ENGLISH TEACHER STRATEGIES IN ASSISTING NINTH GRADE
FOR AT-RISK STUDENTS OF MTsN 2 SURABAYA

THESIS

**Submitted in Partial Fulfilments of the Requirement for the Degree
of Sarjana Pendidikan (S. Pd) in Teaching English**

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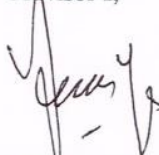
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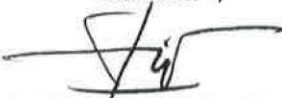
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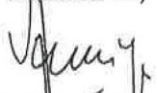The Board of Examiners
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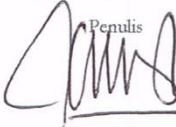yang berjudul :

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ABSTRACT

Rohmatulloh, Muhammad Bayu. (2019). English Teacher Strategies in Assisting Ninth Grade At-risk Students of MTsN 2 Surabaya. A Thesis. English teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya.

Thesis Advisor: Dra. Arbaiyah YS, MA. and Dr. Siti Asmiyah, M. TESOL

It had been long time that school always had variety of students' academic achievement. There were many students that successfully achieved academic standards, but the others were not. Students were were poorly in academic achievement can be concluded as at-risk students. There are some factors why they are considered as at-risk students, especially in English. it can be caused of students' motivation to read materials, lack of English interest, under of minimum mastery criteria (KKM). Besides, all of those factors are not always considered as at-risk students' criteria. School and teacher should use variety of teaching strategy to improve students' motivation. It means that at-risk students are the most important thing to be talked in academic, especially in English learning. So, the researcher is interesting to gain information about at-risk students. This study used qualitative approach which used interview guideline and observation sheet as instrument to answer the research questions; In what extent are English students of MTsN 2 Surabaya judged as at-risk based on some factors? And what are the English teacher strategy in assisting at-risk students of MTsN 2 Surabaya? It is aimed to gain the information of students who included as at-risk students and strategy used to assisting at-risk students. The result of this study showed that some factors to indicate students as at-risk students are; students are afraid to make mistake, had poor English performance, uncomfortable to learn English, lack of effort, do not like English and less support from parents and other students. The strategy used by teacher to assist at-risk students is good and appropriate to apply in English learning, but the weakness is teacher does not trust to at-risk students to express their opinion, understanding and knowledge. Although, it is important to improve at-risk students' confidence to learn English.

ABSTRAK

Rohmatulloh, Muhammad Bayu. (2019). English Teacher Strategies in Assisting Ninth Grade At-risk Students of MTsN 2 Surabaya. A Thesis. English teacher Education Department, Faculty of Education and Teacher Training, UIN Sunan Ampel Surabaya.

Thesis Advisor: Dra. Arbaiyah YS, MA. and Dr. Siti Asmiyah, M. TESOL

Setiap sekolah pasti mempunyai siswa yang memiliki pencapaian akademik yang berbeda-beda. Banyak siswa yang sukses dalam memenuhi standar akademik dalam pembelajaran, akan tetapi banyak juga yang tidak. Siswa yang dianggap belum memenuhi standar akademik pembelajaran dinamakan siswa yang bermasalah. Ada banyak factor mengapa mereka dianggap sebagai siswa yang bermasalah yaitu, kurangnya motivasi membaca buku pembelajaran, kurangnya minat dalam mempelajari bahasa inggris dan mendapat nilai dibawah kriteria standar (KKM). Tetapi, faktor-faktor diatas tidak bisa selalu menjadi kriteria dasar dalam menentukan siswa yang bermasalah. Sekolah dan guru juga harus mendukung dengan cara menentukan metode pembelajaran yang cocok untuk siswa dalam mencapai standar pembelajaran. Membahas siswa yang bermasalah adalah hal yang menarik untuk diteliti. Oleh karena itu, peneliti ingin mencari informasi tentang siswa yang bermasalah dalam pembelajaran. Penelitian ini menggunakan pendekatan qualitatif yang mana menggunakan interview dan observasi dalam mengambil data untuk menjawab pertanyaan peneliti tentang apa faktor yang mempengaruhi siswa dianggap sebagai siswa yang bermasalah? Dan apa strategi yang digunakan oleh guru dalam membantu siswa bermasalah di MTsN 2 Surabaya? Pertanyaan diatas untuk mencari informasi tentang siswa yang dianggap siswa bermasalah dan strategi apa yang dilakukan guru. Hasil dari penelitian ini menunjukkan bahwa siswa bermasalah bisa diindikasikan dari beberapa faktor yaitu, siswa takut membuat kesalahan, kurangnya usaha mempelajari Bahasa inggris, dan kurangnya dukungan dari keluarga dan teman. Sedangkan strategi pembelajaran yang di gunakan sudah cocok diaplikasikan di kelas.

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LIST OF ABBREVIATION

MTsN   : Madrasah Tsanawiyah Negeri

KKM   : Kriteria Kelulusan Minimal

EFL   : English as Foreign Language
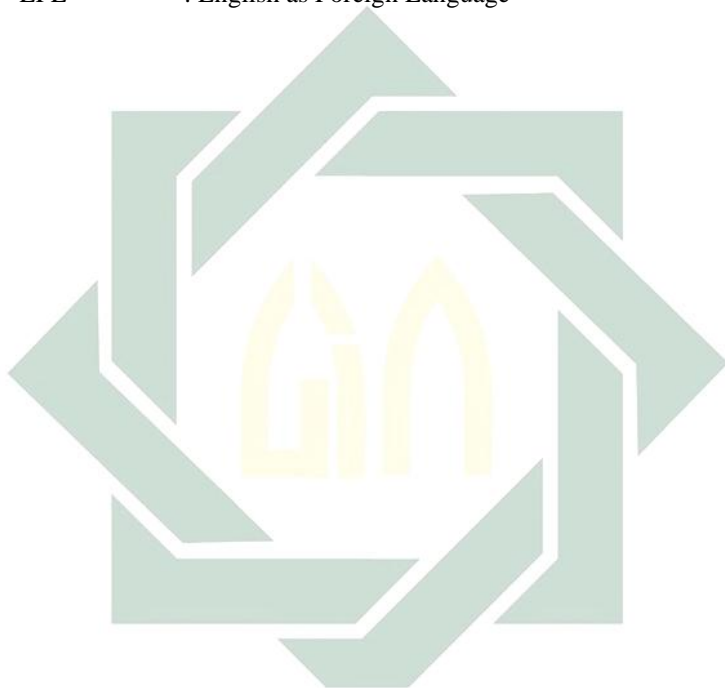
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CHAPTER I
INTRODUCTION

The aim of this study is to identify at risk students and to know the investigation in assisting at risk students used by English teacher at MTsN 2 Surabaya. This chapter presents background of study, the research questions, the objective of the study, the scope and limitation, and the definition of key terms.

A. Research Background

Students actively participate in the society and their success in life as well is undoubtedly a common goal of schools across countries. There were many students that successfully achieved academic standards, but others were not. Thus, Quinnan, states that students that are unprepared in achieving the school's academic standards can be included as at-risk student. Going back then, at-risk students are students with the academic background or prior educational achievement that may cause them to perform poorly and be alleged as a candidate for a failure of their future academic studies.[1]

Further, changes of adolescents, physically and psychologically, will determine their future. Negative changes such as drug use and criminality might bring them to negative consequences as they might not be able to achieve the academic standards at school, and even risking their future. Therefore, having positive experiences and proper choices along with enough provisions is an enormous help for adolescents to become independent adult in the society.

However, adolescents' action is not the only problem of self-sufficiency and academic standards achievement. There are many factors hindering English learners' achievement and judge them as at-risk; such as poverty, family dysfunction and instability, school and community environment, and minority and affluent youth. Those described factors then form characteristics of at-risk students. As one of at-risk factors, socio-economic status has previously been discussed. It concludes that socio-economic status, as well as home literacy practices level, greatly influence the learning condition the

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[1] Quinnan, T. W. *Adult Students' At-risk: Culture Bias in Higher Education.* (Greenwood Publishing Wood, 1997).

students are in.[2] In Indonesian context, the lower socio-economic status of the students, the more likely they get a lower achievement at school, and vice versa.[3]

Furthermore, relating it to English language teaching and learning, students are also judged as at-risk if they poorly perform at English which is indicated by their achievement. Students low achievement of English may be caused by their readiness of learning English and they may be not well equipped in previous learning of English. Some students do not review the English materials that have been taught previously in the class. Some also do not prepare themselves to at least read the upcoming English materials at their home. Besides, some also do not participate in the English course as their additional provisions. It indicates that students do not have much time to learn English. They only provide a very little time to learn English at home, and even they only learn English when the English teacher gives them a homework.

Aligned with that, at-risk students are also caused by their lack of interest of English. It is indicated by their performance in the classroom, and it includes students' truancy as well. The researcher did a survey regarding students' activity at home regarding learning English for fun. Most of them do like listening to English songs and watch English movies. However, they do not pay a deep attention to what they are learning at that time. Besides, most students do not read English book ever. They think that reading English books is confusing and even useless considering that they can't get what they are reading. This is considered as a troublesome fact.

Another factor related to students are at-risk is that their parents do not have a positive support for them to learn and master English. The fact is that some of students' parents do not have time to accompany their children to learn English at home. Some also do not provide students a support in term of giving students a chance to participate in an English course. Some parents also force themselves to teach and accompany their children in learning English at home

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[2] Dixon, L. Q., J. Zhao, J. Shin, S. Wu, Burgess Burgess-Birgham, at al. *What We Know about Second Language Acquisition: A Synthesis from Four Perspective.* (Review of Educational Research, 2012), 5-60.

[3] Rintaningrum, R., C. Aldous & J. P. Keeves. *The Influence of Students' Background Characteristics on Proficiency in English as a Foreign Language: Indonesian Context.* (Journal Social Humaniora, 2017), 112-128.

regardless their lack ability of English. This fact is quite unfortunate to know.

Furthermore, students' interaction with the English teacher does also take an important role. The fact is that students will feel uncomfortable when they think they can't get along with the English teacher. It leads to students being lazy and do not pay a deep attention to what they are learning in the classroom.

Nevertheless, students will also be categorized as at-risk if they fail to meet minimum mastery criteria (KKM) of particular subject of study. The fact is that it is a common thing in Indonesia to find students encountering remedial test which is happened because they fail meeting KKM of some subjects in school. It is quite unfortunate that there are students which think a remedial English test becomes as a habit. They do not take a test seriously since they can get a remedial test if they failed in the real test, and they think that taking remedial test is guaranteed not to fail at it as well. Some factors were found including unsuccessful teaching method and media, students' lack of readiness and interest of the subject, and unmotivated teachers.[4]

Thus, the issue of at-risk students is one of fundamental aspects in educational field that needs more attention to take. Therefore, in purpose of improving learning experience for at-risk students, schools and all related aspects to it do need information and guidance about teaching strategies that can support and assist students who are not meeting academic standards. Furthermore, to relate this issue to what the researcher experienced in the school, there must be consideration and follow up action toward the issue. In case of the fact that the researcher is a future English teacher, the researcher will gain deeper knowledge of the experienced teacher handling at-risk students' in the school.

Following up those issues above, some previous researches on at-risk students and teacher strategies to assist them as well have been done. These studies however, has some different aspects than the current. As the example, an experimental research by Hodges and White that discusses about assisting high-risk university students using mentoring strategy that includes verbal tutoring and

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[4] Sudaryono, M. A., *Analisis Faktor Penyebab Ketidaktercapaian Kriteria Ketuntasan Minimal dalam Pembelajaran Sosiologi SIswa Kelas XII IIs.* (2018).

supplemental instruction on students' academic achievement.[5] An experimental study about an improvement of English literature course test scores of at-risk students using technology as a supporting device by Maninger.[6] and a research about the use of information and technology as well as asynchronous learning design to assist at-risk students by Twigg.[7] Thus, some different aspects may bring different findings. Therefore, it is also fundamental to capture other findings from different points of view which is in this case, teacher strategies as well as teacher's reasons underlying the implementation of such strategies in assisting at-risk junior high school students in Indonesia, along with students' responses toward the applied strategies.

B. Research Questions

Based on the background of the research, the researcher constructs two research questions as the following:
1. What are the factors of judging students in MTsN 2 as at-risk??
2. What are the English teacher strategies in assisting at-risk students of MTsN 2 Surabaya?

C. Objective of the Study

Responding to those two research questions, the researcher aims that this research has two objectives:
1. to discover students of MTsN 2 Surabaya that are included as at-risk in English language subject of study along with the factors and characteristics description.
2. to describe strategies of assisting ninth grade at-risk students applied by the teacher along with the reasons underlying particular strategies implementation.

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[5] Hodges, R. and Jr. White. *Encouraging high-risk Students Participation in tutoring and supplemental Instruction. (*Journal of Developmental Education, 2001), 2.
[6] Manniger, R. M. *Students' Test Scores Improved in an English Literature in Redesign: Reaching and Retaining the At-Risk Students.* (Journal of Asynchronous Learning Networks, 2009), 147-155.
[7] Twigg, C. A. *Using Asynchronous Learning in Design: Reaching and Retaining the At-Risk Students.* (2009).

D. Significance of the Study

This study aims to discover English learners at MTsN 2 Surabaya that are judged as at risk. The judgment is based on at-risk students' characteristics along with the factors lie behind its judgment. Thus, the English teacher then is observed in terms of the strategies he or she uses to assist at-risk students of English.

Having the purpose for this research, the researcher determines some benefits for the English teachers and the writer in the case of:

1. For the English teachers

   The researcher expects that this research will give a valuable information for English teachers in the case of knowing the factors that judge students as at-risk, so that the English teachers can prevent students to become at-risk, or at least decrease the number of at-risk students. Besides, this research also discusses the strategies for assisting at-risk students. it is beneficial for the English teacher since a remedial English test is a common thing in educational system in Indonesia.

2. For the writer

   This research is beneficial for the writer considering that the writer dream of being an English teacher in the future. Therefore, the writer can know more about at-risk student field of knowledge. Knowing it means preventing students to become at-risk. Furthermore, the writer can also learn how to assist at-risk students in the most appropriate ways of teaching.

E. Scope and Limitation

This research covers the ninth-grade at-risk students of MTsN2 Surabaya as the research scope. Furthermore, this is limited into two aspects, which are at-risk students' categorization of English in MTsN 2 Surabaya and teacher strategies for assisting at-risk students along with the teacher's reasons.

F. Definition of Key Terms

1. Teacher Strategies

Based on the perception by Woods, strategies in essence, are ways of achieving goals and objectives.[8] It refers to choosing and

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[8] Woods, P. (Ed.). *Teacher Strategies: Explorations in the Sociology of the School Vol. 208.* (New York: Routledge. 2011).

maintaining repeatable and precise actions that are related one another in order to aim for the broader and long-term objectives. It means identifiable packages of action linked to broad and general aims.[9] In terms of English teaching and learning, teaching strategies as the basis for delivering varies plans of action which the English teachers what the English teacher selects and implements in the classroom to assist students achieving the required skills of English. In this research, teacher strategies refer to the ways, methods, and activities that are selected by the English teacher in order to assist at-risk students.

2. At-Risk Students

In educational field, other than 'at-risk students' terms, low English proficiency students and slow learners somehow have the same meaning in terms of students' achievement of English language at school. However, these three terms are also different in some cases. Low English proficiency students mean students having low ability to use English. Their low ability is in terms of making meaning and communicating using English in spoken and written contexts. Meanwhile, slow learners refer to students who have the ability to learn any academic skills that are necessary, but in the lower rate than those who are at the average of the same age peers.

stand as a term used to describe students who have the ability to learn necessary academic skills, yet at rate and depth below the average of same age peers. Furthermore, according to Quinnan, students are judged as at-risk when they are poorly equipped to achieve academic standards at school and cause them to be dropped out of school.[10] Some experts described that there are many factors lie behind students' poor performance. For that reason, the researcher interprets at-risk students as its characteristics which are students with low English proficiency, they cannot achieve the minimum mastery criteria of English at school, and lack of interest in English language learning.

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[9] Paisey, H. A. G. *The Behavioral Strategy of Teachers in Britain and United States.* (NFER Pub. Co. 1975).
[10] Quinnan, T. W. *Adult Students At-Risk....*

3. Factors of judging students as at-risk

In this research, the researcher refers the factors as various reasons lie behind the judgement of students as at-risk. Based on Yeh, the factors that judge students as at-risk are divided into four, which are individual, family, school, and community risk factors.[11]

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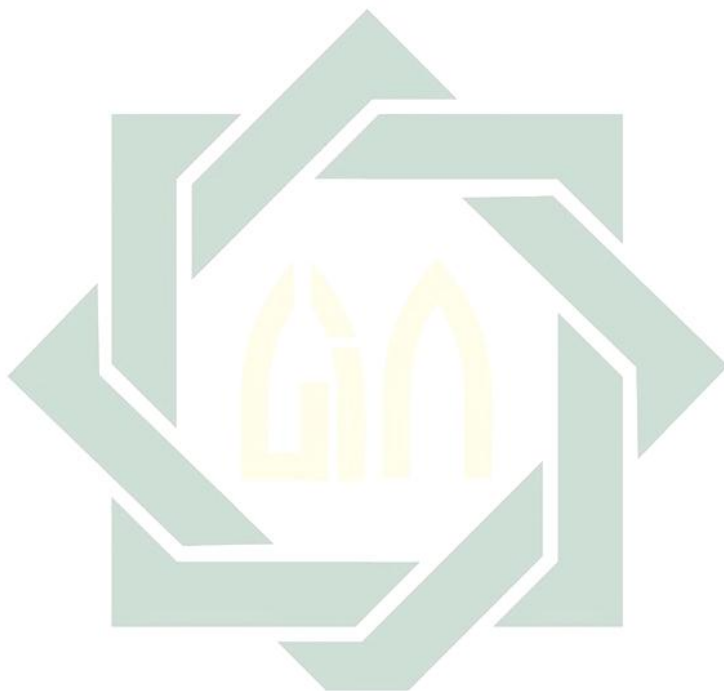
[11] Yeh, T. L. *Asian American College Students Who are Educationally At-Risk.* (New Directions for Students Services. 2002), 61-72.

CHAPTER II
LITERATURE REVIEW

This chapter discusses some issues and theories related to what extend and strategies used by teacher to assist at risk students, along with reviews of related prior studies.

A. Theoretical Framework

1. Experts' Statements of At-Risk Students

There are various definitions of 'at-risk' students, but most describe similar foci. Quinnan stated that the higher education literature describes "at-risk" as a term that originally means students that are poorly prepared to achieve the academic standards at school.[12] There are some factors causing students to be defined as at risk; they show only a few or even no interest to learn at school that lead them into a low academic performance, they often be absent and skip classes with no proper excuses or permission, and further, students' own bad behavior can also lead them to be judged as at-risk as well. By having those characteristics, and relating it to English language teaching and learning, students are judged as at-risk if they poorly perform at English which is indicated by their achievement. Students' low achievement of English may be caused by their readiness of learning English and they may be not well equipped in previous learning of English. Aligned with that, at-risk students are also caused by their lack of interest of English. It is indicated by their performance in the classroom, and it includes students' truancy as well.

Going back then, at-risk students are students who have normal intelligence, yet their academic background or prior educational achievement may lead them to perform poorly and be alleged as a candidate for a failure of their future academic studies. Furthermore, at-risk student definition does not have any relation with terms of disorders or disabilities. It is concerning with behavior and emotional problems that can directly affect with schooling and healthy development and those that might endanger to self and others. It was convinced by Smerdon that at-risk

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[12] Quinnan, T. W. *Adult Students At-Risk…,* 28.

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students with low socioeconomic status show the feelings of hostility and loneliness in their school.[13] Aside from that, Johnson stated that students are judged as at-risk mainly because of their living environment. It leads them to a bad behavior. Therefore, environmental approach in educating students is fundamental in helping at-risk students achieve the academic standard at school.[14]

Furthermore, it can be concluded that at-risk students must have a strong connection with themselves to act in four basic network classifications which are at the classroom, local, public, and sociocultural levels. The compatibility between students and those four basic network classifications determines the students to positive or harmful. Siu in his research, therefore, categorized risk factors into four items: individual, family, classroom and school, and community and society.

2. **Factors of Judging Students as At-Risk**

Experts argue that one variable only cannot be an accurate reason to judge students as at-risk. Therefore, theoretically, the more the students meet those mentioned factors of judging students as at-risk, the more likely they will poorly prepared in achieving academic standard at school.[15] Yeh divides factors judging students as at-risk into four, which are individual, family, school, and community risk factors.[16]

a. **Individual Risk Factors**

Individual risk factors may involve family and external situations, but they are a unique characteristic and still mainly individual behaviors that are diverse to each student.[17]

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[13] Semerdon, B.A. *Students' Perceptions of Membership in Their High Schools.* (Sociology Education. 2002), 287-305.

[14] Johnson, G. M. *An Ecological Framework for Conceptualizing Educational Risk.* (Uraban Education Vol. 29. 1994), Page 34-49.

[15] Frank, J. R. *High School Dropout: A New Look at Family variables.* (Children and Schools Vol. 1. 1990), 34-37.

[16] Yeh, T. L. *Asian American College Students Who are Educationally At-Risk.* (New Directions for Students Services. 2002), 61-72.

[17] Garcia, S. B., C. Y. Wilkinson & A. A. Ortiz. *Enhancing Achievement for Language Minority Students: Classroom, School, and Family Context.* (Education and Urban Society. 1995), 441-462.

It is undeniable that English expertise is one of the most key success in educational field. Several studies have proved it including giving services for Asian people that live in English-native countries,[18] limited-English-proficient students to perform in American schools,[19] how immigrant students with low English proficiency level face difficulties in school,[20] and how English become one of students-dropout factors.[21] Thus, Asian American students or even non-native English students such as students from Asia maybe at a difficult situation. Moreover, high school education rarely teaches and guides them things as the preparation of their future higher education, although the high school educators may expect their students to at least perform in the same level as native English speakers. These phenomena could be the factor of leading students not to continue their study to the higher education level. [22]

b. Family Risk Factors

Family risk factors comprise student's outer capability and control in educational purposes. It includes family's situations, expectations, beliefs, values, and attitudes toward education the student takes. One of the family risk factors is poverty. Students with low level poverty are more likely to be at-risk than those who are more affluent. [23] It leads to many situations in which the students with such a poverty background will encounter a difficulty in maintaining education as their top priority. It is hard for them fulfilling the institution tuition fees, buying course books, and even transportations. Therefore, they need to do an extra work to

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[18] Cheng, L. R. L. *Service Delivery to Asian/Pacific LEP Children: A Cross-cultural Framework.* (2010), 212-200.

[19] Ima, K., R. G. Rumbaut. *Shouteast Asia Refugees in American School: A Comparison of Fluent English Proficient and Limited English Proficient Students. Topics in Language Disorders.* (1989).

[20] Olsen, L. *Crossing the Schoolhouse Border: Immigrant Students and the California Public Schools.* (A California Tomorrow Policy report. 1988).

[21] Waggoner. D. *Undereducation in America: The Demography of High School Dropouts.* (Greenwood Publishing Group: Westport. 1991).

[22] Tinto, V. *Leaving College: Rethinking the Causes and Cures of Students Attrition.* (Chicago: University of Chicago Press. 1987).

[23] Waggoner , D. *Undereducation in America...,* 5.

assist their parents, so that they cannot focus on their study. In line with that, it is hard for parents with low economic status to fully support and supervision to their children that need to succeed in school. [24]

Aside from that, family's support and guidance are also fundamental in students' achievement in school. As an example, students with the support of parents that want their children to succeed in English subject of the study by enrolling them to an extra English course will have a better chance in a high achievement than those who are not. Besides, parents with high educational background will also affect students' success in the school performance. They can teach their children at home in their leisure time as well. Not to mention, they can provide a beneficial advice for their children in terms of continuing the study to the higher education. [25]

c. **Institutional Risk Factors**

Institutional risk factors involve directly to the school or university that students attend to. The more the students feel attached to school or university, the more they are likely to finish their study and vice versa.[26] Not only the students need to get attached to the school or university in general, but they also need to build a good relationship with those who are involved in it including friends, teachers, deans, and even employees. They play a crucial role in the school perseverance.[27]

Some categories resemble institutional risk factors including students' interaction with the teacher, and their interaction with their pairs as well. Students that feel uncomfortable with the way the teachers teach will lead them to poorly perform in the school, as well as their rarely communication. It is kind of stressful also when students feel there are a lot of homework the teachers give. Aside from that,

[24] Siu, S. F. *Asian American At-Risk: A Literature…* , 11.
[25] Kiang, P. N. C. *Issuses of Curriculum and Community for First-Generation Asian Americans in College.* (New Directions for Community Colleges. 1992) Page 97-112.
[26] Tinto, V. *Leaving College: Rethinking the Causes…,* 10.
[27] Pascarella, E. T. & P. T. Terenzini. *How College Affects Students Vol. 1.* (San Francisco: Jossey-Bass. 1991).

students' bad interaction with their pairs will also lead them to the school dropout as well. Bullying and other bad behaviors and attitudes toward others will lead other students to a discomfort.

3. Strategies for assisting at-risk students

According to Snow and Barley, there are some strategies to help at-risk student.[28]

a. Whole-Class Instruction

Whole-class instruction means an interference that contains the teacher working with the whole students in the class at the same time. It is a mix between a *constructivist* and *behaviorist* instructional practices. Constructivist teacher tend to encourage students to come up with their own understanding of the concept they are learning. For example, the English teacher gives a topic and then students need to read any article regarding the topic. They then share their opinion in the discussion session so that they can learn many things from their pairs, and this is the goal of the constructivist lesson. Meanwhile, a behaviorist teacher sees knowledge as a deliverable quantity. The behaviorist teachers tend to be the one and only leader in the class. They simply deliver the knowledge they have to the students in the class.

b. Cognitively Oriented Instruction

It basically means learning from problems, or it might be considered as problem-solving through the problem itself. The goal of this cognitively oriented instruction is to encourage learners to work on a problem-solving. As an example, a learner repeatedly makes mistakes in determining subject and verb agreement when constructing a complete sentence. Then, the student still makes mistakes even after the teacher gives a wrong sentence to be read and analyzed by the student. This indicates that the student does not read and analyze the sentence correctly. Therefore, a habitual act of this problem-

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[28] Snow, D. & A. Z. Barley. *Classroom Strategies in Helping At-Risk Students.* (ASCD. 2005).

solving is needed so badly. Learning how to learn by solving problems and becoming a better learner is the goals of this strategy. This will also affect the students' performances in a very diverse context and content areas. Experts also said that cognitively-oriented instruction can be a good preparation for the students' future life.

c. **Small Groups**

Snow stated that creating small group means two different characteristics; mixed-ability grouping and like-ability grouping. Mixed-ability grouping refers to as "heterogeneous" grouping in which the students with different level of ability are put together in a group of study. Meanwhile, like-ability group generally refers to as "ability groupings" or "homogeneous groups" in which students with relatively same ability work together in a group of the study.

There are two different conceptions of small group.[29] The first is small groups in which the teacher as the center. This conception is likely similar to the behaviorist. The teachers themselves stand as the tutor that deliver knowledge to the students. Meanwhile, the second conception is small groups in which the scholars as the main source. It is likely the same as constructivist in which the students themselves stand as the main source.

d. **Tutoring and Peer Tutoring**

Tutoring basically means to guard, protect, watch over, or has the care of another person. However, in the field of education, it means giving basic, special, and additional instruction. Although tutoring is likely to be hard to implement, it is very beneficial considering that it facilitates and provides a construction and instruction for another to learn.[30]

To discuss more on tutoring, since we are now tended to focus more on student-centered term, a peer tutoring will be

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[29] Sharan, S., Z. Ackerman, & R. Hertz-Lazarowitz. *Academic of Elementary School Children in Small-Group versus Whole-Class Instruction.* (The Journal of Experimental Education vol. 2. 1979), 125-129.
[30] Mc Donald, Ross B. *The Master Tour: A Guidebook for More Effective Tutoring.* Cambridge: Stanford. 1994).

one of solutions. Peer tutoring determines the extent to which peers can help each other to learn and achieve learning objectives. One of studies concerning this field of tutoring has done by Elbaum. He focuses on how peer tutoring affects positively in the learner outcome of students learning reading.[31] For that reason, it can be concluded that students tutoring other students gains greater academic performances than those who are untutored students.[32]

e. Computer-Assisted Instruction

It reveals the effects of technology advancement in purpose for students can have an assistance using computer and online resources specifically. Although there are various sources and resources that students can find through technology advancement, it is still become a problem that students may face difficulties to find some proper materials for them. So that, the researcher thinks that there must be an assistance from the teacher.

B. Previous Studies

To make a comparison of this current study, the researcher found some related studies and then determined the gap between them. Furthermore, the researcher finds several studies that have the same focus as the current one. It is about strategies for assisting at-risk students. The first related study is a study by Twigg.[33] He collected some proven researches about assisting at-risk students using information technology and asynchronous learning design. According to his study, using asynchronous learning for colleges and universities programs to reach and retain at-risk students, based on comparable examinations and assignments, positively affect students'

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[31] Elbaum, B., S, Vaughn, M. Tejero Hughes & Watsoon Woody. *Howw Effective are one-to-one tutoring Program in Reading for Elementary Students At-Risk for Reading Failures.* (2000).

[32] Mathes, P. G., & L. S. Fuchs. *The Efficacy of Peer Tutoring in Reading for Students with Mild Disabilities: A Best-evidence Synthesis.* (Schhol Psychology Review Vol. 1. 1994), 59-80.

[33] Twigg, C. A. *Using Asynchronous Learning…,* 215.

achievement of teaching subjects in school. Twigg also states that asynchronous learning also reduces cost savings.

The second related study was done by Hodges and White.[34] In their study, Hodges and White discuss about assisting high-risk university students using mentoring strategy that includes verbal tutoring and supplemental instruction on students' academic achievement. Furthermore, the result of their experimental study discovers that there are no significant group differences in the mean of semester GPA between students attending tutoring session and students who do not. Meanwhile, a significant mean of semester GPA was found in the supplemental instruction of students attending the particular session. Thus, this previous study is different from the current one in terms of the research subject in which the current study focuses on junior high school students.

The next related study is a study about an improvement of English literature course test scores of at-risk students using technology as a supporting device.[35] This study has similar area of English learning subject to be related with at-risk students. However, there is a difference between this study that focuses on one specific strategy to be assessed its effectiveness toward at-risk students and the current one that focuses on describing some strategies used by the English teacher to handle at-risk students along with students' responses on that particular strategy.

The fourth related study is a study by Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn.[36] They examine the use of extra programs other than school as a supplementary session for low-achieving students. this study indicates positively significant effect of implementing extra programs for low-achieving students in both reading and mathematics subject. To conclude, this previous study is different from the current one in terms of the subject material which is reading and mathematics, while the current study focuses on English material. Not to mention, the previous study has broader focus which is applied OST strategy by 35 institutions, while the current one focuses only on one educational institution.

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[34] Hodges, R. and Jr. White. *Encouraging high-risk Students…*, 11.

[35] Manniger, R. M. *Students' Test Scores Improved in an English…*, 5.

[36] Lauer , P. A., M. Akiba, S. B. Wilkerson & M. L. Martin Glenn. *Out of School Team Program: A Meta-analysis of Effects for At-Risk Students.* (Review of Educational Research. 2006), 275.

The fifth related study is a study by Loftus, Coyne, McCoach, Zipoli, R., and Pullen.[37] They examine the effectiveness of a vocabulary intervention that is designed as the supplementary of research-based classroom vocabulary instruction, implemented with students who may be at risk for language and learning difficulties. The research subject was 20 at-risk students out of 43 kindergarten students who received research-based classroom vocabulary instruction. Overall, having this treatment, at-risk students gains more words knowledge compared to when they only learn it at the classroom. This previous study that takes kindergarten students as the research subject is obviously different from the current one with junior high school students.

The sixth related study applies quantitative approach that is related to Indonesian student background characteristics on proficiency in English as a foreign language.[38] This research somehow has the same aspect as the current study in terms of English proficiency level of EFL students. The current study discusses low proficient student in English as one of characteristics to judge students as at-risk. Moreover, the previous study discussed socio-economic status as one of background characteristics on determining EFL students' proficiency. It is aligned with factors judging students as at-risk as well. However, this previous study does not explicitly discuss at-risk students of English in which it only explores one of characteristics and factors of it. Besides, the research subject of the previous study is a higher education student, and it differs from the current study which focuses on high school students.

Thus, all of those presented studies in prior has the same focus as the current one which is strategies to assist at-risk students. However, the current study has some differences in some aspects that is considered as the research gap; research subject which is English, EFL learners, and junior high school students. Not to mention, this current study is also applied on Indonesian students.

[37] Loftus, S. M. Coyne S> M., Zipoli D. B., & Pullen. *Effects of Supplemental Vocabulary Intervension on the Word Knowledge of Kindergarten Students At-Risk for Language and Literacy Difficulties.* (Research & Practice Vol. 3. 2010), 124-136.
[38] Rintaningrum, R., C. Aldous & J. P. Keeves. *The Influence of Students'…*, 16.

CHAPTER III
RESEARCH METHOD

This chapter deliberates the procedures and methodology of the research regarding at-risk students' categorization and strategies used by the English teacher to assist at-risk student and his reason underlying. It covers research approach and design, researcher presence, research location, data and source of data, research instruments, data analysis technique, checking validity of findings and research stages.

A. Approach and Research Design

The major purpose of this study was to know factors underlying high school students' judgment as at-risk along with strategies used by the English teacher to assist at-risk student and his reason underlying such choices. Therefore, in order to fulfill those research purposes, gaining and describing a deep understanding about the mentioned cases is needed rather than using numeric data as the analysis.[39] For that reason, a descriptive qualitative is considered as the most proper research design for this research.[40] Furthermore, questionnaires and interviews for gathering the data are applied as the research instrument.

B. Researcher Presence

In this research, the researcher has a role as an observer as he attended the classroom to collect the data through observing with a checklist as the instrument. In this case, the observation was conducted by the researcher without taking a part into activities being observed, and this is called non-participant observation.[41] Furthermore, this research needed a data that is collected using interview in order to find strategies used by the English teacher to assist at-risk students and teacher's reason of selecting such strategies. Therefore, the researcher also has a role as an interviewer.

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[39] Donald Ary, et.al., *Introduction to Research in Education* (Canada: Nelson Education, 2010), 29.

[40] Donald Ary, et.al., *Introduction to Research…, 28.*

[41] Parke, Jonathan. *Participant and Non-Participant Observation in Gambling Environment.* (ENQUIRE Vol. 1. 2008).

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Additionally, the research subjects of this research knew about the researcher's role.

C. Research Location and Subject

This study was conducted in ninth grade students of junior high school at MTsN 2 Surabaya. This location was chosen by the researcher with consideration that the researcher had an access to the school, and had been doing a practice teaching there. Moreover, there were only few researches in this field of at-risk that is done in Indonesia. Specifically, the subject of this research was the Ninth grader students of junior high school at MTsN 2 Surabaya, in the field of English as the teaching subject specifically.

D. Data and Source of Data

1. Types of Data

Two types of data which are primary and secondary data are applied in this research. Both two types of data are explained detailly in the following:

a. Primary Data

The first primary data of the current study was related to the factors judging English language students in MTsN 2 Surabaya as at-risk that includes students' characteristics and their academic performance. It was collected through interviewing at-risk students, their parents, and the English teachers. Meanwhile, the second primary data was the strategies used by the English teacher to assist at-risk student. It was collected through observation in order to find out strategies used by the English teacher to assist at-risk students. In addition, an interview was needed to know the reasons underlying strategies application in the classroom.

b. Secondary Data

The secondary data gathered through documentation with the purpose of knowing which students are at-risk in terms of their midterm and final score of English examination. The researcher collected the data regarding students' grade in English achievement, then identifies which students that had a grade below minimum mastery criteria (KKM).

2. Source of Data

The sources of both primary and secondary data were the English teacher and Ninth grader at-risk students of junior high school at MTsN 2 Surabaya along with their parents. The source of the primary data of this research was at-risk students and their parents, and the English teacher who assisted at-risk student. The researcher interviewed them in order to identify factors underlying the judgement of students as at-risk. Furthermore, the researcher also needed some documents as the secondary data in order to clarify some interview items related to factors judging students as at-risk. For the second research question, the researcher observed the classroom in order to find out English teacher's strategies to assist at-risk students, and interviewed the English teacher regarding his reason underlying those selected strategies to assist at-risk students. Additionally, the secondary data was gathered from an identification of which students having a grade below minimal mastery criteria (KKM) so that the researcher knew which students are at-risk.

E. Data Collection Technique

This research applies three different techniques which are documentation, questionnaire, and interview for collecting the data. Documenting at-risk students' English scores, along with interviewing at-risk students, their parents, and the English teacher are applied in order to discover the factors judging students as at-risk. Meanwhile, to answer the second research question which is English teacher's strategies in handling at-risk students, the researcher applies observation and interview. The observation was done in the English class, at the additional make up class to be precise, and the interview to the English teachers as the follow-up was done afterwards. The following table precisely describes the data collection techniques of this research:

Table 3.1.
Data Collection Technique

Research questions	Data Collection Techniques		
	Observation	Interview	Documentation
In what extent are	-	Interview list of factors	Collecting the data from

English students of MTsN 2 Surabaya judged as at-risk?		judging students as at-risk	students' scores of English language subject
What are English teacher strategies in handling at-risk students of MTsN 2 Surabaya?	Observation sheet or checklist of teacher strategies to assist at-risk students	Interview list of teacher's reasons underlying the strategies selection	-

1. Observation

The first data collection technique was observation. This technique aims to describe strategies applied and used by the English teacher to assist at-risk student. As stated by the researcher before, the observation was conducted in non-participant form, where the observer did not take a part in the activities being observed.[42] In addition, Dana Lynn defines non-participant observation as unobtrusive observation.[43] Furthermore, through the observation, the researcher discovers things related to the whole learning process including the used strategies, the applied activities, and the occurred situations in the additional make up class.

2. Interview

The second data collection technique was interview. The interview was conducted, first, to discover factors judging students as at-risk and second, to know teacher's reason underlying the application of specific strategy. Therefore, the

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[42] Parke, Jonathan. *Participant and Non-Participant…*

[43] Dana Lynn Driscoll, *Introduction to Primary Research: Observations, Surveys, and Interviews* (Library of Congress Cataloging-in-Publication Data. 2011), 160.

researcher used in-depth interview which the interviewer did not follow a rigid form.[44]

3. Documentation

The last data collection technique was documentation. The researcher needed to do a documentation to collect the data regarding English students' score of midterm and final examination.

F. Research Instrument

The researcher used five different instruments as the guideline for the data collection technique which were observation, interview, and documentation. For the first research question, the researcher needed three different instrumentations which were interview guide to at-risk students, their parents, and the English teacher. Meanwhile, for the second research question, the researcher conducted two instrumentations which were observation checklist and an interview to the English teacher.

1. In this research, the researcher constructed a checklist as the observation sheet. It is then described narratively, in the form of summary that attempted to obtain the whole classroom activities. In addition, the observation was also supported by course outline as the guideline. Furthermore, the interview guideline was designed in in-depth form which has stated by the researcher before that in-depth interview meant the interviewer does not follow a rigid form.[45]

2. The interview guideline was conducted to know factors judging students as at-risk, and teacher's reason underlying the application of specific strategy. The researcher then, recorded, scripted, summarized, and concluded all the data then analyzed them.

Those two research instruments include some items for answering two research questions as mentioned. The instrument was made by the researcher based on some consideration and references,

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[44] *An overview of Quantitative and Qualitative Data Collection Methods*
(https://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4 accessed on March 3, 2018)
[45] *An overview of Quantitative and Qualitative Data Collection Methods*
(https://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4 accessed on March 3, 2016)

and also validated by experts. In this case, experts were lecturer of English Teacher Education Department which stand for the advisor of the research.

G. Data Analysis Technique

The data analysis technique used in this research is described below.[46]

1. Familiarizing and organizing

    In this stage, the researcher reads and rereads, notes and transcribes, views and reviews the collected data that includes students' interest of English along with their score in midterm and final examination, and English teacher strategies of handling at-risk students along with the reasons lie behind its implementation in order to be familiar with the data. In this stage, the researcher also confirmed if all the needed data was gained. Furthermore, the researcher organized the data by transcribing those findings.

2. Coding and reducing

    In this stage, the researcher put the collected data into some categories based on the research questions and provided theories. In the first research question, the researcher categorized at-risk students of English subject based on two characteristics which were students with low proficient of English and students with low interest of English. Meanwhile, in the second research question, the researcher categorized strategies that are used by the English teacher to handle at-risk students along with his or her reasons lie behind its implementation. In this stage, the researcher also sorted out unneeded data not to be included in the research.

3. Interpreting and representing

    Finally, in the final stage, the researcher interpreted the data into findings in a structured form and then represented and synthesized the findings with provided theories.

    Having all things related to analyzing the data done, the researcher then describes the finding, and then relates it to the applied theories. Afterwards, the researcher reports the whole study as the conclusion.

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[46] Donald Ary, et.al., *Introduction to Research…*, 28.

H. Checking Validity of Findings

Confirming the research finding validity, the researcher conducted the research to the pre-determined at-risk students from three different classes. In order to find the factors lies behind students' judgement as at-risk and English teacher's strategies in assisting at-risk students along with its reasons, the researcher analyzed the findings based on theories that had been discovered. Furthermore, the observation has been arranged in a table form and the interview audio has been recorded, so the information could be seen and listened well without any missing information.

I. Research Stages

In order to conduct this research, the researcher structurally followed the guideline as described below:

1. Preliminary research

The preliminary research was as the basis in deciding whether this research gives valuable information or not. The preliminary research was done on September 15-20, 2019. The researcher did an interview to the English teacher of ninth grader students of MTsN 2 Surabaya. The interview was about the ninth-grade students' score of English subject of study that falls below the minimum mastery criteria (KKM).

As well as doing the interview, the researcher also did the library research to discover the gap within previous researches which have a similar topic with this research.

2. Designing investigation

In order to describe the factors judging students as at-risk in English, the researcher arranged the investigation by interviewing ninth grade students of MTsN 2 Surabaya whose English score fall below the minimum mastery criteria (KKM). Along with that, the researcher also did an interview to at-risk students' parents as well. Furthermore, to describe the strategies used by the English teachers for assisting at-risk students, the researcher arranged the investigation design by doing classroom observation. Observation sheet, that stands as the instrument, was used to collect the data in observation. Besides, the researcher also conducted an interview as the instrument to collect a data regarding English teacher's reasons of applying the

strategies for assisting at-risk students. The observation sheet and interview guideline were checked by the lecturer of English Teacher Education Department as the expert in this field. This was intended to gain validity of those instruments.

3. Implementing investigation

The researcher began to investigate the case by finding 14 at-risk students, and then interviewing them in order to find the factors lies behind their judgement as at-risk. Besides, the researcher then began an interview to their parents in order to gain more specific data related to students' judgement as at-risk as well. Afterwards, the researcher continued to gain the second research question's data by observing the class that is intended for at-risk students. The observation took one meeting that was required by the English teacher. At last, the researcher continued with an interview to the English teacher regarding the reasons lies behind implementing those strategies for assisting at-risk students.

4. Analyzing data

Following the previous research stage, the researcher analyzed the collected data based on the necessary categories. Further, the researcher described the findings into categories that are based on the research questions. Afterwards, the researcher synthesized the findings with the mentioned theories.

5. Concluding data

As the final report of this research, the researcher puts major important points of the research findings. It describes briefly yet precise as the research conclusion.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

Research findings and discussion regarding factors judging students as at-risk along with strategies used by the English teacher to assist at-risk student and his reason underlying such choices are presented in this chapter. It includes the analysis of factors judging students as at-risk and the analysis of English teacher strategies to assist at-risk students along with the teacher's consideration of using such strategies.

A. Findings

The research was conducted from March 15, 2019 – April 14, 2019 with three instruments for the data analysis. The research questions were stated about factors judging EFL students as at-risk and the EFL teacher strategies to assist at-risk students along with the teacher's consideration of using such strategies. Furthermore, the researcher obtained the data from facts occurred in English language subject of junior high school student in MTsN 2 Surabaya.

There were three English classes of junior high school student in MTsN 2 Surabaya. Those three classes consist of 30-35 students of each. After completing the whole teaching and learning activity of English, the teacher conducted an English examination. Fourteen students get the score below the minimum mastery criteria, and those students are then considered as at-risk.

In this chapter, the researcher divides the findings into two categories based on the research questions. The first category discusses factors judging EFL students as at-risk, while the second category discusses the strategies used by the EFL teacher to assist at-risk students.

1. Factors to categorize EFL students as at-risk

The data related to factors judging EFL students as at-risk were obtained through interview to students, students' parents, and EFL teacher. The total of 29 interviewees is considered as the research participant. The interview took were conducted March 15, 2019 to April 14, 2019 with each interview was interviewed once. Factor used to categorize EFL students were collected in relation to their self-concepts related particularly to their belief about English, English performance, academic engagement,

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English mastery expectation, Lack of effort, social engagement, and Psychological engagement. In the data of the first research question in a transcription form of each participant is presented the

Factor 1. Weak Self-Concept

	Afraid of making mistakes	Believing that mastering english has no influence for the future
Yes	3	1
No	11	13

Yes ■ No
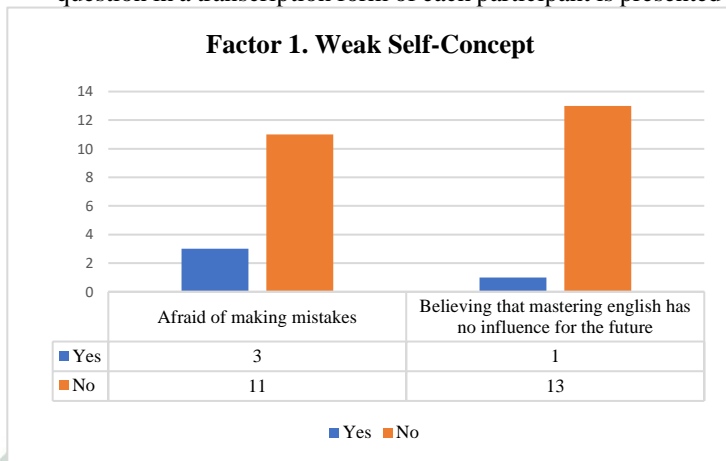
following:

Diagram 4.1 self-concepts

The first factor, as shown in the diagram 4.1, includes two indicators which are afraid of making mistakes and believing that mastering English has no influence in the future. The researcher did an interview as the instrument for getting at-risk students' responses. Out of 14 at-risk students, it was the found that there are 11 students who are not afraid of making mistakes when they do their homework. However, 3 students confirmed that they are tend to be afraid of making mistakes. They said that they are not confident enough with their competency.

Furthermore, the researcher found almost all student believe that English is important, and possibly can determine their bright future. Only one student said that English is not the one and only that determine the future life.
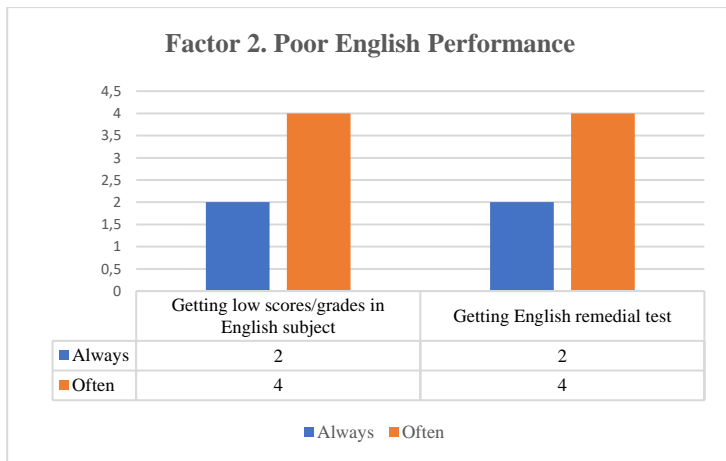
Diagram 4.2 English performance

The second factor, as shown in the diagram 4.2, includes two indicators which are how frequent at-risk students get low scores or grades in English and get remedial English test. Out of 14 at-risk students, it was the found that there are 2 at-risk students who always get low English grades which require them to take a remedial English test. They said that English is difficult to understand, and they believe that they are not competent enough. Furthermore, 4 at-risk students confirmed that they often get low English grades which require them to take a remedial English test. Meanwhile, the rest 8 at-risk students said that their English grades were quite decent, and rarely get low grades that require them to take a remedial English test.
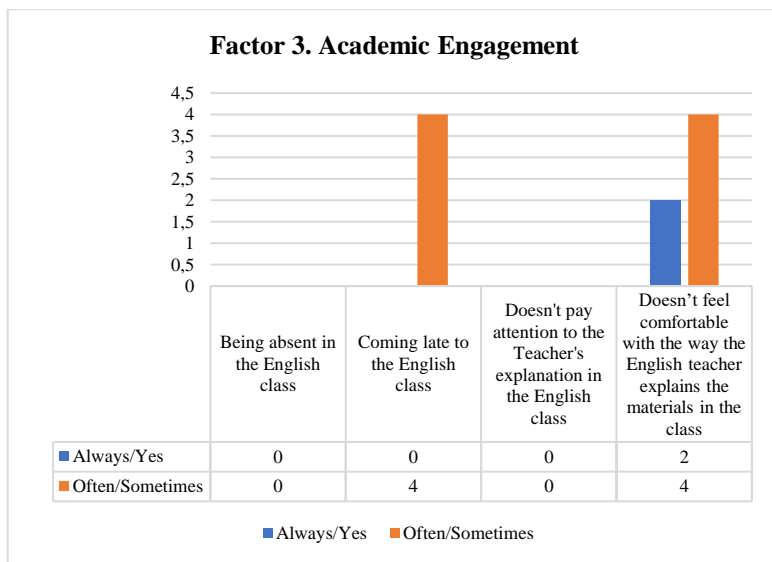
Diagram 4.3 academic engagement

The third factor, as shown in the diagram 4.3, includes four indicators which are how frequent at-risk students be absent in the English class, come late to the English class, does not pay attention to the teacher explaining English materials in the class, and feel uncomfortable with the way the English teacher explains the materials in the class. Fortunately, only few at-risk students that fall into this factor. Two students said that they feel uncomfortable with the way the English teacher delivers the materials. They said that it is hard to understand, and kind of boring as well. Meanwhile, 4 at-risk students confirmed that they sometimes feel uncomfortable with the way the English teacher delivers the materials. They said that when the English teacher explain only using speech, they feel bored. Furthermore, 4 at-risk students stated that they often come late to the English class considering that the English class began right after the sport class. It requires them to change their clothes which takes time.

Factor 4. Low English Mastery Expectation

	Doesn't expect to master English
■ Yes	0
■ No	14

■ Yes ■ No

Diagram 4.4 low English mastery expectation

Based on diagram 4.4, none of the students do not have expectation to master English fortunately. It is because English is not important for their future and it has no relation with their dream. Most of them said that if they master English, they can share their knowledge to other.

Factor 5. Lack of Effort

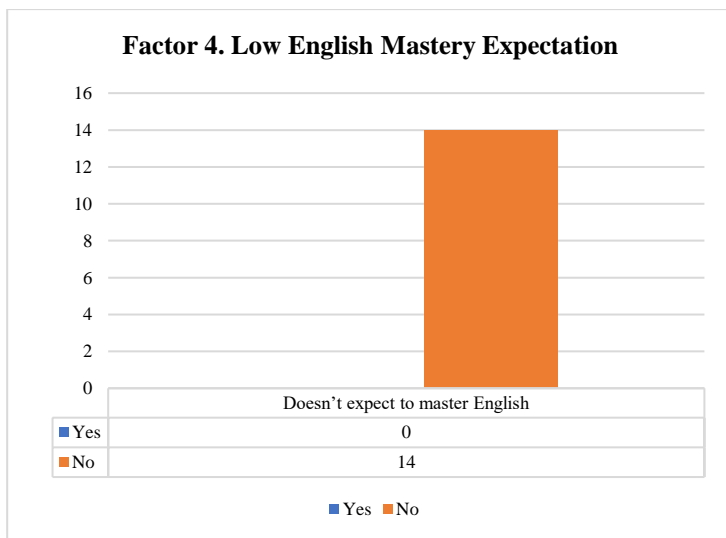|	Spending a little time in learning English other than at school	Doesn't review the English materials	Doesn't prepare for the upcoming English materials	Doesn't work on the English homework	Doesn't learn English for fun
Always	13	3	5	0	0
Often	0	2	1	3	0

■Always ■Often
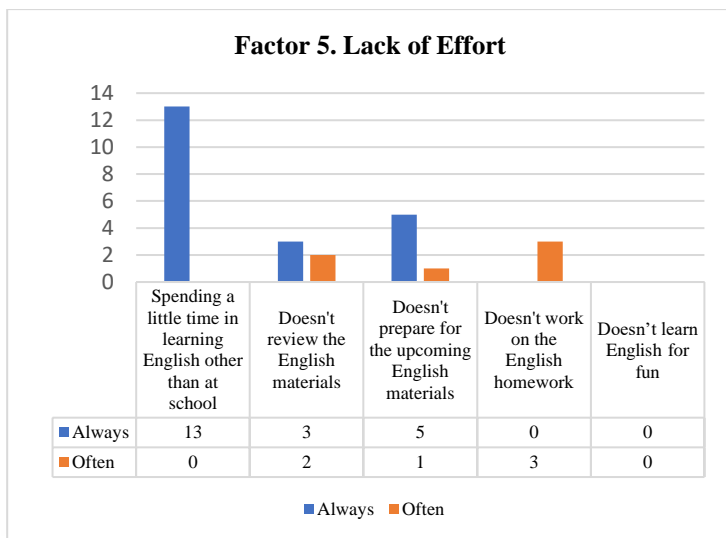
Diagram 4.5 lack of effort

The fifth factor, as shown in the diagram 4.5, includes five indicators which are how frequent at-risk students spend time in learning English other than at school, review the English materials that have been taught, prepare for the upcoming materials, do the English homework, and learn English for fun. The researcher found that 13 at-risk students spend only a little time in learning English other than at school. They said that they only learn English once in a week, and that was only for an hour. Moreover, they only did that when the English teacher gave them a homework.

As the second factor, 3 at-risk students never review the English materials that have been taught before. Besides, 2 at-risk students only rarely do that. Some of them said that they are too lazy to review the English materials. In line with that, 5 at-risk students never prepare for the upcoming English materials, and 1 at-risk students rarely do that. They said that it is too difficult to read and understand the materials they do not know about.

Furthermore, it is quite unfortunate as well that 3 at-risk students rarely do the English homework. Various reasons were confirmed including they do not understand the materials, they forget to work on it, and they are lazy to work on it. Even 1 at-risk student said that he better be absent so that he doesn't get punishment from the teacher. At last, it is

fortunate that all at-risk students learn English for fun. Some of them listen to English songs, watching English movies, and read English books.

Factor 6. Social Engagement

	A bad relationship with the English teacher	A bad relationship with peers	A rivalry in the English class	No support from parents in learning English
Yes	0	0	4	0
No	14	14	9	14

■ Yes ■ No
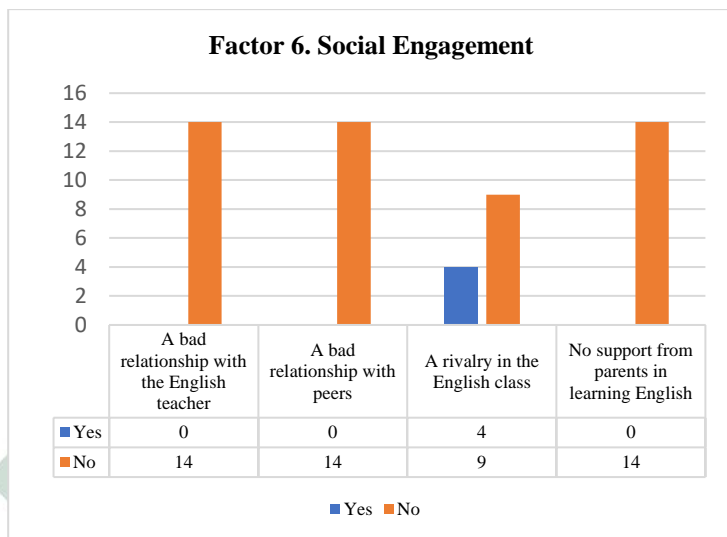
Diagram 4.6 social engagement

The sixth factor, as shown in the diagram 4.6, includes four indicators which talks about students' relationship with the English teachers, their relationship with peers, a rivalry in the English class, and a support from their parents. The researcher found a positive result which is none of at-risk students has a bad relationship with the English teacher and their peers. At-risk students' parents also said that they are very supportive in English mastery. In line with that, 4 at-risk students said that they have a rivalry in the English classroom. However, they stated that it was a positive rivalry in which they can learn more and more in order to be on top.

Factor 7. Psychological Engagement

	Doesn't like English
■ Yes	7
■ Not Really	6

■ Yes ■ Not Really
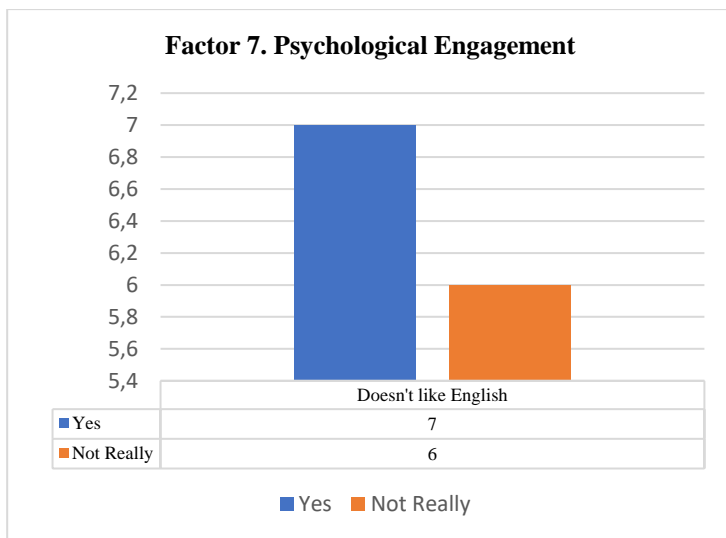
Diagram 4.7 psychological engagement

The seventh factor, as shown in the diagram 4.7, includes one indicator which is at-risk students' thinking of English; whether they like it or not. The researcher found that 7 at-risk students do like English although they sometimes get low grades in it. Meanwhile, the rest 7 at-risk students said that they do like English, but in the case of when they understand about the content, and vice versa.

Factor 8. Family Attitutes, Support, and Beliefs of English

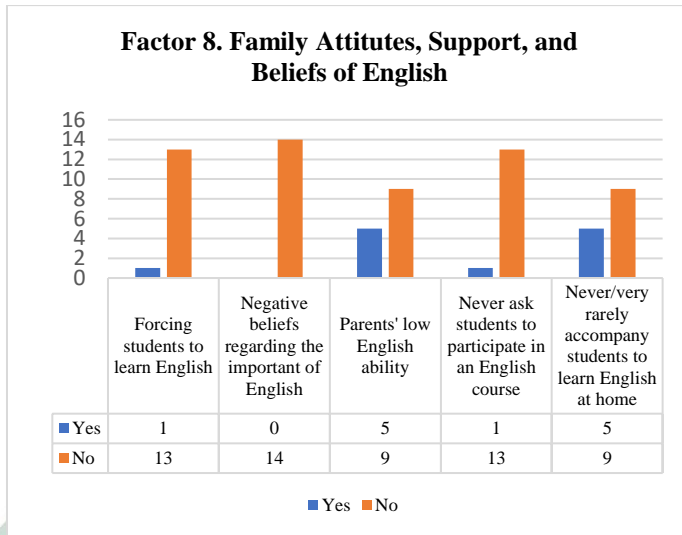|	Forcing students to learn English	Negative beliefs regarding the important of English	Parents' low English ability	Never ask students to participate in an English course	Never/very rarely accompany students to learn English at home
Yes	1	0	5	1	5
No	13	14	9	13	9

■ Yes ■ No

Diagram 4.8 family attitudes, supports, and beliefs of English

The last factor, as shown in the diagram 4.8, includes five indicators regarding at-risk students' parents that force the students to learn English, have negative beliefs related to the importance of English, have low English proficiency level, never ask students to participate in an English course, and never or rarely accompany the students to learn English at home. It is fortunate that there was only one family that force the student to learn English. Forcing is not recommended since the student may feel uncomfortable and lead them to failure. In line with that, none of the at-risk students' parent have a negative belief toward English. They said that it is undeniable that English is important for their children's future life. Further, it is also fortunate that there was only 1 parent that never ask the student to participate in an English course. However, it is reasonable since the family can handle it with accompanying the student to learn English at home.

Furthermore, 5 parents stated that they don't have a good background of English, so that their English proficiency level is low. Therefore, some of them cannot accompany their children to learn English at school. In line with that, 2 parents confirmed that they are too busy to accompany their children to learn English at home.

Table 4.1.
A summary and frequency of factors judging students as at-risk

No.	Description	Student Amount
1	**Weak self-concept**	
	Afraid of making mistakes	3
	Believing that mastering English has no influence for the future	1
2	**Poor English performance**	
	Getting low scores/grades in English subject	6
	Getting English remedial test	7
3	**Academic engagement**	
	Often be absent in the English class	1
	Often come late to the English class	4
	Doesn't pay attention to the Teacher's explanation in the English class	0
	Doesn't feel comfortable with the way the English teacher explains the materials in the class	2
4	**Low English mastery expectation**	
	Doesn't expect to get a high grade of English subject	0
5	**Lack of effort**	
	Spending a little time in learning English other than at school	13
	Never/ rarely review the English materials	5
	Never/rarely prepare for the upcoming English materials	6
	Never/ rarely work on the English homework	3
	Doesn't learn English for fun	0
6	**Social engagement**	
	A bad relationship with the English teacher	0
	A bad relationship with peers	0
	Negative rivalry in the English class	0
	No support from parents in learning English	0
7	**Psychological engagement**	
	Do not like English	7
	A bad communication with the English teacher	12

	Peers' mockery	0
8	**Family attitudes, values, and beliefs of English**	
	Forcing students to learn English	1
	Negative beliefs regarding the important of English	0
	Parents' low English ability	5
	Never ask students to participate in an English course	1
	Never/very rarely accompany students to learn English at home	5

2. **EFL teacher strategies in assisting at-risk students along with the reasons of choosing such strategies**

   The data related to English teacher strategies in assisting at-risk students along with the reasons of choosing such was obtained through two instruments which are the observation of the class meeting held by the EFL teacher and the interview to the EFL teacher as well. The class meeting for at-risk students was held by the EFL teacher once in March 23, 2019. Meanwhile, the researcher started collecting the data related to the EFL teacher's reasons of implementing teaching strategies for at-risk students by interview at March 27, 2019. Furthermore, in this sub-chapter, the researcher describes the data based on two categories which are observation result in the form of table, and interview result in the form of transcription as the following:

   a. **Observation of teacher strategies in assisting at-risk students**

      As the brief overview of findings related to the observation of additional class meeting for EFL at-risk students, the researcher found that first, the EFL teacher began the class with re-explaining the English materials that at-risk students were failed at, and this first session took 20 minutes of the time. Afterwards, the teacher continued with the explanation about the previous English test items that at-risk students were answering incorrectly. This activity requires the teacher to take roughly 20 minutes. The third activity was done by the teacher by giving a task which is about reading a passage along with answering the questions of the passage which are

related to at-risk students' weaknesses, but beforehand, the teacher divided 14 at-risk students into a group of three and four. At risk-students read, discussed, and answered the questions of the passage in a group for them getting easier to complete the task. This activity required roughly 30 minutes to complete. Finally, the teacher gave at-risk students a second task which is an English test. At-risk students need to finish the English test individually. Further, the teacher said that this English test aims for at-risk students to get used to the questions type, and this also stands as their preparation of the remedial English test. Furthermore, the teacher also provides at-risk students online materials to read at their home.

Furthermore, the researcher provides the findings related to the observation of class meeting for EFL at-risk students in a detailed form of the observation table checklist along with the explanation divided by three steps. Those are Pre-teaching activity of teacher strategies, while-teaching activity of teacher strategies, and after-teaching activity of teacher strategies.

1) Pre-teaching Activity of Teacher Strategies

The result of observation checklist, pre-teaching activity of teaching strategies used by teacher is shown in Table 4.2 *(See Appendix 4)*. As the whole processes of pre-teaching activity, the general findings are described as below:

a) Teacher shares knowledge related to at-risk students' weaknesses of particular English materials. Along with that, the English teacher presents basic English knowledge along with an important overview of it.

b) Teacher gives information regarding the how, what, where, and when of assignment in which at-risk students have to complete.

c) Teacher informs what specific steps that are necessary for at-risk students to complete the work and what the end product is.

d) The English teacher did not share preselected materials previously to at-risk students considering that it needs too much time. Moreover, the teacher think that he can't oversee at-risk students' activity at home. Therefore, it is kind of useless to share

preselected materials if the students will not read and review it.

e) Problem solving and step-by-step approach. The English teacher activates and accesses at-risk students' prior knowledge to be connected to the current objectives. The teacher stated that this will make at-risk students easier in catching up with the material being discussed.

As a detailed description, in the beginning of the course, the teacher explains the whole English materials that at-risk students are weak at. In this session, the teacher explains the materials not in a specific way. It is only about the general and brief explanation. The teacher takes 20 minutes to do it. A total of three materials is explained in this session. Further, the teacher also writes some important points of the materials on the board.

The teacher begins to explain the related questions of the previous English *test* in detail. The teacher clarifies on what the questions are about, including how find the correct answer, and finding the key concepts of the questions as well. This session takes roughly 20 minutes of the class meeting. Afterwards, the teacher provides additional exercises of the related materials being discussed.

The teacher helps at-risk students one by one in explaining the specific steps to answer every question of the English test correctly. Even the teacher helps writing the steps on their at-risk students' books. Further, the teacher did relate at-risk students' weaknesses to other and previous materials. The teacher first re-explains the materials that at-risk students are weak at by relating it with other materials. Further, the teacher also discussed some questions of previous English test that at-risk students were failed at with relating it with other materials as well.

2) While-Teaching Activity of Teacher Strategies

Based on the observation, Teacher conducted some activities and used some strategies in the class. The detailed data is shown in Table 4.3 *(See Appendix 5).* As the whole

processes of while-teaching activity, the general findings are described as below:

a) Teacher shares knowledge related to at-risk students' weaknesses of particular English materials. Along with that, the English teacher presents an overview of basic English knowledge. Further, the English teacher also provides at-risk students other recommended online sources to be read at home.

b) At-risk students read the given reading materials. The English teacher stated that reading material is good for at-risk students although it is not too fundamental for them because the main purpose for this class meeting is that they can take the remedial test well, and meet the minimum mastery criteria score.

c) Expressing and sharing knowledge, understanding, and opinion between at-risk students were not applied by the English teacher considering that at-risk students feel hard to express and share their knowledge about their weaknesses of some materials.

d) Group division that includes students that are at-risk and are not (mixed abilities, ethnicities, and genders of each) is also not selected by the English teacher considering that the additional class meeting is purposed only for at-risk students. Regardless, the English teacher did it in the everyday English class.

e) At-risk students learn in a group in a noncompetitive environment (mixed ability). The teacher said that this session aims for at-risk students to get used to solve their problems and weaknesses. This session also requires at-risk students to interact with their peers so that they will gain an advantage by sharing knowledge and discussion. Further, the teacher didn't consider students' mixed ability because they are all at-risk having quite the same weaknesses.

f) The English teacher assesses students individually. To assess students individually in the class meeting requires too much time. Therefore, the teacher didn't do it. However, the teacher confirmed that he did

assess them individually in the second task which is an English test, and he did assess it outside the class.

g) The English teacher decides a task, and at-risk students have a freedom in deciding what approach they will use. The teacher said that each student has their own choice that they tend to use for completing the tasks. One approach may suit one student, but it may not suit the other. Therefore, he gives freedom for students to choose whatever approach they will use.

h) Presenting a product in the end of the session is not needed considering that the class meeting only aims for at-risk students to pass the English remedial test.

i) Further, the English teacher did not apply any technological media for engaging at-risk students' problems. The teacher said that it is not necessary.

Firstly, the teacher gives a recommended source for them fixing their weaknesses. The teacher also gives some recommended online sources for them to read at home. Given the time by the teacher, roughly 10 minutes, at-risk students read the recommended reading material at glance. However, they rarely ask the teacher about some specific content of the reading material. Only two students do so. Afterwards, At-risk students learn in groups of three and/or four of each. They learn by answering questions related to the passage given by the teacher previously. The questions of the task were also related to at-risk students' weaknesses from the previous English test. They learn by reading, discussing, and answering the questions related to the passage given by the teacher previously. Each student has responsibility to complete the task by discussing it with their peers.

At-risk students discuss the task with their peers in the group. This session takes 30 minutes. Further, the teacher did assess the students not in their individual ability, but as a whole group of answering the questions related to the given passage in the reading activity. However, the teacher then confirmed that he does asses at-risk students' individual ability in the second task which is an English test.

Two tasks were constructed by the teacher for at-risk students. The first is about reading a passage and answering questions related to the passage in a group division way. Meanwhile, the second task is an English test related to at-risk students' weaknesses from their previous English test. Regarding the way they will complete those two tasks, the teacher gives at-risk students a freedom for whatever approach they will use. The teacher clearly states it in the instruction of the tasks.

3) After-Teaching Activity of Teacher Strategies

The result of observation of teacher strategies after teaching is shown in Table 4.4 (See Appendix 6). As the whole processes of after-teaching activity, the general findings are described as below:

a) Teacher assists students to find specific sources and resources regarding the lesson or material.

The teacher gave some sources and resources related to at-risk students' weaknesses. However, he didn't discuss the materials using online sources. The teacher said that using online sources in the class needs time to prepare. Therefore, he only gave some sources and resources for the students to learn from that at their home although the teacher was not sure whether the students will learn from that or not.

B. Discussion

In this chapter, the researcher divides the discussion into two categories based on the research questions. The first category discusses factors judging EFL students as at-risk, while the second category discusses the strategies used by the EFL teacher to assist at-risk students.

1. Factors judging EFL students as at-risk

Based on the theory of this research, the researcher categorizes the discussion of the findings of factors judging students as at-risk into eight criteria, these are:

a. **Weak self-concept**

Five students were rarely reviewing the English materials that have been taught, and even have never reviewed the materials as well. Besides, six students have never or rarely read and learn the upcoming English materials as their preparation before entering the class. Thus, they don't have proper supplies, rarely or even never be prepared before entering the class may lead them to be categorized as at-risk.[47]

Three students rarely finished their English homework considering that they were lazy, or the homework was too difficult so that they afraid of making mistakes. It means that they rarely complete the English lesson assignment and may be the factor of judging them as at-risk.[48] Furthermore, fortunately, there was only one student believing that mastering English will not give any influence over his future.

Thus, those are at-risk students that disbelieve on their own ability in English, and may lead to a self-fulfilling prophecy of failure. The failure is demonstrated in the student's behavior, such as not having appropriate provisions, unfinished coursework, unfriendliness towards others including teachers and friends, or not getting involved to the class activities.[49] They don't have proper supplies, rarely or even never be prepared before entering the English class. They also rarely finish the English assignments, and one student believing that English has no influence over his future. Fortunately, none of the at-risk students has hostility towards their peers and instructor. They also always participate in the English class by paying their attention to the English teacher explanation in the class.

b. **Poor English performance**

Considering that the educational system in Indonesia requires student learning English to participate in an English test to determine their English level, the finding of this research

[47] Hammond, C,., D. Linkton, J. Smink, & S. Drew. *Dropuot Risk Factors and Exemplary Programs: A Technical Report.* (National Prevention Center/ Network: ND/PCN. 2007)..
[48] Hammond, C,., D. Linkton, J. Smink, & S. Drew. *Dropout Risk Factors…*
[49] Bulger, S. & D. Watson. *Broadening the Definition of At-Risk Students.* (Community of College Enterprise. Vol. 2. 2006), 23-32..

shows that six students often get low scores and grades in their English test. Moreover, seven students claim that they often get a remedial English test. This phenomenon means that those students have a poor English performance and may be the factor of judging them as at-risk.[50] In addition, EFL students are not in a lucky position as a learner since it is not their native language.[51]

c. Academic engagement

The findings show that there was only one student that sometimes be absent because he did not finish the English homework. Moreover, four students claim that they often came late to the English class considering that they need to change clothes after the sport class, or they spent too much time in queuing up at the school canteen.

Furthermore, although all participants did pay attention to the teacher's explanation in the English class, two students claimed that they felt uncomfortable with the way the teacher explains the English materials. Besides, 3 students said that they do feel comfortable, but it was when they understand the materials explained. three students also said that they felt comfortable only when the English teacher provides a game, video, or explains the materials only, without a task. Thus, the mentioned at-risk students above indicate that they poorly perform on the academic engagement. Thus, being absent, coming late to the class, and feeling uncomfortable with the way the English teacher explains the materials may be the factors of judging them as at-risk.[52]

d. Lack of effort

Based on the research findings, almost all participants said that they only spend not too much time in learning English outside their primary learning at school, except one participant saying that she participated in an English course. Thirteen students in total were only learning English at home roughly

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[50] Hammond, C,., D. Linkton, J. Smink, & S. Drew. *Dropout Risk Factors…*, 12.
[51] Ima, K., R. G. Rumbaut. *Shouteast Asia Refugees in American…*, 22.
[52] Hammond, C,., D. Linkton, J. Smink, & S. Drew. *Dropout Risk Factors…*, 5.

an hour each week, including working on their English homework. That is the fact that they only spend a little time learning English.

Furthermore, 5 students that rarely review the English materials and 6 students that have never or rarely read and learn the upcoming English materials as their preparation before entering the class indicate that they came unprepared for the English class. Besides, the fact that 3 students also rarely finished their English homework is considered as they all lack of effort in learning English. Moreover, the finding also shows that only one respondent learns English outside the school, and that was at an English course, yet the rest 13 students were only learn at the school and home.

Thus, spending only a little time in learning English other than at school and never or rarely review the English materials and preparing for the next English class may lead students to be at-risk.[53]

e. **Social engagement**

The finding shows that all of at-risk students has a good relationship with the English teacher although some of them sometimes feel uncomfortable with the way the English teacher explain the material in the English class. They also said that they were nicely guided by the English teacher when they encounter some difficulties in understanding the English materials or working on the homework.

All of at-risk students also said that they have a good relationship with their peers. It is confirmed with their statement concluding that they often ask their peers for assistance in working on difficult English homework. At-risk students also have never been taunted regarding their low English ability. Moreover, some of them said that the rivalry in the English class motivates them to be a better English learner.

At last, all of the at-risk students' parents stated that English is important to master, especially for their bright future. Therefore, they fully support their children in mastering English.

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[53] Roueche, J. E., & S. D. Roueche. *Between a Rock and Hard Place…*, 20.

f. Psychological engagement

Based on the data of the fourth item that show only one student that like English. Six students said that they like English only when they understand the meaning or the content. The rest seven students claimed that they don't like English. It means that they are less or even not engaged to learn English.

Furthermore, the finding also displays that all participant agreed that they have a good relationship with the English teacher. However, 12 students confirmed that they very rarely communicate with the English teacher. They have various reasons; they were afraid or shy. It means that they cannot get along with the English teacher. This fact confirms that the quality and quantity time of students making contact with their peers and teachers at schools are indeed a very crucial role in the school perseverance.[54]

However, regardless of the statement above, the participant said that they have never been taunted by their peers because of their low ability in English. It means that they are not viewed negatively by their peers. Besides, almost all participants said that they sometimes listen to English songs and watch English speaking movies, although they were rarely or never read an English story book. It means that they at least spend their time to practice English for fun.

Based on this phenomenon, students that do not like English and cannot get along with the English teacher may be the factor of judging them as at-risk.[55]

g. Family attitudes, values, and beliefs of English

Considering that forcing children to learn English may cause them to be at-risk, and based on the finding, 13 at-risk students fortunately never be forced to learn English except one student that is forced to do so. Besides, parents' belief regarding the importance of English for their children may also be a factor that causes their children as at-risk.[56] Fortunately,

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[54] Pascarella, E. T. & P. T. Terenzini. *How College Affects Students…*

[55] Hammond, C,., D. Linkton, J. Smink, & S. Drew. *Dropout Risk Factors…*, 28.

[56] Hammond, C,., D. Linkton, J. Smink, & S. Drew. *Dropout Risk Factors…*, 28.

13 parents of at-risk students stated that mastering English is important for the future life, and only one parent of at-risk students stating that mastering English doesn't decide the future life.

Furthermore, the parents of at-risk students' low English ability may also affect students to be considered as at-risk.[57] The data shows that 9 parents accompany their children in learning English at home, but 3 of them have a limited English ability. Moreover, 2 out of 14 parents of at-risk students very rarely accompany their children in learning English, and even 3 parents said that they never accompany their children. However, the data also displays that 8 of at-risk students' parents once ask their children to participate in an English course, but their offer was unfortunately refused by their children. Regardless of that, 4 parents' offer was accepted, and one student ask by herself to participate in an English course. As the summary, the factors that judge students as at-risk is displayed in Table 4.4 *(See Appendix 7).*

2. **EFL teacher strategies in assisting at-risk students along with the reasons of choosing such strategies**

Table 4.5.
Applied English Teacher's Strategies in Assisting At-Risk Students

Pre-Teaching	
Strategies	**Indicators**
Whole-Class Instruction	Teacher shares knowledge (particular materials considered as at-risk students' weaknesses), provides basic knowledge needed, presents an overview of important knowledge.
Whole-Class Instruction	Teacher gives information on the how, what, where, and when of assignment in which at-risk students have to complete.
Whole-Class Instruction and	Teacher informs what specific steps that are necessary for at-risk students to

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[57] Hammond, C,., D. Linkton, J. Smink, & S. Drew. *Dropout Risk Factors…*, 120.

Strategies	Indicators
Cognitively-Oriented Instruction	complete the work and what the end product is.
Cognitively-Oriented Instruction	Problem solving and step-by-step approach. Teacher activates and accesses at-risk students' prior knowledge to be connected to the current objectives.
While-Teaching	
Strategies	**Indicators**
Whole-Class Instruction	Teacher gives reading materials to at-risk students.
Whole-Class Instruction	At-risk students read the given reading materials.
Small Group	Students learn in a group in a noncompetitive environment (mixed ability).
Whole-Class Instruction	Teacher assesses students individually.
Whole-Class Instruction	Teacher decides a task, and at-risk students have a freedom in deciding what approach they will use.
Small Group	Students themselves learn by cooperation, interaction, research, and task completion.
Small Group	students are selected for partnership and they have equal responsibility to work together.
After-Teaching	
Strategies	**Indicators**
Computer-Assisted Instruction	Teacher assists students to find specific online sources and resources regarding the lesson or material

The findings of EFL teacher strategies in assisting at-risk students show that the EFL teacher applied five steps in one meeting. Those five steps are included in five different ways of teaching. The first step, the EFL teacher began the class with re-explaining the English materials that at-risk students were failed at. This first step is considered as a behaviorist instructional practice (whole-class instruction) in which a teacher shares

knowledge that are considered as at risk students' weaknesses, provides basic knowledge needed, presents an overview of important knowledge.[58] The second step, the teacher continued with the explanation about the previous English test items that at-risk students were answering incorrectly. This step is considered as a cognitively oriented instruction and also a whole-class instruction in which the teacher discusses at-risk students' specific weaknesses in answering English test items, and then the teacher activates and accesses at-risk students' prior knowledge to comprehend the particular material.[59]

The third activity was done by the teacher by giving a task which is about reading a passage along with answering the questions of the passage which are related to at-risk students' weaknesses, but beforehand, the teacher divided 14 at-risk students into a group of three and four. At risk-students read, discussed, and answered the questions of the passage in a group for them getting easier to complete the task. This step is considered constructivist instructional practice (whole-class instruction) in which the teacher gives a reading material and at-risk students read and discuss the given reading material.[60] Besides, this step is also considered as peer tutoring in which at-risk students are selected for partnership and they have equal responsibility to work together.[61] This step is also considered as a collaborative learning (small group) in which at-risk students learn by cooperation, interaction, and task completion in a non-competitive environment.[62]

As the fourth step, the EFL teacher gives at-risk students a second task which is an English test. At-risk students need to finish the English test individually. Further, the teacher said that this English test aims for at-risk students to get used to the questions type, and this also stands as their preparation of the remedial English test. Additionally, the EFL teacher also provides at-risk

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[58] Snow, D. & A. Z. Barley. *Classroom Strategies in Helping At-Risk Students.* (ASCD. 2005).
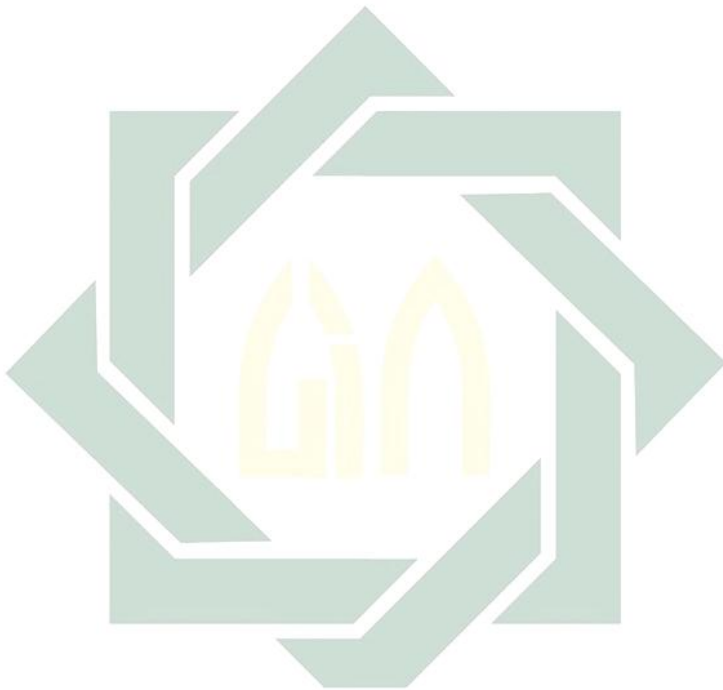
[59] Snow, D. & A. Z. Barley. *Classroom Strategies for helping...*

[60] Snow, D. & A. Z. Barley. *Classroom Strategies in Helping At-Risk Students.* (ASCD. 2005), 22.

[61] Snow, D. & A. Z. Barley. *Classroom Strategies for helping...,* 22.

[62] Snow, D. & A. Z. Barley. *Classroom Strategies for helping...,* 22.

students online materials to read at their home. It means that the teacher applied a computer-assisted instruction in which the teacher assist at-risk students by giving specific online sources and resources regarding the materials at-risk students are weak at.[63]

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[63] Snow, D. & A. Z. Barley. *Classroom Strategies for helping...,* 24.

CHAPTER V
CONCLUSSION AND SUGGESTION

Finally, the conclusion and suggestion regarding factors judging students as at-risk and the strategies used by the English teacher to assist at risk students presented in this fifth chapter. The conclusion and suggestion are presented as the following:

A. Conclusion

Based on the findings and discussion, the factors judging students as at-risk is divided into eight categories which are weak self-concept, poor English performance, Academic engagement, low English mastery expectation, lack of effort, social engagement, psychological engagement, and family attitudes, values, and beliefs of English. This research confirms that all of those eight categories do happen except two which are low English expectation and social engagement. Those eight categories are also divided into some criteria. The most criteria of factors judging students as at-risk are spending a little time in learning English other than at school (13 students) and a rare communication with the English teacher (12 students). Regardless, the low English mastery expectation and social engagement criteria of judging students as at-risk are not found in the findings.

Furthermore, the second research questions find that the EFL teacher combines five ways of teaching in assisting at-risk students, which are whole-class instruction, small group, peer tutoring, cognitively oriented instruction, and computer-assisted instruction. A whole-class instruction strategy happens as the English teacher shares knowledge that are considered as at-risk students' weaknesses, provides basic knowledge needed, presents an overview of important knowledge.[64] A cognitively oriented instruction happens as the teacher discusses at-risk students' specific weaknesses in answering English test items, and then the teacher activates and accesses at-risk students' prior knowledge to comprehend the particular material.[65] A peer tutoring happens as at-risk students are selected for partnership

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[64] Snow, D. & A. Z. Barley. *Classroom Strategies in Helping At-Risk Students.* (ASCD. 2005).

[65] Snow, D. & A. Z. Barley. *Classroom Strategies for helping…*

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and they have equal responsibility to work together.[66] This step is also considered as a collaborative learning (small group) in which at-risk students learn by cooperation, interaction, and task completion in a non-competitive environment.[67] Additionally, the EFL teacher also provides at-risk students online materials to read at their home. It means that the teacher applied a computer-assisted instruction in which the teacher assist at-risk students by giving specific online sources and resources regarding the materials at-risk students are weak at.[68]

B. Suggestion

Finally, in order to support the development of English language teaching, especially in Indonesia, the researcher comes up with some valuable suggestions:

1. For the EFL teachers

    The result of this study will be beneficial for EFL teachers considering that the most noticed factors of judging students as at-risk is the little time spent by the students in learning English except at school. Besides, at-risk students were also shy and afraid of beginning a communication with the English teacher. In this case, EFL teachers should advise at-risk students more to learn at home, and motivate them regarding the importance of mastering English for their future. Furthermore, EFL teachers should also be open to at-risk students, and engage them not to shy and afraid in beginning the communication, and even the EFL teachers may begin the communication with at-risk students at first.

2. For at-risk students

    Considering that students are judged as at-risk because of some factors, they should realize what factors they are in. Every student has his or her own characteristics and weaknesses, and by realizing that, they can fix it up and become a better English learner. Of course, the first thing to do is avoiding being at-risk which is getting higher English score.

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[66] Snow, D. & A. Z. Barley. *Classroom Strategies for helping...,* 22.
[67] Snow, D. & A. Z. Barley. *Classroom Strategies for helping...,* 22.
[68] Snow, D. & A. Z. Barley. *Classroom Strategies for helping...,* 24.

3. For the researcher

   The result of this study is important for the researcher as well considering that the researcher dreams of being a junior high school English teacher. Therefore, the findings and data of this research make the researcher realize that he should advise at-risk students more to learn at home, and motivate them regarding the importance of mastering English for their future as well. Besides, the researcher should also be open to at-risk students, and engage them not to shy and afraid in beginning the communication. Furthermore, it also makes the researcher realize how to assist at-risk students appropriately.

4. For the future researchers

   Because of the time limit, the researcher suggests the future researcher to continue this research in terms of finding the effectiveness of applying some ways of teaching in assisting at-risk students. It is because the result of the future study will determine a valuable information regarding the most effective and ineffective way in assisting at-risk students.
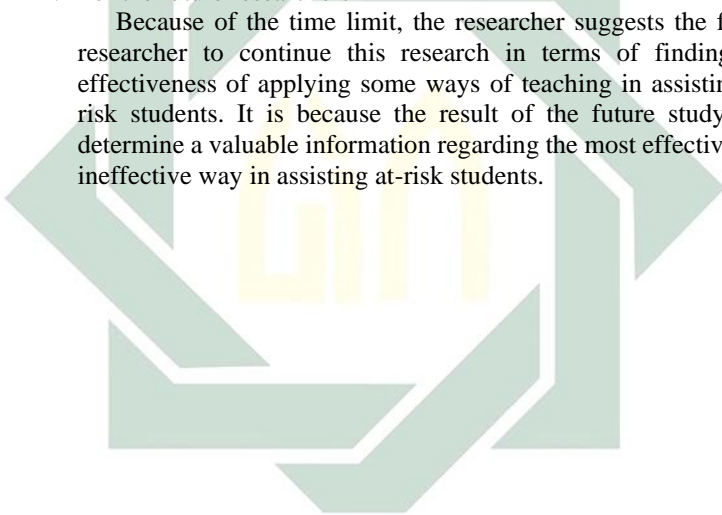
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