

**ENGLISH TEACHER DIFFERENTIATED
INSTRUCTION STRATEGIES TO TEACH SLOW
LEARNERS IN AN INCLUSIVE ENGLISH
CLASSROOM**

THESIS

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



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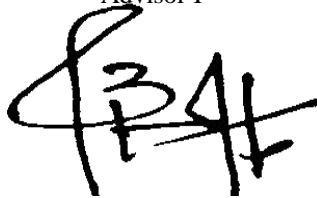
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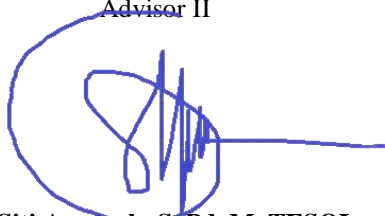
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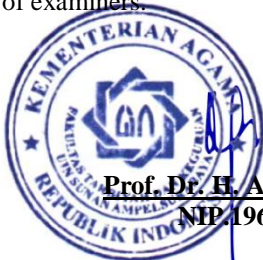


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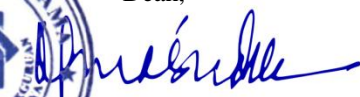
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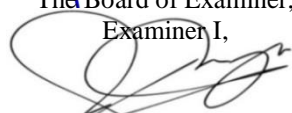
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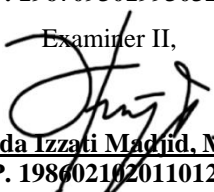
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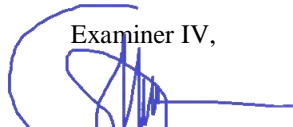
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ABSTRACT

Ilmi, Nuril. (2021) *“English Teacher Differentiated Instruction Strategies to Teach Slow Learners in an Inclusive English Classroom.”* An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor I: **Rakhmawati, M.Pd**, Advisor II: **Siti Asmiyah, M.TESOL**

Key Word: *Differentiated Instruction Strategies, Slow Learner, Teaching English class*

Teaching English in inclusive classes is not easy for beginners or experienced teachers because some students need special attention. Therefore, English teachers who teach in inclusive English classes are expected to provide Support Services such as providing Instruction that appropriate strategies to teach students with special needs such as slow learners. Differentiated Instructions are strategies for maximizing the teaching process of inclusive English classes. A qualitative case study investigates English teachers' strategies in providing Differentiated Instruction strategies in inclusive English classrooms. Open-ended questions and the interview guide were used as the instruments of this research. An open-ended question was made for English teachers in grades 7 and 8 to find out how the teacher's strategy in differentiated instruction. The researcher also interviewed to explore the strategies used by teachers in each teaching and learning process. The results of this study indicate that teachers use various strategies including, (1) cooperative learning, (2) direct instruction, (3) cognitive strategy instruction, and (4) Project-based learning. Teachers believe that, if these strategies are developed through proper practice, collaboration, and instructional teams with other teachers or professionals, and support from the school and the environment will be successful in improving students' skills and understanding in English lessons. These findings can be a reference for the school and Ministry of Education to Provide appropriate teacher training or workshop for English teachers in inclusive classes.

ABSTRAK

Ilmi, Nuril. (2001). *“English Teacher Differentiated Instruction Strategies to Teach Slow Learners in an Inclusive English Classroom.”* An Undergraduate Thesis. English Education Department, Faculty of Education and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Pembimbing I : Rakhmawati, M.Pd, Pembimbing II : Siti Asmiyah, M.TESOL

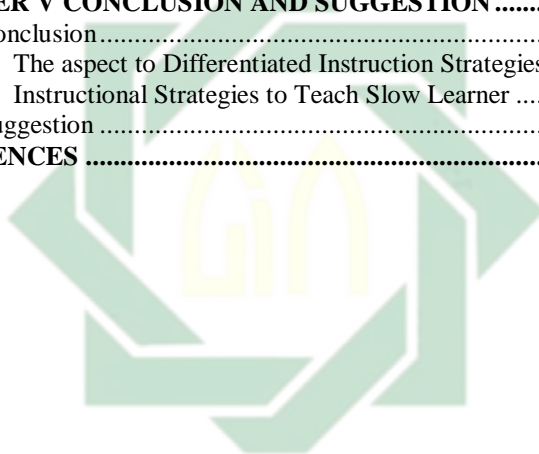
Kata Kunci: Strategi Pembelajaran Diferensiasi, Slow Learner, Mengajar Kelas Bahasa Inggris

Mengajar bahasa inggris di kelas yang inklusif tidaklah mudah bagi para pemula atau guru berpengalaman karena ada beberapa siswa yang membutuhkan perhatian khusus. Oleh karena itu guru bahasa inggris yang mengajar dalam kelas bahasa inggris yang inklusif diharapkan untuk menyediakan layanan dukungan seperti memberikan instruksi bahwa strategi yang tepat untuk mengajar siswa dengan kebutuhan khusus seperti: pelajar yang lambat. Dibeda-bedakan petunjuk adalah strategi untuk memaksimalkan proses pengajaran kelas inggris yang inklusif. Studi kasus kualitatif menyelidiki bahwa strategi guru inggris dalam menyediakan instruksi yang berbeda strategi dalam kelas inggris yang inklusif. Buka pertanyaan akhir dan panduan wawancara digunakan sebagai instrumen dari penelitian ini. Pertanyaan akhir dibuat bagi guru bahasa inggris di kelas 7 dan 8 untuk mencari tahu bagaimana strategi guru dalam membedakan pembelajaran instruksi juga diwawancarai untuk mengeksplorasi strategi yang digunakan oleh guru dalam setiap proses pengajaran dan pembelajaran. Hasil dari studi ini menunjukkan bahwa para guru menggunakan berbagai strategi yang mendorong, (1) pembelajaran kooperatif, (2) instruksi langsung, (3) petunjuk strategi kognitif, dan (4) pembelajaran berbasis proyek. Guru percaya bahwa, jika strategi ini dikembangkan melalui praktik yang tepat, tim kolaborasi dan instruksional dengan guru atau profesional lainnya, dan dukungan dari sekolah dan lingkungan akan berhasil dalam meningkatkan keterampilan dan pemahaman siswa dalam pelajaran bahasa inggris. Penemuan ini dapat menjadi referensi

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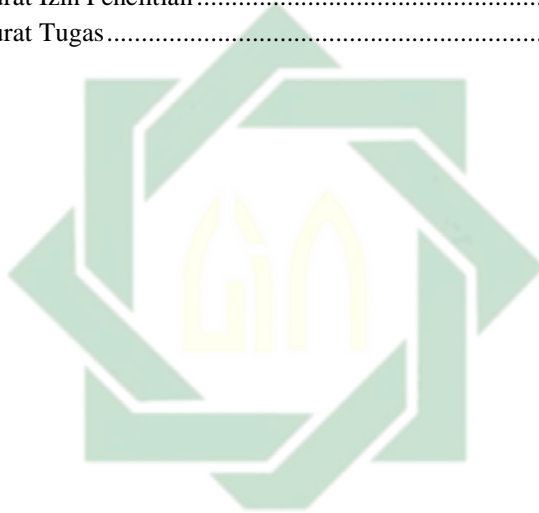
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CHAPTER 1 INTRODUCTION

This section introduces the current research. It includes information on the study's background, research question, objectives of the study, scope, and limitations, as well as definitions of key terms.

A. Research Background

One of the main problems that most teachers face may be facilitating their students to understand the material well. Teachers need to further develop their capacity and use the most suitable methods and strategies to facilitate the student in the teaching and learning process. Such a challenge in selecting appropriate strategies can be bigger when the teachers are teaching in inclusive classrooms.

Inclusion education is an educational system or service that combines children with special needs with normal children, who are expected to train and foster mutual respect among others.¹ Nowadays, article 1 of the Minister of National Education of the Republic of Indonesia's Regulation No.70 of 2009, explaining that all learners with disabilities who have intelligence potential and/or special skills might attend the school or learn in the same environment as other students.² Meanwhile, there have been several schools in Surabaya that accept disabled students, especially slow learner students.

The government regulation that generates education for inclusion students makes teachers more innovative and creative in the learning process and knows more about the characteristics of inclusive students. A teacher who teaches in a class with inclusive students is emphasized to give extra attention to inclusion students during the learning process. Besides, the teacher must also have different assessment criteria for the inclusion of students.

Slow learners are one type of disabled student that has a limitation in the delay in receiving or obtaining things and/or

¹ Nurul H R and Ina Rofiana, "Penerapan Metode Pembelajaran Peserta Didik Slow Learner (Studi Kasus Di Sekolah Dasar Inklusi Wirosaban Yogyakarta)," *Jurnal Kajian Penelitian Pendidikan dan Pembelajaran* 2, no. 1 (2017): 95.

² Peraturan Menteri Pendidikan Nasional Republik Indonesia, *Pendidikan Inklusi Bagi Peserta Didik Yang Memiliki Kelainan Dan Memiliki Potensi Kecerdasan Dan / Atau Bakat Istimewa*, 2009.

information provided. Novitasari, Lukito, and Ekawati describe in their journal that a slow learner is a student who has a thinking skill below the several than other normal students in his or her age.³ Some of them are much more confined to the environment, emotions, that hold up school progress and personal development. The slow learner needs special help in the form of a special class in an ordinary school.⁴ The majority of slow learners suffer in regular classes, unable to receive the attention they require. It means that they cannot be equated with students in general because they need different treatment from the teacher in the process of teaching and learning.

In preliminary research, a case was found in an Islamic junior high school that has inclusion students. The school, MTs Wachid Hasyim is one of the schools in Surabaya that is implementing an inclusive education system that is currently underway.⁵ One of the teachers said that she has some difficulties when teaching in a class with inclusion students, not only how to make the material that teachers give is well understood by the student but also how teachers value their work. So that's this research aimed to investigate English teacher strategies in differentiated instruction while teaching slow learners in an inclusion class at MTs Wachid Hasyim Surabaya.

The above school is one among schools that run inclusion programs. Previous studies show that the inclusion program has been explored by previous researchers. There is similar research in growth opportunity support service in inclusion English classes applying those theories. Then according to English. Considering this, the current research is aimed to explore the instruction that is given by English teachers.

Some of the research regarding the issue has been largely conducted. The first is a journal from Bishaw.⁶ This study

³ N Novitasari, "Slow Learner Analysis in Solving Fraction Problem in Inclusive Junior High School Class," *IOP Conf, Series Journal of Physics* (2018).

⁴ MS. Sangeeta Chauhan, "Slow Learners: Their Psychology and Educational Programmes," *International Journal of Multidisciplinary Research* 1, no. 8 (2011).

⁵ Interview with vice headmaster of Mts Wachid Hasyim Surabaya on August 20th 2018

⁶ Kassie Shifere Bishaw, "Inclusive Teaching in The Context of English Language Teaching (ELT)," *International Journal of Physical and Social Sciences* 2, no. 11 (2012): 214–228.

investigates the what, why, and requirements of inclusive education and focuses on developing teacher knowledge of how to accommodate the needs of learners in an English language teaching. Even though this previous study was different from the researcher's research, this study was used by the researcher to determine the most appropriate and practical ways for teaching kids with special needs. The second research by Santoso.⁷ Here, during teaching-learning activities, it discussed the teaching strategies, obstacles, and alternative strategies used by English and inclusion teachers. This previous study show, both English teachers and inclusion teachers had a variety of options for dealing with barriers, including assisting kids with special needs, using a behavioral approach, and lowering the learning requirement. The researcher studied to see what the strategies are in teaching the diffable student.

Next is a study from Khatoon.⁸ Their research focused on creating an innovative learning plan based on a collaborative learning technique to help a slow learner improve his or her academic performance. The subject for this study is the teacher of English, Mathematics, and General Science. The inclusion of peer group leaders in collaborative learning strategies improve the learning achievement of slow learners, according to the findings of this study. The differences with the researcher's study focus on English lessons and use English teachers in a Junior High School as a subject. Also, the similarity is placed on the strategy to teach the slow learner. The other study from Rupert.⁹ The purpose of this study is to look at effective teachers in inclusive classrooms, with an emphasis on the instructional strategies they utilize and the reasons behind them. Here, the focus is considering the effective teacher in an inclusive classroom with their instructional strategies. Also, used

⁷ Dwi Priyo Santoso, "Teaching Strategies for Student with Special Needs in the Inclusive Classroom of SMP YBPK Kediri, Universitas Muhammadiyah Malang" (Universitas Muhammadiyah Malang, 2019).

⁸ Sufiana Khatoon and Mumtaz Akhter drmumtazakhter@hotmail.com, "An Innovative Collaborative Group Learning Strategy for Improving Learning Achievement of Slow Learners.," *Journal of Research & Reflections in Education (JRRE)* 4, no. 2 (2010): 142–160, <http://search.ebscohost.com/login.aspx?direct=true&db=eue&AN=77942918&site=ehost-live>.

⁹ Lauren Carlson et al., "The Instructional Strategies and Attitudes of Effective Inclusive Teachers," *Special Education Perspectives* 21, no. 1 (2012): 7–20.

all kinds of disabled or students with special needs as their subject research. Then, the similarity is the use of instructional strategies in inclusive English classes.

The study from Aldossari, highlights the most significant problem faced by general educator teachers in adopting the differentiated teaching technique in various stages of education.¹⁰ Also, there was a study by Melinda, the focus of this study is on differentiation strategies suitable for use with younger elementary children. Analyze existing techniques and strategies, including those that are more appropriate for the student. Moreover, this study does not thoroughly explore differentiation techniques used for a certain student.¹¹ Both of the studies have different focuses with this research. The differences are the study did not explain which one the strategies that are appropriate to teach slow learner students, those strategies in this study used for general students. But this study has a similarity in the use of differentiated instruction in the learning and teaching process.

How do the English teachers at MTs Wachid Hasyim Surabaya differentiate instruction strategies to teach slow learners in the inclusive English classroom at MTs Wachid Hasyim Surabaya is chosen because this school has many students who come from an inclusive background but many of the students including students who excel not only in the field of English or other formal education, but non-formal education also spelled out achievement. What is more, researchers also found that no English teacher at school received any training in handling inclusions, English teachers using a strategy fitted to their experience while teaching at this school.

To ensure that the learning process is perfect, students are not only equipped with good teaching styles but also good selective approaches. The educator is a success when students have received all they require from the learning process, guiding the class. Therefore, the researcher decided to conduct research entitled

¹⁰ Ali Tared Aldossari, "The Challenges of Using the Differentiated Instruction Strategy: A Case Study in the General Education Stages in Saudi Arabia," *International Education Studies* 11, no. 4 (2018): 74–83.

¹¹ Melinda Good, "Differentiated Instruction: Principles and Techniques for The Elementary Grades.," *Online Submission*, no. May (2006).

“English Teacher Differentiated Instruction Strategies to Teach Slow Learners in An Inclusive English Classroom”. This study focuses on what are English teachers’ differentiated instruction strategies to teach slow learners in an inclusive class.

B. Research Question

According to the background explained before, the problem of this study is:

Are the English teachers' differentiated instruction strategies to teach slow learners in an inclusive English classroom at MTs Wachid Hasyim Surabaya?

C. Objectives of Study

Based on the problem of the study, the objective of the study is to analyze the strategies of English teachers in differentiated instruction to teach slow learners in an inclusive English classroom.

D. Significance of the Study

This study becomes significant ever since the differentiated instruction strategies are very important especially in teaching English for slow learners. Before using the strategies in the classroom, the strategies should be carefully chosen. This study is crucial since it reveals what the two teachers regard to be important criteria in selecting instructional strategies used in English teaching for an inclusive program at MTs Wachid Hasyim Surabaya. The findings of this study are intended to be used by teachers, particularly in inclusive programs, where teachers have already carefully considered the strategies that are employed in their English lesson, as well as rules from the Ministry of Education. The outcome, which is relevant to teacher candidates in Indonesia, can be utilized as a guide to select instructional strategies carefully and appropriately.

The proper instruction strategies not only help the students gain a better comprehension of English, but they also become more interested and driven to learn the language, especially for students who are slow learners. Furthermore, when the strategies are carefully selected, to excite a student’s attention and suit their needs, instructional strategies can be more successful and relevant.

E. Scope and Limitation of the Study

1. The scope of this study

This study does not cover all of the instructional strategies used in inclusive English classes. Carlson, Hemmings, Wurf, and Reupert determined the instructional strategies. The instructions are cooperative learning, direct instruction, cognitive strategy instruction, and project-based learning.

Differentiated instruction strategies by Carol Ann Tomlinson also cover varied strategies in this study. Four aspects determine differentiated instruction strategies: content, process, product, and learning environment.

2. The limitation of the study

The limitation of this study was conducted at MTs Wachid Hasyim Surabaya, during the 2020-2021 academic year. MTs Wachid Hasyim Surabaya was chosen for this study because it is one of Surabaya's inclusive schools, with some slow learners among its students. Slow learners are seen in a number of classes. Each class has a slow learner or a disabled kid. As a result, this study used an open-ended questionnaire about the differentiated instruction used by the teacher who teaches slow learner students.

F. Definition of the Key Terms

1. Slow Learner

One of the individuals with severe disabilities who require special education assistance in school is a slow learner.¹² Slow learners are pupils that have difficulties grasping abstract concepts, have a small vocabulary, have the poor motivation of learning, more time is required to comprehend a subject than a standard student of their age, and demand repetition in the material's explanation. In the context of this research, students with exceptional disabilities who attend an inclusive school are slow learners at MTs Wachid Hasyim and have Intelligence Quotient below average or in other words, they cannot receive and understand material or information directly like students in general.

¹² Indonesia, *Pendidikan Inklusi Bagi Peserta Didik Yang Memiliki Kelainan Dan Memiliki Potensi Kecerdasan Dan / Atau Bakat Istimewa*.

2. Inclusive Classroom

In an inclusive classroom, students who have and do not have learning disabilities in a general education context, students learn together.¹³ In the inclusive classroom does not mean putting all students in the same room, doing the same thing, in the same way. It means that students in the class achieve the same goal, even though the method of doing it is different. Inclusive classrooms place a focus on learning objectives rather than activities to measure them. In this study inclusive classroom is a class where slow learners are accommodated, and standard students are in the same class.

3. Instruction Strategies to Teach Slow Learner

Teachers utilize instructional strategies to help students become self-sufficient, while students use instructional strategies to help themselves.¹⁴ Teams work together or collaborate to define goals, devise intervention strategies to attain goals, and identify student needs in these activities. In this research, instructional strategies are activities for increasing student understanding in learning English and to determine the needs of students and devise strategies for achieving the goal through specific directions.

4. Differentiated instruction strategies.

According to Kristien distinguishing instruction meets the needs of every student. The first step in differentiated instruction is establishing what the students already know so that the teacher can assist them in learning.¹⁵ There are numerous methods of using it through a form of pre-assessment.

In this research, differentiated instruction strategies are different teaching strategies applied by English teachers in the inclusion class to facilitate students in receiving learning material during the process of teaching and learning, especially for students who are classified as slow learners.

¹³ Nini dkk Subini, *Psikologi Pembelajaran* (Yogyakarta: Mentari Pustaka, 2012).

¹⁴ Carlson et al., "The Instructional Strategies and Attitudes of Effective Inclusive Teachers."

¹⁵ Cole. Kristien, "Differentiated Instruction: Definition, Example and Strategies," *Education Journal* (2009).



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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains the theoretical framework that was employed in this study, as well as various earlier studies that were used to back up the findings. The theoretical framework that consists in this study is Inclusive goals, program, and the principal of an inclusive school, Slow Learner, level of slow Learner, Instruction Strategies to teach Inclusion student, Differentiated Instruction Strategies to teach Slow Learners in Inclusive English class, with an explanation of the prior research on the slow learner and the strategy used to teach them at the end of the lesson.

A. Theoretical Framework

1. Inclusive Program

Most countries pay attention to inclusion, including Indonesia. The National System was established by law no.20 of 2003, which explains that the implementation of education for disabled learners or brilliant intellect can be conducted in public school, shows the serious concern of the country to the inclusion program. The Minister of National Education also released an Inclusive Education directive for children with cognitive and physical difficulties the same year; this regulation defines inclusive education as a program that allows children with any sort of impairment to participate in general education alongside non-disabled pupils in a general school setting.¹⁶ The term “inclusive education” refers to the process of integrating disabled children into regular education, in which they should join their school-age classmates in a learning process that is most advantageous to their needs. Inclusion is the process by which a school examines its curriculum organization and provision to respond to all students as people. As a result, inclusive education entails not just including students with special needs in mainstream classrooms, but also delivering a curriculum that is accessible to them.

¹⁶ Antoni Tsaputra, “Inclusive Education for Children with Disabilities In Indonesia: Dilemma and Suitable Framework for Indonesian Context,” *Education Journal* (n.d.): 2015.

In Indonesia, inclusive education developed from a reform of traditional restricted education, the transition from students with disabilities to Indonesian will be discussed in the following section.¹⁷ Numerous runways in Indonesia might be used to conduct inclusive education. The Indonesian government's law is in line with UNESCO's core principle of inclusive education, which states that all children should have the same chance to attend school near their homes.¹⁸ However, due to a lack of educational facilities, infrastructure, and human resources in Indonesia, there have been numerous challenges in implementing inclusive schools.

Many students with disabilities or special education needs have been unable to enroll in the school nearest to their home because not all regional schools recognize the presence of disabled children or special education needs.¹⁹ The profiles of qualified inclusive school teachers for children who have disabilities or special educational needs do not fully represent a qualified inclusive school teacher for children with disabilities or special educational needs, according to the educators' words. In addition, in terms of infrastructure of the school and infrastructure, inclusive schools' infrastructure is still rated adequate.

According to Antony's research, the number of pupils with special needs attending school has increased, which is in keeping with the inclusive education program.²⁰ With Indonesia's economic growth and the Indonesian government's focus on taking care of an inclusive education environment, the inclusive school is projected to be an ideal school that can give persons with disabilities equal access to education services as normal

¹⁷ Ibid.

¹⁸ Juhri AM and Wibowo SB, "Pengembangan Model Lesson Study Untuk Sekolah Inklusi SMP Negeri Di Kota Metro," *Jurnal Lentera Pendidikan* (2016).

¹⁹ Dewi N.N.A.U, "Developing Differentiated Electronic Supplementary Reading Exercise For The Slow Learners of Seventh Year Students at SMPN 2 Singaraja,International," *Journal of Language and Literature* 1, no. 1 (2017): 30.

²⁰ Tsaputra, "Inclusive Education for Children with Disabilities In Indonesia: Dilemma and Suitable Framework for Indonesian Context."

individuals. However, the government should offer training in the educational setting, human resources are important so that inclusive education can be implemented as desired. Indonesia's government must work harder to organize inclusive education in the country.

2. Slow learners

Slow learners are those who have lower-than-average cognitive abilities. They are not labeled as impaired students, but they struggle to meet the intellectual demands of a traditional classroom.²¹ Slow learners have some characteristics, such as functional ability that is much below grade level, continuously low result on achievement test, working slowly on all tasks, and taking longer to accomplish tasks.²² Furthermore, they are sluggish to grasp abilities, have trouble dealing with abstract learning, and have trouble following multi-step instruction.

Only if the teacher teaches the students through actual, hands-on manipulation of concepts will slow learners be able to perform at their best.²³ In addition, the teacher should provide repetition in a highly structured learning environment to make slow learners more automatic. Furthermore, these individuals are typically unorganized, necessitating peer instruction during the learning process. The needs of learners who have self-esteem have to be recognized and guided so that other aspects of education fall into place.²⁴ Although both are in dire need, slow learners are deep children with greater and more difficult needs to reach. In addition, slow learners require simpler and shorter assignments, as well as additional time to finish them.

Slow learners are children who experience developmental, mental, and have limited ability to learn and adjust because they have a slightly below normal IQ, which is roughly 70 to 89, so it

²¹ Ayu Hartini, Dessy W, and Mai L M, "Learning Strategies for Slow Learners Using The Project Based Learning Model in Primary School," *Jurnal pendidikan inklusi* (2017): 29.

²² Susan E, "Little, Helping The Slow Learner," 2000.

²³ Hartini, W, and L M, "Learning Strategies for Slow Learners Using the Project Based Learning Model in Primary School."

²⁴ Gayana Shmavonyan and Lili Karapetyan, "Dealing with Slow Learners in The Language Class," *Education Journal* (2017): 142.

takes longer and repetitive to complete academic and non-academic assignments.²⁵ The student who is slow in regular classes may exhibit many different behaviors, depending on their role of seeing themselves playing among other students. This child often has a much shorter attention span and it will be very difficult to stay attentive for a long time. When attention wanders, they may find themselves in a situation that distracts attention or time from other people's entertainment. This child might also become very awkward when it comes to expressing oneself, seemingly bound by a lack of a broad experience base. Slow students, as imagined, are often slow and tiring readers who learn and react more slowly than other students.

a. The factors that cause a student to be slow learners.

Slow students are normal students who have absolutely no interest in studying below the education system that can be traditionally accepted. Several factors can cause a slow learning process.

The first factor is the short attention span. A slow learner's attention span is limited, therefore he or she cannot focus for long periods of time. They have short-term memory issues and cannot recall what they have learned. They are easily bored and not interested in the learning process. The second is broken vision. Children who have vision disabilities will not be able to see well what is written on the whiteboard and cannot copy it correctly. It also has an impact on children's growth and development, as well as their ability to function in society. It also has an effect on the child's self-esteem and confidence, which, if not handled, can develop to depression. If the youngster is not appropriately handled, he or she may lag behind in class.

The third category is health issues and absence. Slow learning is caused by a variety of factors, the most common of which are health issues. Growth and development of children are hampered by poor health. When the school is not equipped with a home, that is, when parents are uninterested

²⁵ Chauhan, "Slow Learners: Their Psychology and Educational Programmes."

in their children's education, frequent absences appear to have a negative impact on their progress. Although it is true that absences are widespread, the new class is more harmful than the old one. The child will lose confidence as a result of not being able to handle it with peers on his level. As a result, he withdraws from his peers and gradually becomes a slow learner. And for the fourth is Parents (busy, illiterate, and poor), When parents do not have time for their children, they may feel insecure and isolated. Children could not share the problems or difficulties they faced at school. They internalize everything and develop a dislike for education and schools. Illiterate parents, who are intellectually impaired and have no knowledge of education are unconcerned about their children's education. Some parents put pressure on their children to do well in school. If they don't, they will beat whatever youngster makes issue worse. Busy parents and poor parents go to work early in the morning and return late at night, leaving no time for their children to ask question about their studies or their issues, resulting in learning inhibition, which may not be corrected.

The fifth factor is Violence and showing partiality. It's another cause of slow learning. Because embarrassing students damage psychologically learning abilities, the youngster develops disdain for professors and intriguing studies. The child suffers frequent nightmares and makes little progress in school. It can lead to emotional and aggressive issues, which can impair cognitive abilities. Some teachers favor certain students, influencing the learning process, and the youngster despises both the teacher and topics.

The sixth factor is Awkwardness. Children who are obstructed by parents who are too protective, by the fear generated, by accidents, caution to be careful, with environmental obstacles or with a lack of opportunities to practice are awkward compared to other kids his age. Parents could not follow them and as a result, it is not played. Parents acquire an inferiority complex and gradually retreat from their friends and studies, believing that they are superior than their children. Emotional and social risks are the final issue to consider. If a child is exposed to too many negative emotions

and very little positive ones, his outlook on life will be harmed, and he will develop negative character traits. Children who do not receive affection from others are more likely to be confined, which prevents them from having an emotional exchange with them. If a child is ignored and does not receive sufficient care, the youngster develops negative emotions and avoids their parents, then others, eventually isolating themselves from the outside world. In addition, abandoned children feel rejected, and insecure. This can affect the development of children's skills for socializing with other children.

b. Characteristic of a slow learner

Children need to be mentally more often before it is established and more frequent changes in their heads are needed to prevent forgetting. There is no doubt that children who learn slowly have worse retention power than kids in general, however, making assumptions would be a mistake that the cure is seen in repetition. The quality of giving initial learning is important.

The characteristic of the slow learner is about three important topics:²⁶

1) Physical Characteristic

There appear to be three categories of children who develop both mentally and physically, with the third group having slow growth potential and overall immaturity. The first category consists of sluggish learners who have difficulty with clothing, drawing, and writing materials and instruments. Climbing, jumping, skipping, dancing, gaming, and other activities require a lot of practice. They also want a sense of accomplishment and self-assurance, as well as increased social development. Children's physical development outperforms their cerebral development in the next group. And then children with reduced learning capacity due to illness, minor illnesses, malnutrition, et cetera. The last group is children who can

²⁶ Triani Nani and Amir, "Pendidikan Anak Berkebutuhan Khusus lamban Belajar (Slow Learner)" (2013).

be screened for sensory disabilities if some are not easily observed but affect children's learning and adjustment. Slow kids can benefit from regular physical and motor development programs.

2) Attention Deficiency

One reason for poor memory is lack of attention. These children are restless and can be destroyed. There is evidence of avoidance resulting from previous failures and dislike as a result of the subject. They frequently skim at words rather than properly reading them. Attention may be bad because the material is not suitable or relevant. The method of presenting learning material may not facilitate an accurate perception of it.

One of the ways where slow student memory can be boosted by making as many connections as feasible. These kids are not very good at it. Therefore, teachers must pay special attention to make children see links that might be seen by brighter children with various sensory modalities that may be used to display relationships and ties.

Then visual appearance, talk, ask him to write and connect it with light, vision, and bad circumstances. The important thing is to provide the information in a way that allows generalizations to be made. Meaningful associations are very important. Concepts can be taught with appropriate action here, there, below, above. Slow learners can learn by comprehending, but they will require additional repetition, review, and practice to sustain their progress.

3) A sense of insecurity

Children who are slow to learn have insecurities arising from personal physical or mental disabilities. They are unable to manage their sentiments of rage or an outburst from the teacher. They do indeed experience the need to be accepted by peer groups.

Isolated children may withdraw even further. Schools must provide the means for achievement that will increase self-esteem. These children are more reliant and have a limited capacity to take responsibility;

opportunities to be independent and responsible are provided at school they do not want to know. If a school can offer security and affection, it can help slow student education.

Children, on the other hand, whose basic requirements are not being met, may be difficult to be motivated to learn. Instead, feelings of hostility irritate them, and jealousy or overwhelmed with anger over their failure. They employ a variety of defenses; there are immaturity, regression, compensation activities, withdrawals, fantasies.

The characteristic is not directly related to poor intelligence as is the case with the consequences of low intelligence education. Educational and social failures must be avoided in planning activities at school.²⁷

To social and emotional development, the teacher must first determine where the child is at and then begin from there. Children must learn how to control emotional expressions, jealousy, and egocentricity that cannot be socially acceptable.

The family is the most important in creating a sense of security.²⁸ Children in addition to other family conditions (disharmony, separation) do not feel enough sharing or affection or disappointment. There are emotional problems. Schools can provide a successful experience but family attitude is more important.²⁹ Parents are not ready to accept the backwardness of children. Sometimes, they are too anxious which contributes to the underdevelopment of education.

c. The problem of slow learner children

A problem gives a signal to analyze a child's particular learning problem:

²⁷ Ibid.

²⁸ Subini, "Mengatasi Kesulitan Belajar Pada Anak" (2011).

²⁹ Khan Sultan, *Education of Slow Learner* (india: india press, 2008).

1) Cognitive learning problems

Students who are slowly learning at a slower rate and they face difficulties in maintaining what they have learned. Slow students prefer concrete learning to abstract learning, transfer of learning becomes impossible for slow students, they lack judgment, common sense and they are very destructive, they benefit from direct teaching and do not acquire skills by chance, and slow learning is a person who is underachieving and has a very short attention span.³⁰

2) Language or speaking problems

Verbal expressions for slow learners are difficult, oral reading is more difficult than silent reading, students who are slow to face the problem of articulation, and then the proper expression of thoughts becomes difficult for them

3) Auditory perception problem

Students who are slow to face difficulties in writing from dictation by the teacher, usually leave common prefixes and endings when writing. Learners who are slow in failing to understand verbal direction. So, they cannot give the right answer when a question is asked. They prefer material that is presented visually rather than material that is presented orally. Identification of different sounds becomes difficult for them. They also find difficulty in distinguishing between words that sound similar, for example, *Tap-Tap-Tap*, *Pin-Pen et cetera*. Slow learners normally give inappropriate answers to verbal questions. They also failed to learn the art of counting by rote.

4) Visual-Motor problems

Slow learners are easily directed by visual stimuli. They have awkward movements. They find it difficult to distinguish between color, size, and shape relationships and cannot remember the memory of the objects they see.

³⁰ Nani and Amir, "Pendidikan Anak Berkebutuhan Khusus lamban Belajar (Slow Learner)."

They have very poor handwriting and face difficulties in motor work. Very often they complain about physical problems. Recognition of common objects is a problem for them. Slow learners prefer the learning part to the whole learning and the final oral learning task is easier.

5) Social and emotional problem

Slow learner students lack the stamina to sit in class for long periods. They are lovers of solitude and do not like to be friends. They failed to make friends and could not get along at all. Students who are slow to be aggressive towards their friends and colleagues in trivial matters and they are afraid and self-aware. They daydream more than normal children. Nail-biting is another interesting characteristic of slow learners. Sometimes, they are also involved in anti-social activities. Their moods change frequently and their achievements are below expectations. They choose not to work in groups and have inappropriate and excessive verbalization.

3. The aspect to differentiated instruction strategies

In the classroom, differentiated education can be achieved in a variety of ways. The most typical types of differentiated instruction are grouping, variable periods, and shift assignments.³¹ As far as the grouping goes, pupils can be grouped based on levels of ability, interest, or level of understanding that are interrelated. To assist teachers and pupils, students are grouped according to their level of ability. When kids work in groups, they are more productive; the teacher may work with each group individually and provide instruction tailored to their specific needs. Students can work together more effectively in interrelated groups. Students who have a superior comprehension of the material can assist their peers who are in need. These types of organizations can operate more independently.

Changing how long you spend on each task or changing tasks on an activity is a good alternative to grouping. Some

³¹ Carol Ann Tomlinson, "The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition.," *Association for Supervision and Curriculum Development*, no. May (2014).

students can do assignments easily while others require more time. Teachers giving students a list of tasks may appear to be more like letting them choose the type of result they want, such as a project. Optional activities are a terrific approach to keep kids involved and stimulate their creativity.³²

Differentiated education's goal is to ensure that all students in the same class have equal access to educational opportunities and resources tailored to their specific needs.³³ Differentiated instruction means that the teacher must pay attention to and comprehend the distinctions and similarities that exist among the students and use this information to create a lesson plan instruction. There are a few essential concepts that form the foundation of differentiated instruction.³⁴ Teachers utilize formative evaluation to learn about their students' strengths and shortcoming so that they may meet them where they are and help them grow if the first key is ongoing. The next key is that students have varying levels of expertise in reading, writing, thinking, problem-solving, and speaking, indicating that they are diverse learners. Based on ongoing assessment, teachers can design differentiated classes to meet the needs of each student. In group work, the third key is that students work in pairs and small groups, with membership changing as need. When students learn in groups, they can engage in meaningful discussions and observe and learn from one another. The fourth key is that in a differentiated education classroom, rather of focusing on the book or chapter, the attention is on the concepts. This encourages all students to consider large ideas and learn more about key subjects. The choice is the final component, teachers should give students options in their reading and writing experiences, as well as the tasks and projects they accomplish.

³² De Jesus O N, "Differentiated Instruction: Can Differentiated Instruction Provide Success for All Learners?," *National Teacher Education Journal* 5, no. March (2012): 7.

³³ King Shaver B, "Differentiated Instruction: The New and Not so New," *California English* 13, no. April (2008): 7.

³⁴ Carol Ann Tomlinson and Imbeau M.B, "Understanding Differentiation in Order to Lead: Aiming for Fidelity to a Model," *Association for Supervision and Curriculum Development*, no. November (2010).

By negotiating with students, teachers can create engaging projects that match their specific needs and interests.

The conclusion is teachers can assign students who are struggling with assignments where they must identify the issue and the solution of a text. Middle-class students not only should identify issues and solutions that are different from their own. Some students who are ready for extension will identify the problem and the solution and make a variety of alternatives and explain why they might or must not work to solve their problem. Students may not realize they are learning several components of the same skill because the teacher can assign each one individually.³⁵

Teachers can be differentiated by changing content, processes, products, or learning environments for students. Carol contends that altering certain aspects of the classroom can help students feel more at ease and achieve more achievement.³⁶

a. Content aspect

Changing the content of classes entails a lot of work on how students get access to information. To teach the lesson, the teacher can change the topic by employing multiple learning methods and senses. Give mini-lessons in which you demonstrate how to perform assignments and then engage students in direct activities. To introduce or reinforce today's topic, use videos.

b. Process aspect

Changing the process to enter different instructions might look like an inverse class. Students view videos in this room about the topic the next day at home, then when they get to class, the teacher goes over the topic with them a little more thoroughly. Classes are then spent working on assignments or class work. This allows the teacher to move around the class and assess which pupils require assistance and how well they comprehend the content. Instead of waiting

³⁵ Mumpuniarti, "Challenge Faced by Teacher in Teaching Literacy and Numeracy for Slow Learner," *Journal of Sustainable Development* 10, no. March (2017).

³⁶ N, "Differentiated Instruction: Can Differentiated Instruction Provide Success for All Learners?"

for answers to their inquiries to come back to school, students can seek aid from the teacher. Students gain confidence as a result of direct feedback, which also helps teachers plan future lessons.

c. Product aspect

To change the product using different instructions, giving a choice for the final product in addition to rating would be a good choice. For the same subject, the teacher could construct projects that provide examples of various learning approaches. Students can select which project they want to continue working on while still exhibiting mastery of the subject.

d. Learning environment aspect

Modifying the learning environment for different instruction could allow pupils to work may be as simple as that in quieter environments in the corridor on the floor. This may sound simple, but they can make pupils feel more at ease, allowing them to finish assignments more quickly and accurately.

K-12 Blueprint, an educational consulting organization, has developed a list of varied solutions for English teacher, students with disabilities, and students in grades above and below grade level.³⁷ A list of differentiation strategies for each component of education has also been produced by the school system. Table 2.1 shows some differentiation strategies suggested adapted from Edison Township Public School in New Jersey

Table 2.1 Conceptual Framework of Differentiation Strategies³⁸

Curriculum	Differentiated For Student by	Aspect of instruction	Differentiation strategies
State and local standards	Readiness/ Ability, Interests /	Content	Concept, skill, and in this unit, all students

³⁷ Wilson Boulevard, "Best Practice For Differentiated Instruction," *Hanover Research* (2018): 22.

³⁸ *Ibid.*

Curriculum	Differentiated For Student by	Aspect of instruction	Differentiation strategies
	Students, Learning Profile, Learning Style		should learn the following mindsets.
		Process	Planning for teachers is based on best practices: brain-based, grouping that is adaptable, and concept-based motivation theory optional for students.
		Product	Content evaluation: Motivation Various methods of evaluation
		Learning Environment	Room arrangement Learner responsibility Expand wall of the classroom Student interaction Student ownership

The following is a simple eleventh-grade reading lesson that demonstrates how a lesson can be differentiated using the six variables described in the conceptual framework. Each of the six methods relies on a group of formal or informal students in some way. The first is readiness. Students would be divided into groups if the

reading session was differentiated by readiness, so they would receive lessons that were a good challenge for their reading ability. Grade-level students would engage with the foundation story, which is appropriate for their learning level. Although the tiered readers are written for people who cannot read, the story's theme is the same as the novel and the basal reader. The second is interest. If the reading lesson was differentiated based on the students' degree of interest, the instructor looks for ways to involve students in the learning process by allowing them to investigate a topic about which they are curious. The third is a learning profile. To differentiate this reading session by learning profiles, the teacher could create a learning environment with flexible locations for students to work on. In this session, the teacher may need to present the lesson in two different ways to help student understand what they are reading. In any event, students will be able to draw conclusions from their reading and have a better understanding of the author's intentions. For the fourth is flexible grouping. Flexible grouping permits students to move between groups, as opposed to unlikability grouping, which keeps students in set groups based on their ability. For projects, students could be divided into groups based on their preferred method of completing an assignment, such as demonstrating comprehension of the story. The fifth is choice. Students who have options are more likely to be motivated. Students go to the options chart after finishing the reading at the appropriate level and choose one approach to demonstrate their understanding of reading. And the last is learning style. The teacher can use an overhead projector, read in low light, or listen to music while teaching. The teacher can pass props related to the story around for strategic and visual learners to see and touch. A teacher can better connect with a student's preferred learning style by employing several teaching strategies, resulting in increased engagement and active participation in the class.

4. Instructional Strategies to Teach Slow Learner

Teachers employ instructional strategies to assist students in becoming self-sufficient, strategic learners.³⁹ Learning strategies are created when students choose strategies on their own and use them effectively to perform tasks or achieve goals. Kyle believe that a teaching method must demonstrate to students how to learn the knowledge or abilities they require.⁴⁰ It gives students concrete techniques to help them understand, memorize, and articulate what they have learned, specifically for students who are slow learners. The goal of strategy instruction is to educate students on how to learn. They require techniques to assist them in acquiring information (such as how to ask questions), remembering and expressing information (such as note-taking).⁴¹ Effective teaching and learning strategies can be used across grade levels and topic areas to accommodate a wide range of student differences. The following are some of the most effective instructional strategies in the inclusive education program:

a. Cooperative learning

Khatoon has described that cooperative learning is a teaching technique in which students cooperate in small groups to accomplish a common goal.⁴² In which people engage and learn from one other's experiences within their group. Slow learners benefit from cooperative learning strategies prepared for small peer groups because they create an environment where they can overcome their learning obstacles, learn independently in a safe environment, and have faith in their peer group leaders. Cooperative must be defined as a process in which a group of people with varying

³⁹ Carlson et al., "The Instructional Strategies and Attitudes of Effective Inclusive Teachers."

⁴⁰ Keyle Redford, "Strategy Instruction: What You Need to Know" (University of Kansas Center, 2014).

⁴¹ Barrie Bennet and Carol Rolheiser, "The Artful Science of Instructional Integration," *bookation Inc* (2001).

⁴² Khatoon and Akhter drmumtazakhter@hotmail.com, "An Innovative Collaborative Group Learning Strategy for Improving Learning Achievement of Slow Learners."

levels of expertise pool their resources to find answers to problems over time and help each other.

b. Direct Instruction

Direct instruction is a learning approach to learning in which teachers give lessons in simple settings and steps, and sequentially.⁴³ Direct correction is effective in any learning because it is based on principles of the study of conduct, such as getting students' attention, strengthening proper response, giving feedback and corrective feedback to students, and practicing accurate knowledge. Direct instruction is used to deliver lessons that are directly transformed by teachers to students. In direct teaching models, there are vital phases. The phases of this model are presented in five stages: presenting purpose and preparing students, demonstrating knowledge and skills, mentoring the training, checking to understand and giving feedback, and providing opportunities for advanced training and application.

c. Cognitive strategies instruction

Instruction in cognitive strategies is a teaching method in which students are thought effective procedures for completing various academic tasks.⁴⁴ This raises awareness of the cognitive tools that effective readers, writers, and speakers rely on every day. The student would never have discovered the strategies that are taught otherwise. There are a variety of cognitive methods that are effective for students, each having its adaptable framework.⁴⁵ A cognitive strategy is an organized internal ability that can help students in learning, thinking, problem-solving, and decision making. Cognitive strategy instruction also tries to assist teachers in shifting their focus from teaching specific topics to teaching students how

⁴³ Paul R Burden and David M Byrd, "The Methods for Effective Teaching," *Pearson Education USA* (2003).

⁴⁴ Santoso, "Teaching Strategies for Student with Special Needs in the Inclusive Classroom of SMP YBPK Kediri, Universitas Muhammadiyah Malang."

⁴⁵ Harris K R and M Pressley, "The Nature of Cognitive Strategy Instruction: Interactive Strategy Construction, Exceptional Children," *Education Journal* (1991).

to think. Furthermore, kids with moderate to mild special needs struggle to learn academic abilities that their typically developing peers take for granted, posing several problems for them throughout their educational careers.

d. Project-Based Learning

Project-based learning is a method of teaching that allows students to design their learning activities, collaborate on projects, and create work products that may be shared with others.⁴⁶ Project-based learning is a type of learning strategy that incorporates the following characteristics: learners make decisions regarding a framework, the difficulties or challenges that students face, the problems or challenges that student face, learners to devise a method for determining a solution to the difficulties or challenges they are confronted with, students work together to access and manage information to solve the challenge, the assessment process is ongoing, learners are encouraged to reflect on previous activities frequently, the outcome of learning activity will be assessed qualitatively and the learning environment is forgiving of mistakes and modification. The choosing of a project-based learning model is also most appropriate when learning strategies for slow learners are taken into account⁴⁷. Teachers serve as facilitators and companions in learning activities through team teaching. This design tries to address the variance in the classroom between normal students and slow learners, so those slow learners can have a social experience that will encourage them to delay and build self-esteem. It also addresses peer tutoring as part of the learning process using project-based learning.

B. Review of Related Study

In this study, to avoid equality, it is required to include some past studies that can be used as references. Several kinds of research

⁴⁶ Hartini, W, and L M, "Learning Strategies for Slow Learners Using The Project Based Learning Model in Primary School."

⁴⁷ Ibid.

have been carried out to investigate the difficulties and techniques for assessing slow learners.

The first previous study was by Lata.⁴⁸ In her thesis, she investigated the impact of several instruction strategies in learning science among slow learners, as well as educator attitudes on the employment of various instructional strategies. The research was conducted qualitatively. Individual instruction, picture books, charts, models, and peer tutoring did not significantly increase science learning among slow learners, according to the findings of this study.

The second study was conducted by Patricia, the goal of this research was to see if differentiated instruction affects student achievement. To tackle the student's dilemma, this study used action research. The researcher took a qualitative method in her investigation. Its goal is to provide a detailed description of the participant. The study result is statistically significant to reading achievement and students responding positively to the independent differentiation variable were taught by the teachers who had received differentiated training.⁴⁹

The third study was from Jacquelyn. The goal of his thesis is to show how teachers evaluate the impact of varied instruction on their teaching practice. This study used a qualitative method to gather information. The findings of this study show that combining students across grade levels for the first time worked successfully due to the communication and support they received from one another during professional learning communities.⁵⁰

This study shares parallels with the preceding three investigations; the focuses are the teacher using differentiated instructional strategies in inclusive class. The differentiated strategies, more working in reading achievement, worked well by grouping across grade levels and students gave positive responses in the independent differentiation variable. The distinctions between this study and that study are that this study will focus on the

⁴⁸ Lata L Pujar, "Instructional Strategies to Accelerate Science Learning Among Slow Learners" (University of Agricultural Sciences Dharwad, 2016).

⁴⁹ Patricia A Koeze, "Differentiated Instruction: The Effect on Student Achievement in An Elementary School" (Eastern Michigan University, 2017).

⁵⁰ Jacquelyn Ann Burkett, "Teacher Perception On Differentiated Instruction and Its Influence on Instructional Practice" (Oklahoma State University, 2013).

teacher's differentiated instructional strategies when providing instruction. This research will also look into how teachers provide support to slow learners in an inclusive English class.

The fourth study created by Alina entitled "Teaching the English Language to Students with Special Educational Need" the study's goal was to determine the best approach and techniques for teaching English to students with exceptional needs. Another goal is to figure out whether an English teacher should be taught in general education and the classroom to students with special needs, or with the help of a supporting teacher. According to the result, regular pupils can be taught by teachers and inclusion pupils at the same time, despite the fact that professors in inclusive classes are unaware of the needs of pupils.⁵¹ The research is comparable to the previous study in that it describes methods and strategies for teaching English to inclusion students. It also highlighted the support by the teacher, a type of instructional support service tasked with assisting when it comes to teaching English in an inclusive English classroom. To distinguish this study from the previous one, it described the teacher's differentiated instructional strategies in providing instruction support. Then, this study focuses on students who are slow learners, is a type of inclusion student in MTs Wachid Hasyim Surabaya and the researcher has an experience with it.

In the fifth previous study from Putri in her thesis, she focused on the difficulties faced by teachers in providing instructional help to slow learners and the strategy to face the challenges.⁵² The result of this study showed that there are at least 4 challenges in giving instructional support. There are challenges in giving material and concept, a challenge in managing time, a challenge in giving a variety of resources of assessment and the last is because untrained teachers make the teacher lack collaboration in learning activities. Employing appropriate material and media, generating appropriate practice, cooperation, and grouping of instructors with another teacher or professional, and using an

⁵¹ Padurean Alina Nicoleta, "Teaching English Language to Students with Special Education Need," *TEM Studies* (2014), www.temstudies.com.

⁵² Putri Ainur Rizki, "Teacher Challenges in Giving Instructional Support Services to Slow Learner Students in Inclusive English Class" (Uin Sunan Ampel Surabaya, 2019).

appropriate physical space are some of the ways. This study has similarities in supporting slow learners in their learning process but also has a difference in the purposes of the study.

The last previous studies tried to find the obstacles in providing EFL teachers in a synthesized way on differentiated education and the ability to listen.⁵³ According to the findings of the study, teachers need to improve their knowledge on how to differentiate instruction and support students in growing their skills. The previous research and this research have certain similarities, such as performing the research in differentiated teaching and utilizing a qualitative case study research methodology. To distinguish from the previous study, on the other hand. This study was carried out in a mixed-ability English class and focused on differentiated instruction strategies that were given by the English teacher.



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⁵³ Stefanie Moreno, “Differentiated Instruction: Strategies for English Language Learners Listening Comprehension Development” (Bridgewater State University, 2015).



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CHAPTER III RESEARCH METHOD

This section contains an explanation of how the study is carried out. They include the study's methodology and research strategy, as well as the study's subject and setting. Data and sources of data, method of data collection, instruments of the research, data analysis methods, validity checks on the result, and research stages.

A. Research Subject

The focus of this study is an English teacher at MTs Wachid Hasyim Surabaya. She is Mrs. N she taught in 7th grade and Mrs. H she taught 8th grade in this school. Both of them have a lot of experience in teaching English, especially using differentiated instruction strategies in junior high school or Islamic junior high school. When she taught English lessons to students with specific needs, they used differentiated instruction to make it easier for them. By using differentiated instruction strategies, she hopes that their students can understand English better.

Mrs. N and Mrs. H were chosen as research subjects because the vice headmaster assigned them to assist the researcher in gathering the information needed for this study. When the researcher asked the other English teachers to participate in the study, they declined, claiming that Mrs. N and Mrs. H had more expertise teaching English. So the researcher decided that Mrs. N and Mrs. H were the research subject.

B. Research Location and Subject

This study was conducted at MTs Wachid Hasyim Surabaya which is located in East Kalianak Street Gg. Lebar No 11 Surabaya. This school has a number of students who come from an inclusive background but many of the students including students who excel not only in the field of English or other formal education but non-formal education also spelled out achievement. This study enlisted the help of an English teacher from MTs Wachid Hasyim Surabaya, as well as students from the 7th and 8th grades, to provide more information in order to conduct a more thorough investigation and answering the researcher's research questions about how teachers differentiated instruction strategies to teach slow learners in an inclusive English classroom.

C. Data and Source of Data

1. Data

This study's data was collected from the English teacher at MTs Wachid Hasyim Surabaya in the even semester academic year 2020/2021. The data is that English teachers differentiated instruction strategies in teaching slow learner students. The data was collected by spreading questionnaires and taking interviews with the English teacher.

2. Source of Data

The open-ended questionnaire to answer the research problem in teacher differentiated instruction strategies. The open-ended questionnaire was filled by 2 English teachers who teach in grades 7 and 8. In addition, the researcher also interviewed 2 English teachers. The interview was aimed to get deep information about teachers' instruction strategies in teaching slow learner students.

D. Approach and Research Design

The qualitative methodology was used to analyze this study, and the method adopted was descriptive qualitative. This research sought to learn more about the use of varied instructional strategies at MTs Wachid Hasyim Surabaya. According to Creswell, qualitative research is employed when a researcher requires a deep grasp of an issue that may be obtained by speaking directly with individuals, the subject of the research, and anything else linked to the study.⁵⁴

The narrative approach is employed in this study while the focus of the study is on the teacher's experience with differentiated instruction while teaching English in MTs Wachid Hasyim Surabaya and the data was also obtained through document analysis. The material, as well as the teacher's experience, were then evaluated and narratively reported.

⁵⁴ John W Creswell, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Second Edi. (California: Sage Publication Inc, 2007).

E. Data Collection Technique

The data for this study was gathered by an open-ended teacher questionnaire as a research question technique. The researcher distributed the softcopy (online) questionnaire to two English teachers from 7 grade and 8 grade, on June 25, 2021, by application WhatsApp messenger to know the teacher's instruction strategies. The teacher questionnaire consists of 17 questions. The teacher fills out the questionnaire according to the teacher's own experience. The researcher gave at least 2 days for participants to complete a questionnaire that included a number of statements. After the participant completed the questionnaire, the participant gave the softcopy (online) by application WhatsApp messenger.

Then, the data will be collected by doing an interview. The researcher was asked 2 teachers with the interview guidelines which contained 16 question items. For the time being, the researcher gave an open-ended questionnaire to the teacher and analyzed how the teacher differentiates instruction. The researcher did the interview using a voice note in the WhatsApp application. The researchers use this method because it adjusts the willingness and condition of the teacher as a participant. Using an interview to support the result, the researcher looked at how the teacher used instruction strategies in the learning process. The study had been conducted in the middle week of July 2021. During the teaching-learning process, data was collected using research instruments.

Table 3.1 Summary of Data Collection Technique

Research Question	Technique		Source of Data	Aspect
	Interview	Questionnaire		
RQ	√	√	English Teacher.	Teacher instruction strategies in the inclusive English classroom
RQ		√	English Teacher	Teacher differentiated instructional strategy to teach English in the inclusive English classroom

F. Research Instrument

1. Open-ended Questionnaire for Teacher

The Open-ended Questionnaire is chosen as a standard guide for analyzing teacher differentiated instruction in teaching practices. In the open-ended questionnaire, there are 17 questions for the teacher. The researcher posed each question to the teacher in the open-ended questionnaire part, and the teacher responded. There are seventeen questions for the teacher to answer in order to respond to a research question about differentiated instruction strategies for teachers. The first question is about how long the teacher taught in that school. The second is how teachers use differentiated instruction strategies. Third, what are the strategies used by the teacher in differentiated instruction. Fourth, why the teacher chooses differentiated instruction as their teaching strategy in their classroom. Fifth, how the teacher chooses suitable material and explaining material that can accommodate slow learner students. Sixth, what does the teacher do to make their students ready to accept the material they have prepared, especially their slow learner student. Seventh, how the teacher accommodates the slow learner student in their readiness levels, interest, and learning profile. Eighth, what the teacher does to improve their slow learner student learning outcomes. Ninth, how the teacher divides slow learner students into some groups by shared interest, topic, or abilities for their assignments. Tenth, what would the teacher do to increase slow learner students' confidence in demonstrating their learning outcomes. Eleventh, how the teacher assesses student work, especially assessments for slow learners in their class. Twelfth, how the teacher manage the classroom so that the slow learner feels comfortable and supported. Thirteenth, how the teacher arranges the class environment for slow learner students to accommodate their different levels of ability and learning styles. Fourteenth, what personal experiences have the teacher had that have influenced their use of differentiated instruction in an inclusion classroom. Fifteenth, what personal experiences, if any, have influenced the teacher's use of differentiated instruction in an inclusion classroom. Sixteenth, in what ways, if any, have the teacher experiences with differentiated instruction changed their classroom practice. Seventeenth for the last, what kinds of

strategies are appropriate to give differentiated instruction in an inclusive English lesson for students who are slow learners.

An open-ended questionnaire was put by the researcher in touch with the teachers on a personal basis. The researcher was giving the open-ended questionnaire to the English teacher as the subject of the research. At MTs Wachid Hasyim Surabaya, an open-ended questionnaire was used to gather information in order to address the research question regarding how teachers differentiated instruction strategies to teach slow learners in an inclusive English class.

2. Interview guidelines

The interview guideline is chosen to be a standard guide to analyze the teacher instruction strategies in teaching slow learner students. Based on the theories in chapter II, the researcher prepared 16 questions for teachers. The researcher posed each question in the interview, and the teachers responded.

The teachers were given 16 question to assist them answer the research question. The first question is about how many inclusive students the teacher teaches in that school and how many classes the teacher teaches. The second question is how many slow learner students in grade do the teacher teach. The third is what the teacher enjoys when teaching inclusive students who are joined by the other normal students. Fourth is will the teacher collaborate with the inclusive teacher while the teacher teaches slow learner students. Fifth, how does the teacher instruct a slow learner's student in the teaching-learning process. Sixth, what instructional strategies will the teacher apply in the teaching-learning process in their class with slow learner students. Seventh is why did the teacher choose those strategies. The eight-question is how do the teachers think those strategies can help teachers in their class with slow learner students. Ninth, are those instruction strategies that can accommodate the slow learner student difficulties through the teaching-learning process. Tenth, do the teacher use some teaching media to support teacher instruction strategies. Eleventh, what media do the teacher use to support teacher instruction strategies. Twelfth, can the teacher tell the researcher the steps when the teacher used the strategy in their class. Thirteenth are those strategies that can influence the learning progress of their slow learner student. The fourteenth is

asked about what instruction strategies the teacher finds less effective for their slow learner students. The fifteenth is asked about what instruction strategies the teacher finds effective for their slow learner students. The last or the sixteenth is about any other teachers' comments or opinions about the instructional strategies in teaching slow learner students. The goal of the interview is to obtain an answer to the research question about instructor differentiated instruction strategies for slow learners. Before the research, the lecturer validated the equipment.

G. Data Analysis Technique

The data was examined using the descriptive qualitative method by the researchers. An open-ended questionnaire and interview guidelines were used to collect data. The researcher analyzed the data after obtaining it.

To investigate the differentiated instruction strategies that the teacher used, the researcher used an open-ended questionnaire by using Carol theory and focused on the differentiated instruction strategies. Additionally, the researcher reviewed the interview transcripts in order to obtain extra information connected to both research problems.

The researcher created a description based on the information gathered throughout the literature review. The study used Mathew and Michael's data analysis technique, including four data analysis tasks: data reduction, data display, and conclusion drawing verification are the four data analysis tasks. Below is a more extensive explanation:

1. Data Collection

The process of acquiring data is known as data collection in a research setting, such as by an open-ended teacher questionnaire and interview guidelines, in order to acquire study data, as well as suitable documentation.

2. Reduction of data

Data reduction, according to Sugiyono,⁵⁵ is a technique of sorting key information and data and also focusing on the most

⁵⁵ Prof. Dr. Sugiyono, *Memahami Penelitian Kualitatif*, 4th ed. (Bandung: Alfabeta, 2008).

significant information. Create a theme or design, and then delete any data that is no longer needed.

3. Display of data

Data that had been sorted was presented; display refers to displaying something from the data. This method involved describing and analyzing data. The observation checklist, open-ended teacher questionnaire, and documentation were described and analyzed by the researcher.

4. Conclusion Drawing/Verification

The researcher concluded the data once all of the processes were completed. After all of the data had been examined, the researcher analyzed it to come up with a study conclusion.

H. Checking Validity Findings

The researcher employed triangulation to evaluate qualitative data in order to check validity findings. According to Meijer, triangulation uses three metrics to determine whether the findings may be accepted in the study.⁵⁶ The method through which a teacher gathers evidence on a student's learning from three independent sources is referred to as triangulation. Conversation, observation, and product are the three sources. Triangulation, Creswell's opinion, is the process of evaluating the validity of research with multiple data sources by looking at the evidence provided by the sources.⁵⁷ When assessing the data from this study, the researcher ensures that the theories and opinions of some experts are consistent with the research's goal and that the findings are reliable.

I. Research Stages

This study's methodology was completed in the step these following stages:

⁵⁶ Paulin C Meijer, "Multi-Method Triangulation in A Qualitative Study on Teachers' Practical Knowledge: An Attempt to Increase Internal Validity," *Research Journal* (2002): 146.

⁵⁷ Jhon W Creswell, "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research," *Pearson Education USA* (2012): 262.

1. Requesting permission in MTs Wachid Hasyim Surabaya. After gaining permission, scheduling a meeting with the English teacher to watch their teaching and learning process .

2. Collecting data

As the data are obtained from the teachers, the researcher collected the interview transcripts and open-ended questionnaire. Then, the researcher will analyze all of the data.

3. Examining the information obtained from the data

Following the completion of the open-ended questionnaire, the researcher will be able to interpret the data using the review of related literature in chapter II and previous investigations.

4. Summarizing the findings of the study

The analytic and theoretical findings are combined, and a research conclusion is reached based on all of the study's findings.



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CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the findings and discussion of this study were presented in the research. The results of the open-ended questionnaire and teacher interview guidelines are presented in this chapter. These data analyses are presented descriptively about English teacher strategies in English class for slow learners.

A. Research Findings

The research was conducted through two online questionnaires and interviews. The researcher collected data through an open-ended questionnaire on June 26, 2021. Since the data obtained was insufficient to meet the data for this study, researchers re-collect the data through the interview guideline for both teachers on July 17, 2021.

The data is gained from a softcopy questionnaire and the result of the interview from two English teachers, so 2 questionnaires and 2 interview transcripts to analyze. The advice in examining teacher instruction techniques and differentiated instruction strategies during the teaching-learning process is provided by the theories employed in the questionnaires.

1. The Aspect of Differentiated Instruction Strategies

Based on the data collected through open-ended questionnaires and interviews in order to know the aspect of differentiated instruction strategies. Differentiated instruction based on content involves selecting concrete material and explaining the item's concept, according to the findings. After that, time management is managed based on the process. Then, in an inclusive English classroom, differentiated instruction based on the learning environment are taught in a large classroom by untrained teachers without collaboration with special education teachers. The result of an open-ended questionnaire and interview are used to explain those aspects. Here are some of the key points from the participant responses from the interview and open-ended questionnaire (see appendix III and IV).

According to the findings of the study, there were two teachers in some classrooms with both typical and special needs students in each class. Both teachers used different teaching strategies for students with exceptional needs and the

circumstances. Furthermore, the researcher focused on teacher instruction strategies for teaching delayed learners in an inclusive classroom in this study. Based on theories in chapter 2, the teacher is giving instruction strategies based on 4 aspects. there are:

a. Differentiated instruction based on the content aspect

Teachers must experiment, adapt, and investigate when providing appropriate material to kids with special needs in order to gain better perceptual interactions with the environment. All students, including those with special needs, should have access to materials and media that are relevant to guessing questions or other learning materials such as flashcards, movies, music, and real-life situation. Teacher used some media and materials in teaching english to slow learners in an inclusive classroom, according to the data from the interviews. Books, films, and photos, as well as text from books, are examples of media and material used to impart fundamental concepts to student. The other findings, based on content, indicate that teachers have difficulty in selecting appropriate warming-up activities to know the student readiness.

To make sure the slow learner students understood, the teacher doing this:

“I used some media such as flashcard and board game, or PowerPoint slide and also I give education game and the PowerPoint slide is about education game and I also used some videos to my student understood with the material”

The use of the media not only for students' understanding but also for students to be interesting and motivated students to learn English as well as possible. Teacher H explains:

“I always use some media to teach my student especially for my slow learner students because I think when we use some media our teaching-learning process will be interesting and the media can stimulate the student motivation to learn”, teacher N also added: *“use media so support our learning process such as learning video or maybe*

flashcard, sometimes games include like body movement, etc.”

Thus, to teach in inclusive English class the teacher used flashcards, education games, and also videos to make students more interested and a better understanding of the subject.

b. Differentiated instruction based on process aspect.

Direct learning activities, supportive interactions between the teacher and students, and a combination of individual and group activities are all part of an effective educational program for kids with special needs. To form a group, the teacher sorted the slow learners into groups that would allow them to enjoy the learning process. A participant said:

“I always make them involved in the divergent interest and abilities into one group to make them know each other’s and can enrich their knowledge and abilities about other topics. So, not only interest in their what they want.” Teacher H also said: *“I will divide them based on their specification, they are low, medium and high”*

Teachers can assist slow learners in becoming comfortable and confident in an inclusive English classroom by splitting a suitable group.

c. Differentiated instruction based on the product aspect

In order to improve slow learner students in their learning interest that can influence students’ learning outcomes the teacher re-checking their understanding with drilling and gave a lot of exercises. The teacher H said:

“I will do a lot of exercises and drill the students as often as possible”, teacher N also said: *“always checking their understanding to the topic given then by the result of the post-test in every topic given on that day.”*

To make students confident in demonstrating their learning outcomes the teacher gives motivation, easy exercises, and reinforcement in what they did in the learning process. Teacher H explains:

“I give them motivation and exercise to make them confidence in demonstrating their project”, same with teacher H, teacher N said: “I always giving reinforcement in what they did in the learning process.”

Moreover, the teacher supports their needs in the learning process by giving motivation, drilling the material to make them understood for their confidence while in the inclusive class.

- d. Differentiated instruction based on learning environment aspect

Changing the learning environment for different types of education could be as simple as allowing students to work in suitable areas and in good time management by the teacher. To accommodate different level ability and learning styles the teacher has the list of student levels in understanding material. Teacher N argued:

“We should have a note that is the lists of the students’ level in understanding material. So, we can treat them as properly as their abilities.”

In order to manage the classroom, the teacher spreads positive vibes and some interest group assignments to create a safe and supportive environment for the slow learner. Teacher H stated:

“I manage them by giving some interesting group assignment”, teacher N argued, “I manage the classroom by spreading positive vibes and also giving reinforcement in the learning process to make them always confident.”

From the data, the teacher did some activities of differentiated instruction based on each aspect. There was differentiated instruction based on content aspect, differentiated instruction based on process aspect, differentiated instruction based on product aspect, and differentiated instruction based on learning environment aspect. Despite the teacher doing the activities based on the aspect, they also have some strategies in giving instruction. The strategies used by the teacher were explained in detail below.

2. Instructional strategies to teach slow learner

To know about the instructional strategies that are used by the teacher to differentiate instruction, the researcher needs to do interviews with the teachers. The question was answered by the researcher using an open-ended questionnaire and an interview. The researcher described it as examining the findings of the interview result in detail utilizing data analysis.

It represents strategies that are useful for giving instruction strategies. The categories of those strategies are cooperative learning strategies, direct instruction, cognitive strategies instruction, and project-based learning.

a. Cooperative Learning

The teacher used cooperative learning during the teaching-learning process based on the results of the interview. When the teacher explained the materials in front of the class, the teacher may monitor and assist the slow learner students in completing the exercises in that game with drilling instruction, and possibly the slow learner students in that group could assist each other. Similarly, when the teacher gave some game to deliver the material to all students, the teacher may monitor and assist the slow learner students in completing the exercises in that game with drilling instruction, and possibly the slow learner students in that group could assist each other. The following interview showed how the cooperative group teaching technique was used.

“I divided my class become a group or usually I divide my class become a pair and then after that I also give some vocabularies to my students first before I give them some quiz or some game, and the quiz and the games are related with my learning topics especially for English, and then I also tell to the students about the clear rules for the quiz and game and I also give drilling instruction until slow learner students understand with the rules.”

According to the interview results, the teacher attempted to help slow learners understand the materials by dividing students into pairs for a pair group discussion and

delivering the teaching with drilling so that the groups could support each other. As a result, in a pair or group discussion the teacher will know exactly what the students do not understand about the contents and will be able to re-explain the topic and the instruction in a simpler way. The strategy worked well for slow learner students, who not only heard from the teacher, but also from their peers or group. They could converse and discuss the subject taught in one group.

b. Direct Instruction

Direct instruction was one of the teaching strategies used by the English teacher in the inclusive class, as evidenced by the interview results.

Direct instruction was used to ensure that all students, including slow learner students, could correctly read some vocabularies or sentences. Student were given some words by the teacher, who then requested them to read them aloud, then the teacher would give the meaning and show how to read the word in a good pronunciation. Because the teacher thought that the teacher center would be more appropriate in a classroom with slow learners, the teacher preferred to employ direct instruction. The following interview result demonstrates the outcome.

“First, we show how to read using an example, and then I ask them to repeat. We continue to use the teaching center since any other way does not work, and there is no interaction in the class.”

The direct instruction strategies were when the teacher showed a real object/their friend as an example based on the topic. And also, the teacher does repetition if the slow learner students do not understand well until the slow learner understands well.

c. Cognitive Strategies Instruction

The researcher finds in the lesson plan that was created by the teacher. The teacher tried to make the student understand the materials easily by using media like pictures or objects which the slow learner ever saw in their real life. The result can be seen in the step in the lesson plan picture below.

Inti	<ul style="list-style-type: none"> ❖ Observe The teacher presented pictures related to the topic. learners were asked to observe. Handwrite the complete descriptions on a piece of paper. ❖ Asking questions With teacher support, students ask questions not understood from what is observed or questions to get additional information about what is being observed (ranging from factual questions to hypothetical questions) to develop creativity, curiosity, and lack of formulation to form critical thoughts that need to live intelligentially and learn throughout life. For <u>example</u> : <i>What Handwrite the complete descriptions on a piece of paper? (Hot)</i> ❖ Explore Learners exploit their knowledge by reading another source book ❖ Associates Protégé collaborates in collaboration to fill out a passage on a passage 	60 menit
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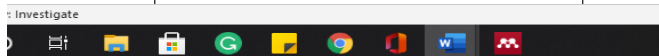


Figure 4.1 The Lesson plan using cognitive strategies instruction

From this activity, the teacher believes that students are more likely to understand the subject at hand, especially for slow learner students. by this strategy teachers, it is easier to convey the purpose of learning in each teaching-learning process. This strategy was also effective for slow learner students, they can directly understand what the teacher was explaining by showing the picture of an animal that they have ever seen in their real-life as an example in front of them.

d. Project-Based Learning

Project-based learning was another method used by the English teacher in the classroom with slow learners. The teacher argued that this strategy is not useful or not effective to teach slow learner students. The teacher even used these strategies when giving a student project to build a mind mapping or poster that talks about the description of animals, but in the process, students are confused about what they do and how to make it. So, the project is not successful, and students do not finish their project. The result can be proved in the interview result below.

“I think project-based learning is not effective in my classroom because in my experience the slow learner students are difficult in making project by themselves.”

Because this strategy is not useful for their learning process, the teacher does not use that strategy very often. It may be used if the teachers need additional grades for students' achievement.

Depending on the result of both of the teachers, some instructional strategies that are effective for the slow learner in the learning process are cooperative learning, direct instruction, and cognitive instruction strategies. The result also finds another strategy that is used by my own teacher is drilling. The teacher stated that the best strategy in teaching slow learner students is drilling the instruction until the student gets the point of the topic.

B. Research Discussion

The findings of the English teacher's diversified instruction strategies to teach slow learners in an inclusive English classroom were provided by the researcher. In this section, the researcher was returned with a question at the outset. First, the researcher discusses the aspect of differentiated instruction strategies in teaching slow learner students. the discussion then moves on to the strategies that are used by the teacher in giving instruction to teach slow learner students while learning English at MTs Hasyim Surabaya.

Using questionnaires and interviews to collect the data, the results of the research were detailed in the following chapters. Based on Carol in his theories, the teacher differentiated instruction strategies based on 4 aspects that have been discussed and clarified as follow:

1. The Aspect to Differentiated Instruction

The content aspect is in line with the studies from Patricia,⁵⁸ The study found that there are insufficient concepts in the teaching and learning process. Due to a lack of teaching

⁵⁸ Koeze, “Differentiated Instruction: The Effect on Student Achievement in An Elementary School.”

materials, children with special needs are deprived of learning aids and supporting equipment, limiting their ability to learn English and making them feel inferior to slow learner students. In fact, this study discovered that in an inclusive English classroom, the teacher exclusively used content from the lower grade book to deliver to slow learners. It is shown that the teacher cannot provide the concrete material in teaching slow learner students with a good concept that can improve student interest. Actually, according to Tomlinson, differentiated content leads to the knowledge and skill the students learn. In designing differences in content learning three things must be noticed,⁵⁹ teachers must use actions, concepts, generalities, principles, attitudes, and creativity, align tasks with learning purpose, and the content of the instruction discusses the same concept in all students, but the level of complexity has to be adjusted according to the student's diversity. As a result of Patricia, Carol and the current research, an adequate method for selecting or arranging concepts in the teaching-learning process is required for English teacher.

The second process refers to the teacher's choice of "how" to develop the lesson. When making plans, information about the students' backgrounds is factored into the equation. In fact, teachers strive to make students feel comfortable and confident when inside the inclusion class. This aspect is related to a previous study by Putri.⁶⁰ According to the findings of that study, the teacher is unable to maintain the attention of both slow learners and regular pupils in the same class. Jacquelyn⁶¹ has been argued that the teacher can do an introduction of learning materials throughout the class, followed by small group discussions or work in pairs. In addition, in an inclusive English class, the teacher is concerned that regular students and slow

⁵⁹ Tomlinson and M.B, "Understanding Differentiation in Order to Lead: Aiming for Fidelity to a Model."

⁶⁰ Rizki, "Teacher Challenges in Giving Instructional Support Services to Slow Learner Students in Inclusive English Class."

⁶¹ Burkett, "Teacher Perception On Differentiated Instruction and Its Influence on Instructional Practice."

learners would not receive adequate attention from the teacher.⁶² The findings of this study, as well as a prior study by Putri, point to a lack of teaching and attention for slow learners in inclusive English classrooms as a result of teacher readiness at the outset of the learning process.

The next aspect is the product aspect. The study's findings revealed that the teacher must provide assistance and incentive to the student in order for them to complete their evaluation. Because there are some factors for determining a student's specific needs, especially if they are a slow learner. Furthermore, the teacher has never attended a workshop or training on inclusion. This problem is in line with Putri.⁶³ That research found that an inappropriate method to give students support and collaboration with the counseling teacher was crucial in students motivation. According to Tomlinson, the support can be that the teacher builds every slow learner student learns with material that is the same and process like any other but has an individual endpoint.⁶⁴ The fact that teachers in inclusive English classes are not equipped to teach in inclusive classrooms, the curriculum is restrictive, and teachers have not been able to take on new roles in inclusive programs all contribute to the problem. The findings of a previous study and the findings of this study imply that teachers require training or workshops about teaching slow learner students.

The last aspect is the learning environment. Individual and group work benefit from a flexible classroom layout that incorporates several sorts of seating arrangements.⁶⁵ In reality, from the teacher's statement that many slow learner students express their enjoyment of learning English lessons because of

⁶² Santoso, "Teaching Strategies for Student with Special Needs in the Inclusive Classroom of SMP YBPK Kediri, Universitas Muhammadiyah Malang."

⁶³ Rizki, "Teacher Challenges in Giving Instructional Support Services to Slow Learner Students in Inclusive English Class."

⁶⁴ N, "Differentiated Instruction: Can Differentiated Instruction Provide Success for All Learners?"

⁶⁵ Koeze, "Differentiated Instruction: The Effect on Student Achievement in An Elementary School."

where they are sitting in class or what they can use. Tomlinson stated that students can teach, and a teacher can learn, integrates themselves into the learning environment, literally sits between a collection of desks and proves that student enjoys.⁶⁶ Those conditions related to the previous study were conducted by Melinda,⁶⁷ When these children can do meaningful, empowering tasks, they are more likely to stay motivated. Rather than sitting lost in a large class, students can earn a sense of self-efficacy by completing a task that they previously believed was too difficult. Previous research findings, as well as the current study's finding, highlight the importance of providing students with a comfortable learning environment. It is also the creativity from the teacher that created an interesting class environment.

2. Instructional Strategies to Teach Slow Learner

The findings showed that the teacher differentiated instruction from lack of material and resources, giving attention especially for slow learners, preparation, and creativity in building interesting classes. Further, the researcher found that both of the teachers have difficulty in teaching in an inclusive class. According to Carol, that was supported by Carlson, Hemmings, Wurf, and Reupert. There are a few instructional strategies for educating slow learners in English classes that are inclusive.

According to Carol, in an inclusive classroom, the teacher can provide content in a variety of ways by utilizing appropriate resources and media, such as providing and displaying photographs of physical object to aid the teacher in the first step of teaching abstract topics by showing concept.⁶⁸ The teacher supplied certain pointers to slow learners, such as pictures, movies, songs, or real-life situations, according to this study. By providing background knowledge to slow learners and then allowing learners to be interested in active moves in the class, the

⁶⁶ Tomlinson, "The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition."

⁶⁷ Good, "Differentiated Instruction: Principles and Techniques for The Elementary Grades."

⁶⁸ Burkett, "Teacher Perception On Differentiated Instruction and Its Influence on Instructional Practice."

teacher is given sufficient learning aids when delivering content. Students can learn new knowledge and concepts by reading alone or with a partner, taking part in demonstrations in groups, or participating in small group instruction, as well as by tailoring content to specific students' needs depending on their educational programs.

The result of this study, using cooperative learning is one of the strategies that is used by the teacher in giving instruction on the teaching-learning process. Carlson et al. stated that to have cooperation between slow learner students and normal students, they should be placed in the same class so that they can adjust to the needs of other students and provide the impression of cooperation when completing work, and they should be given equal resources. Even though some slow learner students could not fully comprehend the topic, during the teaching-learning activity, the teacher was expected to guide and accompany them. This study followed the same pattern as the previous one conducted by Susan,⁶⁹ She led the slow learner students in the same class and taught them the same material. The difference in her study was that they used a wider range of more engaging instructional materials, whereas, in the study, the teacher simply used what was available in the classroom, which included the students themselves.

The teacher also applied direct instruction strategies, in which the teacher explicitly explained or assisted a student in understanding or completing their assignments by using real objects based on the topic of the material. The teacher was also applied by the study from Renata et al.⁷⁰ The teacher's instructions are adapted to meet each slow learner student's learning level, with flexibility grouping to ensure that each student learns to a level where they may combine their existing skills with new ones. They were found to be beneficial in assisting student learning in this study.

⁶⁹ E Susan, "Little, Helping the Slow Learner.",2000.

⁷⁰ Renata Ticha, Brian H Abery, and McMaster Kristen, "Instructional Strategies for Inclusive Classrooms: PALS, Cooperative Learning, Direct Instruction and Play-Based Strategies. In Inclusive Education Strategies: A Textbook" (University of Minnesota, 2018).

Cognitive strategies instruction is the next strategy used by the English teacher, in which the position of the English teacher was to explain the material to all students using pictures or things that slow learner's students have ever seen in their real life, while students, particularly slow learners, do not comprehend the material presented by the teacher. This strategy was also applied in the study by Susanto,⁷¹ In his study described that for students with particular needs, this technique worked well. By demonstrating an actual thing in front of the class as an example, the student immediately comprehended what the teacher was saying.

Project-based learning, in which the English teacher attempted to connect all students in performing group projects, was another strategy used by the teacher. It would establish alternative thoughts or assumptions, as well as special needs students would be able to adjust to other students in the same manner that average students could, and would very likely be able to do.⁷² In the study from Dessy.⁷³ This strategy was effective in their study, they discovered that all students enjoyed collaborating in groups and pairs with normal students and could complete their project assignment. But in fact, the teacher faced difficulties when using these strategies, most of the students in the inclusive class could not complete their project assignment given by the teacher.

The study found another strategy developed by the teacher. The strategy is drilling. Besides those strategies above, the teacher has another strategy. She argued that this strategy is very appropriate to teach slow learner students in an inclusive class.

⁷¹ Santoso, "Teaching Strategies for Student with Special Needs in the Inclusive Classroom of SMP YBPK Kediri, Universitas Muhammadiyah Malang."

⁷² Carlson et al., "The Instructional Strategies and Attitudes of Effective Inclusive Teachers."

⁷³ Hartini, W, and L M, "Learning Strategies for Slow Learners Using the Project Based Learning Model in Primary School."



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CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion of English teacher diversified teaching strategies to teach slow learners is discussed in this chapter. Furthermore, this chapter includes the research's recommendations for English teachers who work in inclusive classroom and also future researchers who may be interested in the same subject.

A. Conclusion

The findings of the study in chapter IV can be used to draw many conclusions. As a result of the data analysis, the following conclusion can be drawn:

1. The aspect to Differentiated Instruction Strategies

A study found that there are insufficient concepts in the teaching and learning process for slow learner students. This research found the teacher solely uses content from the lower grade book for sluggish learners. The content of the instruction discusses the same concept in all students, but the level of complexity has to be adjusted according to the student diversity. The second process refers to the teacher's choice of "how" to develop the lesson. In fact, teachers strive to make students feel comfortable and confident when inside the inclusion class. As Jacquelyn has argued that the teacher can do an introduction of learning materials throughout the class, then followed with a small group discussion or work in pairs. In the product, because the teacher has never participated in an inclusion workshop or training, there is an inappropriate method that refers to giving students support and motivation as a partnership with the counselor's teacher. The fact that teachers in inclusive English classes are not equipped to teach in inclusive classrooms, the curriculum is restrictive, and teachers have not been able to take on new roles in inclusive programs all contribute to the problem. The last aspect is the learning environment, many slow learner students express their enjoyment of learning English because of where they are sitting in class or what they can use. A flexible classroom layout is key, incorporating different types of sitting arrangements to support individual and group work. Students can earn a sense of self-efficacy by completing a task that they previously believed was too difficult.

2. Instructional Strategies to Teach Slow Learner

The researcher found both of the teachers have difficulty in teaching in an inclusive class. The teacher differentiated instruction from lack of material and resource, giving attention especially for slow learners, preparation and creativity in building interesting classes. According to Carol, that was supported by Carlson, Hemmings, Wurf, and Reupert. There are some strategies in giving instructional strategies in teaching slow learners.

The result of this research, using cooperative learning is one of the strategies used by the teacher in giving instruction on the teaching-learning process. Even though some slow learner students could not fully comprehend the topic, during the teaching-learning activity, the teacher was expected to guide and accompany them.

The teacher's instructions are adapted to meet each slow learner student's learning level, with flexibility grouping to ensure that each student learns to a level where they may combine their existing skills with new ones. The teacher also applied direct instruction strategies, in which the teacher explicitly explained or assisted a student in understanding or completing their assignments by using real objects based on the topic of the material. The English teacher used cognitive strategies instruction to explain the material to all students using pictures or things that slow learner's students have ever seen in their real life. For student with particular needs, this technique worked well, who immediately grasped what the teacher was trying to convey by using a genuine object as a role model in front of the class.

The English teacher attempted to bring all of the students together to work on a group assignment, which would establish alternative thoughts or assumptions, and diffable students would be able to acclimatize to other students in the same way that typical students could, and certainly. Most students in an inclusive class cannot complete their project assignment given by the teacher. But in fact, the teacher faced difficulties when using these strategies, most students in the inclusive class couldn't complete their assignment.

The study found that the teacher of slow learner students in an inclusive class developed two strategies to teach them. One was drilling and the other was a teacher's strategy, which is very appropriate to teach slow learners, according to the teacher. The teacher also argued that this strategy was appropriate for teaching slow learners in an all-inclusive class.

B. Suggestion

According to the result of this research related to the English teacher differentiated instruction strategy to teach slow learners in an inclusive English classroom, the researcher has made numerous recommendations, which are follows:

1. For the teacher

It is difficult for a standard English teacher to conduct differentiated instruction in an inclusive English class because slow learners and ordinary students have varying levels of ability, talent, and comprehension. This study recommends several pieces of information that a teacher of English in an inclusive English class would find useful. For example, using differentiated instruction strategies that pupils had already used to make learning, remembering, understanding, and information in English lesson easier for the English instructor, they can improve their ability and inventiveness in the teaching process.

2. For Future Researchers

The study focuses on the activities of the teacher in giving differentiated instruction strategies to teach children who are slow learner in an English classroom that is inclusive. If others undertake research on the same topic as this one, it would be much better if the study expanded to include other sorts of students with special needs in differentiated instruction strategies in an inclusive classroom.



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