peer assessment is an assessment obtained from their peers.

The other strategies that conducted by Rain S. Bongolan and Ellen Moir in their study.⁵³ There are six strategies put forward by them. The first strategy is vocabulary and language development. This can be done by introducing new concepts and introducing key vocabulary according to these concepts. The second strategy is guided interaction. In this strategy the teacher arranges learning where students and teachers can discuss to understand what they are reading by reading, listening, speaking, and writing about academic concepts. The third strategy is metacognitive and authentic assessment. This strategy teaches teachers the ability to think (metacognition) in learning new things rather than the ability to memorize students. Research also shows that metacognition is an important skill in learning languages, this skill is also used by readers who are proficient in reading in various languages. Whereas in authentic assessment, the teacher uses various

Linguistics, (<http://www.cal.org/resources/digest/hancoc01.html>, accessed on August,2019)

⁵³ Rain S. Bongolan and Ellen Moir, “ Six Strategies for Teachers English Language Learners”. *New Teacher Center*. 2005.

activities to check student understanding. Because in learning languages students need various methods to demonstrate their understanding of various concepts. The next strategy is explicit instruction. Usually also known as direct concept teaching, academic language, and understanding strategies for doing assignments in class. The fifth strategy is the use of context based on meaning and universal themes. This strategy refers to using something meaningful in everyday life so that it can attract students in academic concepts. Because according to research when students are interested in something and connected with everyday life, it makes students motivated to learn it. The final strategy is the use of modeling, graphic settings, and visuals. This strategy requires the use of visual aids including drawings, diagrams, charts to help students recognize important information and with visual assistance make language and content easier for students to access.

6. Shadow Teacher

Inclusive education requires schools to be able to optimize the abilities present in each student by applying student-centered learning methods. With the implementation of this student-centered learning method, it causes the class teacher to be less able to optimize his attention to each student, especially to students with special needs. With these problems, we need someone who is always beside children with special needs. The person has the task of giving directions if the child does not understand the lesson. That person is known as a shadow teacher.⁵⁴

According to Joko Yuwono, explaining that in inclusive education the shadow teacher is a teacher who has knowledge and expertise in the field of special needs children and has the task to assist or cooperate with regular school teachers in creating inclusive learning.⁵⁵ Utami (in Sulaksono), said that the shadow teacher of children with special needs explained

⁵⁴ Tri Rahayu, "Burn Out dan Coping Stress pada Guru Pendamping (*Shadow Teacher*) Anak Berkebutuhan Khusus yang Sedang Mengerjakan Skripsi". Vol. 5 No. 2, Universitas Mulawarman 2017, 290-300

⁵⁵ Joko Yuwono, *Pendidikan Inklusif*. (Bahan ajar: Atmajaya, 2007)

that the shadow teacher was someone who helped class teachers assist children with special needs so that the teaching process could run smoothly without interruption.⁵⁶ The prerequisites to being a shadow teacher according to Sulaksono are not child assistants (helper), have a background as educators, are open and willing to cooperate, are highly dedicated and do not give up easily, teach good manners, mutual respect, tolerance, and empathy, become a figure for all students.

Romi Arif (in Sulaksono), added that this shadow teacher has a different function than a baby sitter or a caregiver because in addition to being a therapist it also helps class teachers provide lessons.⁵⁷ The qualifications of accompanying teachers cannot be arbitrary, they must have the expertise as special therapists for autistic children. In a simple sense, the teacher is the person who provides knowledge to students. Teachers in the view of the community are people who carry out education in certain places, not always informal education institutions, but can also be in mosques, at home, and so on.

The role of the shadow teacher in assisting regular teachers is due to the limited knowledge and skills of these teachers. The teacher acts as a bridge in interacting between class teachers, and children who generally still have difficulty concentrating and focusing on paying attention to class teachers. The ability that must be possessed by a shadow teacher in dealing with autistic children in the class is to have knowledge about the learning styles of autistic individuals in general and the characteristics of the child they assist in particular. The task of the shadow teacher, among others, is not helping the child in doing the task, acting as a communicator and communication bridge, encouraging the child to interact with his classmates.

Teacher assistant (shadow teacher) specialized in school inclusion is as a teacher assistant (shadow teacher) for students

⁵⁶ Aditya Sulaksono, Skripsi: “*Gambaran Burn out pada Guru Pendamping Anak Autis di Sekolah Dasar Negeri 04 Pagi Jakarta Timur*”. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2007)

⁵⁷ *ibid*

ABK with basic tasks include developing and maintaining equivalence optimal ABK with other children, keeping the presence of the crew not to disturb the implementation of programs of public school education, develop and improving inclusive education programs, striving for a harmonious educational atmosphere in schools among families of children with special needs.

The shadow teacher has a very important role in the class, because it has a very important role, among others, bridging the instructions given by the class teacher to students, controlling the behavior of children in the class, helping children to keep concentrating, helping children learn, play, interacting with friends, becoming a medium of information between class teachers and parents in helping children teach to be left out of the lessons in their class.

B. Review of Related Study

In this study, it is necessary to add some previous research that is useful for reference and avoid equality. Several studies have been conducted to determine the challenges and strategies in assessing slow learning. Some of these studies will be explained in the following paragraphs.

The first previous study is by Humphrey Alexander.⁵⁸ In his thesis, he did semi-structured interviews and observations to find out the challenge faced by the teacher in teaching children with a developmental disability. He concluded that teachers need to reduce the scope of classrooms, the use of modern teaching materials, the need for motivation for teachers and support from the government. And teachers also face the challenge of teaching students with special needs because teachers do not receive special education training from schools, so they feel ineligible to teach students with special needs.

Another research is conducted by Dr. Regis Fanuel Gutuza1, Dr. Mufunani Tungu Khosa, Mr. Philip Gazimbe, Professor Tichaona Mapolisa. In this study, the results show that teachers face several challenges in identifying classroom situations and

⁵⁸ Humphrey Alexander, Thesis: "*Challenges Face by Teacher When Teaching Learners with Developmental Disability*" (University of Oslo)

assessing learning for children with special needs because children with special needs have different needs. In this study explains students who do not pass the assessment, they can not access special education programs, curriculum modifications, tests and examinations. He explained that students could access this if they had carried out a diagnostic assessment. The assessment of children with special needs has several problems such as unclear government policies, lack of further training, chaotic teacher mechanisms to address the learning needs of every child with needs. So that students with special needs need a legal framework that can protect them from social stagnation in society and the views of outsiders about assessments for students with special needs who are not dealt with effectively to reach their maximum potential.

The third study was conducted by Rasha ElSaheli-Elhage and Shlomo Sawilowsky on the Assessment practice for students with learning disabilities in Lebanese private schools: A national survey. The purpose of this study is to describe the assessment practices carried out by teachers and administrators in several private schools in Lebanon through the CIPP evaluation. Responses from both parties were contrasted; the responses included involvement in the assessment process, the impact produced after the assessment process, and assessment practices for students with learning delays. The results of this study indicate that gender inequality is dominated by women in addition to the absence of criteria in ethical standards. In addition, teachers and administrators are not sufficiently prepared to assess students with special needs. Although in this study the administrator showed more significant results in the assessment process compared with the teacher, because the teacher thought that alternative assessments were important and the teacher still used traditional methods.

The fourth research is conducted by Martha L. Thurlow, Sheryl S. Lazarus, Sandra J. Thompson, and Amanda Blount Morse.⁵⁹ The results of the study show that local educational

⁵⁹ Martha L. Thurlow, et al., "State Policies on Assessment Participation and Accommodations for Students with Disabilities". *The Journal Of Special Education*. Vol.38 No. 4, 2005, 233-240

institutions need to know how to implement accommodation assessments appropriately, they also suggest increasing knowledge by identifying assessment accommodations that are appropriate for each student, and assessors must also design tests to minimize accommodation needs.

The other research is conducted by Fouzia Khursheed Ahmad.⁶⁰ In his research, he observes issues in the identification and assessment of learning disabilities. What is included in the identification process is the construction and validation of tools, criteria, reasons for learning disabilities, and other deficits such as learning disabilities in individuals, personal and social life, intellectual functions of individuals. The probable cause of the deficit is the effect of remediation on individuals and their learning disabilities. These problems which cause identification and assessment of learning become difficult and challenging and need to be addressed. So that it creates problems such as lack of awareness and recognition of policies, lack of proper diagnosis, problems with acceptance of the system, lack of teacher awareness, lack of proper research in the field of testing and lack of alternative education

⁶⁰ Khuesheed Ahmad Fouzia. "Exploring the Invisible : Issues in Identification and Assessment of Students with Learning Disabilities in India". *Transcience*. Vol 6, 2015, 115

CHAPTER III

RESEARCH METHOD

The description of the research methodology is presented in this research. This chapter discusses research design and approach, research presence, subject and research setting, data and source of data, research instrument, and data analysis technique.

A. Research Design and Approach

The approach in this research is qualitative. Qualitative in this research is to overcome research problem which does not know the variable and need to explore.⁶¹ Qualitative research aims to understand the phenomena about what is experienced by research subjects such as behavior, perception, motivation, actions, and others. This means researchers use descriptive reports based on real condition. So, the report should be realistic and persuasive to the reader.⁶² The brief description made the reader able to understand the process and the result of this research.

The researcher used qualitative descriptive because of the objectives of the study are to explain the teacher challenge in assessing slow learner students in SMAN 1 Gedangan and to find out the teachers' strategies in assessing slow learner students in SMAN 1 Gedangan.

B. Research Presence

The role of the researcher in this research is as an observer and interviewer. The researcher collected the data by doing in observation and interview, so the researcher observed to the class and visited the participants and asked some questions based on the interview guideline. In addition, the researcher has visited the principle of the school, so the participants knew the purpose of the observation and interview and the role of the researcher.

⁶¹ Creswell – John W, Educational Research Planning, Conducting and Evaluating Quantitative and Quantitative, Boston: Pearson.2012,16

⁶² Sharmen Robert R. – Webb Rodman B, *Qualitative Research in Education: Focus and Methods* (New York: Falmer Press, 2005), 4

C. Subject and Research Setting

This research was conducted at SMAN 1 Gedangan Sidoarjo. It is located in Jl. Raya Sedati KM 2, Wedi, Gedangan, Tumpel, Wedi, Gedangan, Sidoarjo. The school was the first inclusive school in Sidoarjo. The research was conducted in the August academic year 2019/2020. Specifically, the subjects are two English teachers in SMAN 1 Gedangan who have experience in assessing English for slow learner students.

The researcher observed the class in which the classes there are slow learner students. The researcher observed the class and took notes based on the situation in the class. And the researcher also interviewed the English Teachers.

D. Data and Source of Data

The researcher accumulated the data by conducting observation and interview. The purpose of observation is to accumulate the data about teachers' strategies in assessing slow learner students. It means that observation is the method in answering the second research question. However, the purpose of the interview is to accumulate the data about the teachers' challenges and strategies in assessing slow learner students, so it means that the interview is the method of answering the first and clarify the result from the observation. Furthermore, the researcher came to the participants to conduct the interview. And the answers from the participants would be analyzed.

The source of data was obtained from the subjects of the research by conducting the observation and interview as data collection. The subjects are two English Teachers at SMAN 1 Gedangan who have experience in assessing slow learners students.

E. Data Collection Technique

To collect the data, the researcher collected the data through interview and observation. The first instrument is an interview guideline. The function of the interview was to know the teachers' challenges and strategies in assessing slow learner students. The researcher did the interview on August 7th - 8th 2019 in SMAN 1 Gedangan. The researcher came to the two English teachers and asked them questions based on the interview guideline. The researcher did the first interview on August, 7th 2019 and the second interview was done on August, 8th 2019. Moreover, the teachers could give opinion and ideas related with the challenges

and strategies in assessing slow learners. After gathering the data, the researcher transcribed the interview result to make easier in interpreting the data.

For the second, it is a observation. It was to know the teachers' strategies in assessing slow learners. The researcher did two meeting observations for the teacher who taught inclusive class in order to make valid result and the action sensed naturally. The researcher did the observation on August, 8th and 21st 2019. On the first observation, the researcher observed the X IPS 3 class at 12:45 till 14:15. The researcher did non participation observation; the researcher just sat at the behind of the class and did not interact or participate. Then, the researcher took a note based on what the teacher did in teaching and learning process. And the second observation, the researcher observed X IPS 2 at 07.15 till 08.45. The researcher did the observation as the first observation. After that the researcher analyzed the result of the observation.

The researcher collected all of the data. All data are used to answer research questions. Completing the data helped researcher to find research objectives. To get research data, researcher used different tools. For the observation, the tool was an observation note. In the interview section, the researcher used an interview guideline and recorder to record participants' opinions. Those tools help the researcher to save all the data.

F. Research Instruments

Data was required to undertake the findings of this study. The data could be obtained by using the following instrument:

1. Interview Guideline

For supporting the data collection which was an interview, interview guidelines would be used. Interview guidelines used on several theories for interviewing to do this qualitative research. The researcher recorded the interview section for saving proof of the data.

“Interviewers need to consider how the interview will improve the human situation (as well as enhance scientific knowledge), how a sensitive interview interaction may be stressful for the participants, whether participants have a say in how their statements are interpreted, how critically the interviewees might be questioned, and what the consequences

of the interview for the interviewees and the groups to which they belong might be."⁶³

Interview guidelines used to answer the first and clarify the data from the observation. The researcher collected data from the subjects about their challenges in assessing slow learners students. Interviews are a classic way of research to conduct a conversation that explores your focus area.⁶⁴ The kind of interviews generally used for Academic Research is a structured interview, guided or semi-structured interview, and open-ended conversational-type interview.⁶⁵ In this research, the researcher used a semi-structured interview. The interview collected answers data from the subject about their challenges that are faced and strategies in assessing slow learner students. The questions are being a guideline for the interview. There are around 20 questions that asked to the teachers. The questions are related to the teachers' challenges and strategies in assessing slow learners. From the instrument researcher got the information about teachers' challenges and strategies in assessing slow learners.

2. Field Note Observation

To clarify the data from the interview about the strategies in assessing slow learner for answering the second research question, observation was used by the researcher. The researcher observed the teaching-learning process in the class, especially how the teacher assesses slow learner students. The researcher is doing nonparticipation observation. It means that the researcher just sits in the class to observe the learning process. From the field note observation, the researcher found out about the strategies in assessing slow learner students. Based on the recommendation of the English teacher, the researcher was doing observations about two meetings.

⁶³ John W. Creswell, *Educational Research Planning: Conducting and Evaluating Quantitative and Qualitative* (Boston:Pearson,2012),16

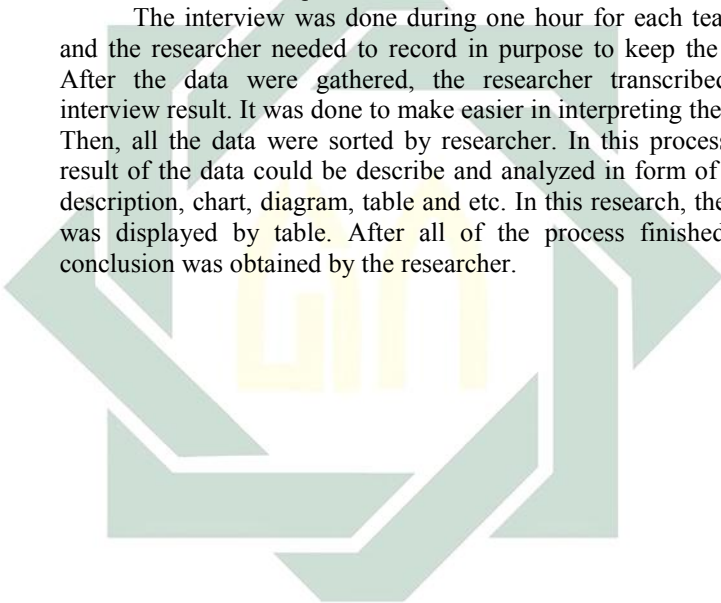
⁶⁴ Anne Burns, *Doing Action Research in English Language Teaching :A Guide for Practitioners* (New York:Routledge,2010),74

⁶⁵ *Ibid*, 74

G. Data Analysis Technique

The researcher analyzed the data in a descriptive qualitative approach. The data was collected through observation and interview. The observation data was taken during teaching and learning process and the interview data was obtained before the researcher did observation. During the observation the researcher observed the class and took a note almost two hours in every meeting. The result of observation analyzed to get the information based on the research question.

The interview was done during one hour for each teachers and the researcher needed to record in purpose to keep the data. After the data were gathered, the researcher transcribed the interview result. It was done to make easier in interpreting the data. Then, all the data were sorted by researcher. In this process, the result of the data could be describe and analyzed in form of short description, chart, diagram, table and etc. In this research, the data was displayed by table. After all of the process finished, the conclusion was obtained by the researcher.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter the researcher will discuss the results of the study and discussion. The results of the study will be in the form of exposure to challenges and strategies in assessing slow learning. The discussion of this chapter concludes the activities that have been carried out by researchers during the study and the results of data processing.

A. Research Findings

The researcher has conducted th research from 8th August – 21st August 2019 through thr techniques of collecting data as stated in reasearch method. The data collected based on the research questions as follow:

1. What are the challenges of teachers in assessing slow learners students?
2. What are teachers' strategies in assessing slow learner students?

The organization of this section will followed by two section:

1. Teachers' Challenges in Assessing Slow Learners

Based on the result of the interview data, the teachers faced challenges in assessing slow learner students. The data was gotten based on teachers' experiences during assessing the slow learner. The challenges faced by teachers are shown in the following table.

Table 4.1 Teachers' Challenges in Assessing Slow Learners

Teachers' Challenges	
Teacher 1 (T1)	Teacher 2 (T2)
a. No available guideline	a. Limited time
b. Creating worksheet	b. Controlling students' emotion
c. Limited time	c. No shadow teacher in the class
d. Controlling studnets' emotion	

The table shows that the teachers have different challenges faced by the teachers when the teachers were assessing slow learners. The further explanation of the challenges is explained in the following paragraph. Also, the statements of the teachers are quoted as proof of the findings. The complete answer can be seen in the Interview Result in Appendix II.

The data from table 4.1 shows the teachers have the different challenges in assessing slow learners; Teacher 1(T1) faced difficulty in terms of the guideline, creating a worksheet, limited time, and controlling the students' emotions. The first point from table 4.1 is no available guideline. This school used curriculum 2013 (K13), as we know in the teachers should assess the students in behavioral, knowledge and skill competence. So, there is no different curriculum with regular and slow learners and the government also did not provide a guideline with the curriculum. The teachers need to modify the curriculum that suitable with slow learners. Such as statement from the T1, the teacher stated that there is no certain guideline or regulation for the slow learner in the inclusive school, so they used the same curriculum with the regular students and modify it. This statement was stated when the researcher asked about the curriculum used in the school and how the teachers modify the curriculum.

“Talking of curriculum issues, we know the name of the curriculum is curriculum 2013 (K13). Regular students use K13 as well as students with special needs. However, there are notes for special inclusive education programs that there is such a thing as curriculum modification, so the ones that are covering are K13 students who are adjusting to the curriculum but the modification curriculum is the curriculum that must adjust students' disability. So for students with special needs, we use a modified curriculum.” (T1, Excerpt 1)

Beside the guideline and the regulation, the teacher (T1) also faced the challenge when the teachers made the worksheet. The teacher in this school agreed to make the same worksheet for the slow learner students and regular students. However, the teacher should make different worksheet between slow learner

students and regular students. The teacher also said that if the teachers gave different worksheets, the slow learner students would not finish the worksheet. They want worksheets as regular students. So, the teacher in this school should make the same worksheet between slow learners and regular students. Because of that, the teacher must make the same worksheet, and then the teacher must be able to make questions that can be done by slow learners and not too easy for regular students. But for the slow learner students, they should not do the entire question. Although the teachers have not asked the students did the entire question and designed the question easier, sometimes the slow learners still cannot answer the question correctly. The statement below showed the teachers' answers about the worksheet that the teacher gave to the slow learner students.

“Worksheet it is also important that we provide there, so it was the first LK is what to do the same, premises n in print at all. 10 numbers must be worked on in the worksheet, we give slow learner students 10 regular student numbers as well as 10 numbers. When we slow learner students we approach what you are doing later (we are looking for the easiest) of the 10 numbers we give the 3 numbers that are easiest for us to circle and ask slow learner students to work on the number. So the worksheet is the same but we are duplicating the worksheet given to slow learner students.” (T1, Excerpt 2)

“Same, they get the same problem and do the same thing. But later the difference if given a question of 10 for example, slow learner students are only able to work on 3 questions, only those are assessed. And if 3 questions are correct, the value is 100. The rules are like that for slow learner students.” (T2, Excerpt 3)

Furthermore, teacher 1 (T1) also faced challenge in time management when the slow learner did the assessment. But not only teacher 1 (T1) faced that challenges the teacher 2 (T2) also face it. The slow learner students tend to do the assessment longer than the regular students since the time is limited so the slow learner students did not get extra time to do the assessment. We know that slow learner cannot understand abstract thing, so they need extra time when they did something.

That statement was stated when the researcher asked about the time when the slow learner students did the assessment.

“Let's say that the regular student does 50 questions, the slow learner student can do 10 questions. Those are good. Regular students do with a duration of 30 minutes or 1 hour. Students who are slow learners may be given more time. But we also clash with the time provided by the school, so that all goes well so it's all the same.” (T1, Excerpt 4)

“.....they did test longer than other students.” (T2, Excerpt 5)

In addition to the statement above, teacher 1 (T1) and teacher 2 (T2) stated that slow learners sometimes feel bored or their emotions are bad when they did the assessment. When the teacher found that condition in the class, the teacher asked them to take a break. The teachers cannot force the slow learner to do the assignment. When the teachers did that, they will make worse the slow learners' mood. This statement below will show the teacher's answer about the time to take a break when the slow learner students did the assessment.

“That's conditional, we talk about modification again sometimes students like that don't feel tired in understanding something that often appears, it makes the mood or feeling of boredom also appears. When we find such field conditions we change the design by giving time for a break. If they need sleep, please sleep, we cannot force them.” (T1, Excerpt 6)

“There is no specific time for rest, if they are tired, they are allowed to rest.” (T2, Excerpt 7)

However the result of the interview of Teacher 2 (T2), the teacher faced difficulty in terms of limited time, controlling the students' emotions, and no teacher assistance. But this section the researcher will explain the teachers' assistance because the other points have been explained in the previous paragraphs. The teacher 2 (T2) stated that in the school only have 4 teachers assistance, on the other hand, there is 14 class which the slow learners included in those class. The teacher said that the teacher assistance has to take a turn to those 14 classes. Teacher assistances should be teacher assistance in each class. The teacher 2 (T2) said that shadow teachers help the slow

learner to understand the material, help to do the assignment and also help in controlling students' emotions. When the shadow teacher cannot attend the class, the teacher felt difficult in managing the slow learner. Because in the class the teacher was not only focusing in slow learner but also the teacher also focus with the regular students. therefore the presence of shadow teacher is very important in the class.

"....a slow learner student who has autism, so the student cannot sit, cannot calm, they run around the class." (T1, Excerpt 8)

"Sometimes there are difficulties when giving a student assessment is there is a problem in the class, sometimes there are just sleeping, or maybe that day was sleepy or what, also there are students who are too active can not be quiet he walks to and fro. That's the difficulty that we usually experience. Sometimes communication is also difficult, the name is also students with special needs if invited to communication is difficult so we have to be patient in learning activities if there is a special assistant teacher the difficulty can be overcome when there are other things or there are tasks outside ." (T2, Excerpt 9)

2. Teachers' Strategies in Assessing Slow Learners in Learning English

After finding the teachers' challenges in assessing slow learners, the researcher focused to answer the second research question since the first research question is the teachers' challenges in assessing the slow learner in learning English. Relating to the teachers' strategies in assessing slow learner the researcher observed the class which the slow learners include in that class as the result of teachers' strategies in assessing slow learners. To support the data from the observation, the researcher conducted an interview with the English teachers.

According to the observation and interview, the researcher found the strategies that teachers used in assessing slow learner in learning English. The teachers' strategies that used by the teachers are shown in the table in the following:

Table 4.2 Teachers' Strategies in Assessing Slow Learners

Teachers' Strategies	
Teacher 1 (T1)	Teacher 2 (T2)
a. Ask students to make a dialogue	a. Ask students to write simple text
b. Give a multiple choice questions	b. Ask students to make a dialogue
c. Complete fill the blank questions	c. Ask students to do oral presentation
	d. Complete the fill the blank questions

The table shows that English teachers have 5 strategies when they were assessing slow learner students. The strategies will be stated in the following description with the statement as proof. The first strategy is asking students to make dialog. This strategy is used by both teachers (T1 and T2). Based on the interview result the teachers stated that in this assessment the teachers could help slow learners to become more confident and it also made slow learners feel needed in this environment. Because when making the dialogue the slow learners should work together in a group with regular students. Although sometimes the slow learners did not want to participate in group discussions.

"If speaking usually, I told the students to make a group and make a dialogue by topic being studied" (T1&T2 , Excerpt 5)

"It must be, because we are inclusive education providers, which include inclusion. We divide the group, if we ask students to form a group then they will avoid slow learner students, they say "I don't want to be with that child, my grades will be ugly". So for group work, we will divide the group or we ask regular students to form groups and put slow learner students into the available groups. This is done so that regular students can appreciate slow learner students as well as slow learners they feel that he is useful for others." (T1, Excerpt 5)

Based on the observation result the teacher also asked students to make a simple text. In this assessment, the teachers' responsibility is to provide opportunities for writing and encouragement for students who attempt to write. The teacher did this assessment by giving the task to the slow learner students to make the simple text for about a paragraph or two paragraphs although for the regular students they should write more than the slow learner students. Based on the result of the observation the teacher asked the students to make the text about themselves which the material that day. When the slow learner did this activity the teachers guided them to do this task. Not only the teacher who guide the slow learner but also the teacher asked the students beside them to guide them (slow learners).

My name is Riki Satria. I am the first child of three children. I was born in Bekasi, July 14th 2002. I live at KebonWaru number 33 Tangerang, Jakarta. Speaking of a hobby, music is one of my hobbies. I can play the guitar since 4th grade and now I have created 4 songs. I have a dream to make a band and will share a stage with Coldplay. Hopefully, my dream can come true. I have 2 siblings who are still in elementary school, Nimi and Nima, they are twins. My father teaches in public university in Semarang as lecturer and my mother is dentist.



Figure 4.1 Example of simple text

The teacher also used an oral presentation to assess the slow learner. Because oral assessment offers the teachers opportunity to assess the structure and the content of a presentation. This assessment has become a useful and effective way to increase students' awareness of communication skills. When the researcher observes the class, the researcher found that the teacher used this method to assess the students, because the teacher thinks that the students need a lot of opportunities to develop and practice communication skills. This activity also

gains confidence in communication. Though, when they are in the front of the class, they did not remember what they want to say. So, the teachers guide them to finish the activity.

And the result from the observation and interview showed the teachers also use multiple choices and fill the blank. The T1 stated that when he wanted to assess reading, he used multiple choices and fill in the blank.

“When reading, I use multiple choices and fill in the blank. Depending on the type of text and the material.” (T1, Excerpt 6)

The teacher stated that the questions between the slow learner students and regular students are the same. But teacher 1 (T1) stated that although the questions are the same the slow learners asked to do the task according to teacher’ referrals. On the other hand, the teacher (T2) said that slow learners did the assessment based on their ability. It means if they can answer that question, they should answer it. So, teacher 2 (T2) assess the slow learner based on the question that they can answer.

D. Possessive Pronouns:

1. He is very diligent and loves reading. He always brings book in ___(he/his) bag.
2. ___ (Mine/My) little brother studies in a state vocational school in my region.
3. Alice told her pen pal that she admired JK. Rowling and collected ___(her/his) novels.
4. My pen pals have the same interest with me, which is about writing. We sometimes send ___ (their/our) piece of writings and I often give comments on___ (it/theirs).
5. He told me about his family and I told ___(my/mine) too.

Figure 4.2 Fill in the blank exercise

My name is Riki Satria. I am the first child of three children. I was born in Bekasi, July 14th 2002. I live at KebonWaru number 33 Tangerang, Jakarta. Speaking of a hobby, music is one of my hobbies. I can play the guitar since 4th grade and now I have created 4 songs. I have a dream to make a band and will share a stage with Coldplay. Hopefully, my dream can come true. I have 2 siblings who are still in elementary school, Nini and Nima, they are twins. My father teaches in public university in Semarang as lecturer and my mother is dentist.

1. What does Riki's father do? He is....
 - a. Teacher
 - b. Headmaster
 - c. Farmer
 - d. Lecturer
2. Where does Riki live?
 - a. Riki lives in KebonWaru number 33 Tangerang, Jakarta
 - b. Riki lives at KebonWaru number 33 Tangerang, Jakarta.
 - c. Riki live at Tangerang, Jakarta.
 - d. Riki live at KebonWaru number 33 Tangerang, Jakarta

Figure 4.3 multiple choice exercises

As a result of observation the teachers also used multiple - choice and fill in the blank to assess the students. Although multiple-choices assessment is associated with assessing lower cognition such as the recall of discrete facts. This strategy is used to accommodate the slow learners, so they can do some task. The teachers used fill the blank because in this assessment the students are required to fill the blank with words, number, symbol or maybe a phrase that the design has left out on purpose. The students are expected to know the exact word or phrase in order to get the answer. This fill the blank type question test the recall power of the students and not their ability to recognize or synthesize. The teacher also said that this type of assessment is to encourage students to apply the

knowledge they have already learned. So, they must have access to source material before they are asked to answer the question.

B. Research Discussion

In this section, the findings are related to the theories that have been included in Chapter II as a basis for conducting research. Therefore, the discussion is classified based on the research questions of the study.

1. Teachers' Challenges in Assessing Slow Learners in Learning English

Based on the result of finding, the English teachers face different challenges in assessing slow learner but the teacher also face same challenges in assessing slow learners. Although there are some differences, it can be concluded the teachers' challenges in assessing slow learner are no available guideline, when the teacher creating worksheet, the teachers have limited time to assess slow learners, the teachers has difficulty in controlling students' emotion and the last is there is no shadow teachers in each class. Those challenges will explain in the following section.

a. No Available Guideline

In term of guideline, the teacher faced a challenges in applying the curriculum, because the guideline only for the regular student and there is no certain guideline for the special need students especially slow learner in inclusive school. The government only gave the guideline for regular students and the teachers need extra work to modify the guideline that suitable with special need students. According to Lebeer, J., Candeias, A., & Grácio, L, they stated that the Assessment of children with special needs has fundamental problems such as the absence of clear policies, unsustainable teacher training, and support mechanisms for teachers in dealing with the needs of children with special needs.⁶⁶ This causes the lack of legal framework to accommodate the slow learning in inclusive schools and assessments for students are not

⁶⁶ J.Lebeer, et.al., "With a Diffirent Glance:Dynamic Assessment of Functioning of Children Oriented at Development & Inclusive Learning". (Maklu,2011)

effective, they also cannot reach the maximum potential of individuals.

b. Creating Worksheet

In making the worksheets, the teachers should evenly divide the questions, because in the class not only slow learner students but also there are regular students. The teacher should know ability from the slow learner and know the extent which they can afford when they did the assessment. The teacher should make the question that the slow learner can do and not to easy for regular students. Although the teacher has made the question easy sometimes slow learners still cannot do the assessment. As explained by Shriner, J. G., Learning assessment is an important element of the practice of assessing special education classes, especially when the assessment is carried out by emphasizing the needs of individuals and their education.⁶⁷ Another expert also mentioned that assessment will run effectively if students understand their goals, know what to do, and the standards expected.⁶⁸ Some facts show that assessment of students has a considerable impact on the quality of their learning. However, students who lack confidence show less results. But their involvement in the assessment process is very meaningful because they can maximize their potential so they can improve their achievements.⁶⁹ This can be handled by learning with the learning objectives in accordance with students and helping them to know the standards they will achieve by considering their main characteristics.

⁶⁷ J.G. Shriner, "Legal Perspective on School Outcomes Assessment for Studnetss with Disabilities". *The Journal of Special Education*. Vol.33, 2000, 232 – 239.

⁶⁸ K. Harris and R. James, "Facilitating Reflection on Assessment Police and Practices:A Planning Framework for Educative Review of Assessment". *Studies in Learning, Evaluation, Innovation, and Development*. Vol. 3, 2006, 23 – 36.

⁶⁹ G.T.L. Brown – G.H.F. Hirschfeld, "Studnets' Conception of Assessment: Link to Outcomes.*Assessment in Education:Principle, Policy &Practice*. Vol.15, 2008, 3 - 17

c. Limited Time

In the process of the assessment, the teachers have problem in the time management. Because the slow learner students tend to do the assessment longer than the regular students, since the time is limited. The slow learners did not get extra to do the assessment. According to Ruddy, Ramar and Kusuma expressed that slow learner have difficulties in the process solving the problem. They are slower in making relationship between concepts to other concept. Therefore they cannot process the development of general concept or ideas in school assignments. The other expert also clarified that slow learners are lack of showing concern for what and how the task it can be resolved properly.⁷⁰ G.L. Reddy, R. Ramar and A. Kusuma also stated that slow learners learn to experience severe and prolonged emotional problems that hinder the learning process. This emotional problem causes children to learn slowly to have low learning achievement, poor interpersonal relationships, and low self-concept.

d. Controlling Students' Emotion

The slow learner force to do the assignment, they sometimes feel bored in the class. So the teacher asked them to take a break, because we cannot force the slow learner to do what we want to do. As declare by Nani and Amir, slow learners have less stable emotions. They are angry and explosive as well as sensitive. If there is something that makes them stressed or made mistake, usually the slow learner gets discouraged quickly.⁷¹ G.L. Reddy, R. Ramar, and A. Kusuma stated Slow children learn to experience severe and prolonged emotional problems that hinder the learning process. This emotional problem causes children to learn slowly to

⁷⁰ Cece Wijaya, *Pendidikan Remedial, Srana Penembangan Mutu Sumber Daya Manusia* (Bandung: PT Remaja Rosdakarya,2010)

⁷¹ Nani Triani – Amir, *Pendidikan Anak Berkebutuhan Khusus Lamban Belajar; Slow Learner* (Jakarta: PT Luxima Metro Media,2013)

have low learning achievement, poor interpersonal relationships, and low self-concept.⁷²

e. No Shadow Teacher

On the other hand, the role of shadow teacher is important in inclusive school. Shadow teacher is a companion teacher who works with students with special needs during the school.⁷³ The role of the shadow teacher is to understand various learning difficulties as well as how to handle students with special needs well and enable the students to receive the special attention that students need. The shadow teacher service can improve the quality of students in learning experiences. The expert will help students in term of communicating, participating in class, socializing, showing courtesy to others and controlling their behavior. Shadow teacher helps the students with special needs to learn more independently. Although the school teacher is the main teacher in teaching in the classroom, but the teacher does not have special training like a shadow teacher.

2. Teachers' Strategies in Assessing Slow Learners in Learning English

Based on the result of the finding, there are some strategies that used by the teachers in assessing slow learner in learning English. The information is gotten from the teacher through interview and observation. The strategies from the finding are correlated with several theories and it will explain in the following section.

⁷² G.Reddy, et.al., *Slow Learner: Their Psychology and Instruction* (New Delhi: Discovery Publishing Istimewa,2006), 11-15

⁷³ A.Saez, *What is Shadow Teacher?* Access on 13 August 2019 from <http://classroom.synonym.com/shadow-teacher-8782494.html>

a. Ask students to make dialogue

According to EIT dialogue writing is an activity where students collaborate to compose a dialog, which can be performed later for the entire class.⁷⁴This strategy can be motivating the slow learner and regular students to do group activity. One of the benefits this activity is that it is students center, the teacher are giving students opportunity to create their own material. This allow them to create the material is more personalized than a dialogue in their course book. This activity also gives students chance to be creative. They can make their dialogue dramatic, funny, serious or crazy. Students are always curious to hear what their classmates have created. In addition, according to Stephen Rader and Tracy Summerville creating dialogue in the classroom is about creating trust. It is thoughtful and critical analysis of each contribution and it is also helping students to think about their citizenship both within and outside the classroom.⁷⁵

b. Give a multiple choice questions

Rain S. Bongolan and Ellen Moir mentioned mention that The teacher can use various activities to check students' understanding, because in learning languages students need various ways to make them understand and understand about a concept.⁷⁶ The teacher can use multiple choices to assess the students. As we know that multiple choices is the common assessment that used to assess the students. Multiple choices are an assessment which students are asked to select correct answer from the choices. In the result of the interview and observation the teachers used this strategy

⁷⁴ EIT, "Creating Dialogues in ESL Classroom". *Taiwan*.2010, access on <http://www.englishtaiwan.com/teacher-resources/creating-and-performing-dialogues-in-the-classroom>

⁷⁵ Stephen Rader – Tracy Summerville, "Creating Dialogue in the Classroom"

⁷⁶ J.D Brown – T. Hudson, "The Alternative in Language Assessment". *TESOL Quarterly*. Vol 32 No 4, 1998, 653 - 657

to assess the students although this assessment is associated with assessing lower cognition such as the recall of discrete facts. This strategy is used to accommodate the slow learners, so they can do some task. As stated by Brown and Hudson, although multiple choice has a lower guess level than true - false, both assessments can be used to measure relatively broad knowledge.⁷⁷

c. Complete the fill the blank question

The teachers also used fill the blank to assess the student. The teachers make the question that may contain a sentence or even a paragraph with a blank space. The students are requiring filling the blank with words, number, symbol or maybe a phrase that the design has left out on purpose. The students are expected to know the exact word or phrase in order to get the answer. This fill the blank type question test the recall power of the students and not their ability to recognize or synthesize. The teacher also said that this type of assessment is to encourage students to apply the knowledge they have learned. So, they must have access to source material before they are asked to answer the question.

d. Ask students to write simple text

The developmentally appropriate assessment provides opportunities for students to show what they know in an environment in which it is safe to take risks associated with learning. According to Rains Bonggolan and Ellen Moir stated that assessments relate to students' daily lives and use these to attract students into academic concepts.⁷⁸ So, the teachers' responsibility is to provide opportunities for writing and encouragement for students who attempt to write. The teacher did this assessment by giving the task to the students to make simple text for

⁷⁷ Ibid,653 - 675

⁷⁸ Rain S Bologna – Moir, “Six Strategies for Teacher of English Language Learners”. *New Teacher Center*. 2005.

about a paragraph or two paragraphs based on the topic. It is also note by Brown and Hudson that essay tests deserve significant attention, as they are frequently used in the classroom.⁷⁹ Essay tests deserve attention, because they are often used in class. Essay test is an assessment that requires students to answer a question by compiling written work in the form of essays or paragraphs. In second language acquisition, The teacher considers the assessment using essays as reliable assessments to evaluate the use of productive language such as the use of vocabulary, grammar in conveying their ideas, opinions or arguments. In addition, the ability of students to connect sentences logically and regularly is also measured.

e. Ask students to do oral presentation

Rain S. Bongolan and Ellen Moir said that it is better to teach students thinking skills (metacognition) to learn new concepts than to require students to memorize information. Research shows that metacognition is an important skill when learning a second language and the skills used by various people who are very proficient in any language.⁸⁰ The teachers use oral presentation to assess the students. Because oral presentation offers the teachers opportunity to assess the structure and the content of a presentation. Oral assessment is a useful and effective assessment to improve students' speaking skills. When the researcher observes the class, the researcher found that the teacher used this method to assess the students, because the teacher thinks that the students need a lot of opportunity to develop and practice communication skills.

⁷⁹ J.D Brown – T. Hudson, “The Alternative in Language Assessment”. *TESOL Quarterly*. Vol 32 No 4, 1998, 653 - 657

⁸⁰ *Ibid*, 653 - 657

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion of the research and the suggestion from the research related to this research are presented.

A. Research Conclusion

Based on the research findings, the researcher found that the teacher faced five challenges in assessing slow learner. The challenges are no available guideline, creating worksheet, limited time, controlling students' emotion, and there is not enough shadow teachers in the school. In term of no available guideline, the government did not provide the guideline for slow learners' students and only provide the guideline for regular students. In creating worksheet, the teachers should make the question that can be done by slow learners and not too easy for regular students. Although the teachers have provided the easy question sometimes slow learners still cannot answer the question. In term of time, the slow learners tend to do the assessment longer than the regular student since the time is limited, the slow learner did not get extra time to do the assessment. Beside that sometimes the slow learner feel bored or their mood is not in good condition that cause the slow learner need extra time when doing something. The role of shadow teacher is also important to help the teacher in the class.

On the other hand, the strategies are used by the teachers in assessing slow learner. The strategies include asking students to make a dialogue, giving a multiple choice questions, completing fill the blank questions, asking students to write simple text, and asking students to do oral presentation. When the teachers applied the mentioned strategies, the students were able answer the question.

B. Research Suggestion

Based on the result of this research, the significant suggestion from the researcher are as the following:

1. For teacher

This research informs the teachers who teach slow learner about the strategies that they can applied when identifying their progress. This includes the practical strategies on how to design the question, how do race questions. The challenges that found in this study inform the teachers that they may learn from it. So, they will not face the same problems as found the teachers in this research.

2. For institution

The finding showed that the English teacher still face challenges in many aspects. This research inform the institution that they may support the teachers to improve the knowledge and professional development on how do teach and assess slow learners; they may give the teachers opportunity to join in some train innig or workshop. So, they get new knowledge on how to treat the students and how to assess the slow learners.

3. For future research

This research has tried to collect and analyze the data. Further researcher is suggested to analyze deeper using other method about the challenges. The similar topic can be conducted for the next research about assessment for slow learners in learning English for more specific aspect.

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