

**ENGLISH ASSESSMENT FOR SLOW LEARNERS AT SMP
NEGERI 5 SURABAYA**

THESIS

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



By :

Dewi Nur Yastuti

NIM D95214104

**ENGLISH TEACHER EDUCATION DEPARTEMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
UIN SUNAN AMPEL SURABAYA**

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Dewi Nur Yastuti
NIM : D95214104
Jurusan/Prodi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

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Surabaya, 3 Maret 2020

Pembuat Pernyataan,



Dewi Nur Yastuti

NIM. D95214104

2020

ADVISOR APPROVAL SHEET

This thesis by Dewi Nur Yastuti entitled “*English Assessment for Slow Learners at SMP Negeri 5 Surabaya*” has been approved by the advisors for further approval by the board of examiners.

Surabaya, March 3rd, 2020

Advisor I



Fitriah, Ph.D

NIP. 197610042009122001

Advisor II

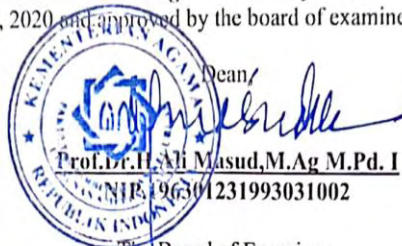


Dr. Siti Asmiyah, M. TESOL.

NIP. 197704142006042003

EXAMINER APPROVAL SHEET

The thesis by Dewi Nur Yastuti entitled "*English Assessment for Slow Learner Student at SMP Negeri 5 Surabaya*" has been examined on March 12th, 2020 and approved by the board of examiners.



The Board of Examiner,

Examiner I,

Dr. M. Salik, M.Ag
NIP. 196712121994031002

Examiner II,

Riska Safriyani, M.Pd
NIP. 198409142009122005

Examiner III,

Fitriah, Ph.D
NIP. 197610042009122001

Examiner IV,

Dr. Siti Asmiyah, M. TESOL.
NIP. 197704142006042003



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail. perpustakaan@uin-sby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Dewi Nur Yastuti
NIM : 095214104
Fakultas/Jurusan : Tarbiyah dan Keguruan/ Pendidikan Bahasa Inggris
E-mail address : dewinuryastuti@gmail.com

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(DEWI NUR YASTUTI)

nama terang dari tanda tangan

ABSTRACT

Dewi Nur Yastuti (2020) *English Assessment for Slow Learner Student at SMP Negeri 5 Surabaya*. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Fitriah, Ph. D and Dr. Siti Asmiyah M. TESOL

Key words: *Strategy, English Assessment, Slow Learners*.

Some students at school have special need in developing their language competence, one of which is Slow Learners. Slow Learner is a group of students in the school education development is slower compared to the average development of friends her age. So, they need special education services in their language competence. In learning English, assessment is one of the important tools to measure the ability of students in junior high school. The teacher has a good strategy that used in teaching Slow Learners. The purposes of this research are: (1) to describe the assessment of what the teacher uses for Slow Learners Students. (2) to find out the assessment strategies used by teachers for Slow Learners. This research used qualitative method. This research was conducted on seven grade students and the English teacher of SMP Negeri 5 Surabaya. The findings in this study are show that teachers use three ways to provide assessments for Slow Learners namely using short texts, lowering the level of questions, and using direct feedback. In addition, the three teachers used strategies in assessment in the form of imitation, giving clues, and giving two options in choosing answers. This strategy has many advantages for students and teachers in teaching Slow Learners. First, this strategy can increase student confidence and motivation. Second, students felt easy to do assessments.

ABSTRAK

Dewi Nur Yastuti (2020). *English Assessment for Slow Learner Student at SMP Negeri 5 Surabaya*. Skripsi. Prodi Pendidikan bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya. Pembimbing: Fitriah, Ph. D & Dr. Siti Asmiyah M. TESOL

Kata Kunci: *Strategi, Penilaian Bahasa Inggris, Siswa Lambat*

Beberapa siswa disekolah memiliki keterbatasan dalam mengembangkan kompetensi bahasa mereka salah satunya adalah siswa lambat. Siswa lambat adalah siswa yang memiliki potensi intelektual sedikit di bawah siswa normal, mereka membutuhkan waktu belajar lebih lama dibanding dengan sebayanya. Sehingga mereka memerlukan layanan pendidikan khusus dalam kompetensi bahasa. Penilaian merupakan salah satu alat penting untuk mengukur kemampuan siswa di sekolah menengah pertama. Tentunya guru harus memiliki strategi yang baik yang dapat digunakan dalam mengajar siswa lambat. Tujuan dari penelitian ini adalah: (1) untuk mendeskripsikan penilaian apa saja yang digunakan guru untuk siswa lambat. (2) untuk mengetahui strategi-strategi assessment menulis yang digunakan guru untuk siswa lambat. Penelitian ini menggunakan metode kualitatif. Penelitian ini dilakukan pada siswa kelas tujuh dan guru bahasa Inggris SMP Negeri 5 Surabaya. Temuan dalam penelitian ini menunjukkan bahwa guru menggunakan tiga cara dalam memberikan penilaian untuk siswa lambat yaitu teks yang pendek, menurunkan level soal, dan memberikan feedback secara langsung. Selain itu ketiga guru menggunakan strategi dalam penilaian siswa berupa pemodelan, memberikan petunjuk soal, dan hanya memberikan 2 opsi dalam pemilihan jawaban. Strategi ini memiliki banyak keuntungan bagi siswa dan guru dalam pengajaran siswa lambat. Pertama, strategi ini dapat meningkatkan kepercayaan diri dan motivasi siswa. Kedua, siswa merasa mudah untuk mengerjakan soal-soal.

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LIST OF ABBREVIATIONS

1. SLB ; Sekolah Luar Biasa (Extraordinary School)
2. ABK : Anak Berkebutuhan Khusus (Student with special needs)
3. SDLB ; Sekolah Dasar Luar Biasa (Extraordinary Elementary School)
4. SMP : Sekolah Menengah Pertama (Junior High School)



LIST OF APPENDICS

1. Interview Guideline
2. Observation Checklist



CHAPTER I

INTRODUCTION

This chapter discusses the area of study that will be covered in some headings; background of the study, research question of the study, objectives of the study, significance of the study, scope and limitations, then definitions of key terms.

A. Background of the Study

Based on statistical agency (BPS) data for 2009, it indicates that there is a lack of support in Indonesia for children with special needs. There are approximately 1.48 million children with special needs in Indonesia. But it is only for about twenty-six percent of them that get good educational service. Therefore, the question of connectivity is still to be addressed, because about 1,311 schools (SLB), which is only twenty-three percent of them with the country's statute and mostly concentrated in Java, are still in school. It can be estimated that fifty-one percent of children with special needs still do not have the right education.¹ Some 70 educational functions of comprehensive school for learners who have disabilities and hold potential intellect or special abilities do not comply with this requirement. The legislation states that children should be given the right to comprehensive education for special needs children.²

Inclusive curriculum is advancement in education, and growth approaches for teaching children with special needs. Student with learning difficulties is the student who has variations in physics, temperament and ability in many aspects. Perhaps the gaps would hamper the good learner in acquiring

¹ Dinas Pendidikan, *Data statistic Children Special Need* (Jakarta, 2009)

² Ibid,

school knowledge.³ The character disparity can influence the way learners communicate with each other. Student with learning disabilities such as, deaf, blind, mute, HIV, autism aids, dyslexia, dyspraxia, dyscalculia, slow learner, and hyperactive attention deficiency disorders. Inclusive students in the school also learn what other students do such as English lessons.

During this time, there are three different educational establishments offering education for children with disabilities, namely Extraordinary School (SLB), Extraordinary Elementary School (SDLB), and Integrated Education. SLB is the oldest specialist educational institution that accommodates children with the same form of abnormality, with various disorders such as SLB Blind, Deaf SLB, SLB mental disorder, Quadriplegic SLB, SLB Tuna laras, and SLB. Though SDBL accommodates different types of children with disabilities, children with visual impairment, hearing impairment, mental retardation, slow learning, physical disabilities, behavioural illness and multiple disabilities may be present in it.

Slow Learner is one of the children in need of special education, or one of the students with special needs can be said to be slow learner. According to Subini slow learner is a child who has disability in one or more of the basic processes that include understanding spoken or written language disorder, difficulties with thinking, speaking, reading, writing, spelling, and counting, and children experience low academic achievement. Slow learner is, according to Indonesia's Ministry of Education and Culture, a learner who has an under-average smart score of about 70-90.⁴ Every learner usually has a bad

³ Kartining Twin, Skripsi: *“An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Student at SMPN 5 Surabaya.* (Surabaya: Faculty Tarbiyah and Teacher Training, 2014).

⁴ Kartining Twin, Skripsi: *“An Analysis of English Assessment for Attention Deficit Hiperactive Disorders (ADHD) Student at SMPN 5 Surabaya.* (Surabaya: Faculty Tarbiyah and Teacher Training, 2014).

score for all subjects because he has trouble in recording lessons. He requires constant clarification, sluggish mastery, skills, and even some abilities are not mastered.

The aim of the learning process is to evaluate a social curriculum in a local school district. There should be evaluation which is used to develop, to implement of the curriculum as the part of revision the student skill.⁵ The researcher can be concluded that the evaluation is really needed. Because of the evaluation, the lack of student ability can be identified, so the teacher will be easier to create the strategy of learning improvement to get student's better understanding.

An evaluation is the process that the teacher collects the data to determine if the way of teaching needs the change, modification or not. In addition, evaluation is a must to determine the future strategies.⁶ Evaluation can help the teacher to know which part of lesson that student has not understood. After knowing the lack of student's ability, the function of the evaluation is hoped that teacher will give more explanation about the certain difficult lesson until the student understands.

The English assessment is the tool to know the progress of learners in English. The progress of learners has interpretation of assessment result and the achievement of learning outcomes.⁷ The researcher can underlie that assessment is really important

⁵ Ferda Tunc, Thesis: *"Evaluation An English Language Teaching at a Public University Using CIPP Model"* (The Department of Education Science, 2010).

⁶ Ibid, 3.

⁷ Sarah Mariah Fisher, *"Assessing for English Language Learners for Learning Disability or a Language Issues"* (Journal of Psychology) 8. (http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/200980TWPfall09/tesolwpssvol7issue2_Fall09/7_2Fisher.pdf, accessed on accessed on October 2, 2018)

for the learner because the assessment is the process to evaluate the understanding of student in lesson. The purpose of assessment is to value the attitude, and knowledge of the student. In this research, the researcher only focuses to analysis of assessment for Slow Learners Student.

In focusing on analysis assessment, the researcher gives definition first. The researcher firstly explains the definition of analysis. Based on the migrant and seasonal head start technical assistance center of academy for educational development stated that analysis is an investigation of the component parts of whole and their relations in making up the whole.⁸ An analysis of assessment is the tool of the investigation which is also called as the output of learning process. Output of learning process means the improvement of student's ability before and after teacher gives the explanation. The ability improvement will never be known before teacher gives the evaluation.

In the assessments are activities in which the student selects or composes a response to a prompt. In most cases, the prompt consists of printed materials (a brief question, a collection of historical documents, graphic or tabular material, or a combination of these). However, it may also be an object, an event, or an experience. Student responses are usually produced "on demand," i.e., the respondent does the writing at a specified time and within a fixed amount of time. These constraints contribute to standardization of testing conditions, which increases the comparability of result across students of groups. Analysis assessment for learning disability is the tools of investigation in learning English for student with special needs. Not only for investigation in learning English, but assessment of the student with disabilities also needs more attention. The

⁸ Mairy Calphine, *"The Handbook of principle The Assessment"*, (Robert Clark Center for Technological Education, University of Glasgow, 2005) 7.

student with special need should not get the same assessment as the usual student gets.⁹

Nevertheless, this research would like to note that the students involved are extremely affectionate and relate well to their peers. They continue to excel academically, particularly in the writing spheres. It is for these reasons that this study, along with the complex issues surrounding Slow Learner, has decided to investigate the true nature of the condition. Therefore, this research believes it's essential to understand the changes that the instructor might instigate to help the student succeed both academically and socially.

This research therefore focuses on the seventh-grade students of SMP Negeri 5 Surabaya, based on the Antara theory. The theory of a method of purpose for choosing the place of research on the basis of certain considerations. The reason is the first research to do teaching practice in SMP Negeri 5 Surabaya, the research found some students who have special needs especially Slow Lerner, the second is a student with special needs active in some extracurricular areas, and the last one is the SMP Negeri 5 Surabaya area located in the center of Surabaya. There are many industries and commerce in central Surabaya, it causes the large inhabitant and dirty area. Based on the Journal “*Faktor Faktor Pengaruh Tingkat Pendidikan di Kota Kumuh* by Mustamin”, the result of the Mustamin’s research shows the low education, and low achieving skill of parents. It can influence the quality of education.¹⁰

⁹ Daniel M Koretz, Thesis: “*Assessing Student With Disabilities: Issues and Evidence*”, (Harvard School of Education, 2003) 25. (<http://www.cse.ucla.edu/products/reports/TR587.pdf> , accessed on October 12, 2018)

¹⁰ ST Hasmiah Mustain, “*Faktor-Faktor Pengaruh Ttingkat Pendidikan di Kota Kumuh*”,(UIN Alauddin Makassar, 2003) 1. ([http://www.uinalauddin.ac.id/download-03%20Faktor faktor%20Pengaruh%20Center.pdf](http://www.uinalauddin.ac.id/download-03%20Faktor%20Pengaruh%20Center.pdf)), accessed on October 1, 2018.

Several studies on this issue have been widely conducted. In 2001, Susan De La Paz conducts a research under the title *“Teaching Writing to Students with Attention Deficit Disorders and Specific Language Impairment.”* Analysis in this research was to use the SRSD approach to instruction for students whose learning profiles varied in order to determine if beneficial treatment outcomes could occur with other student populations. According to De La Paz, the students in this study were part of a further inquiry that centered on students with learning disabilities and authors without learning disabilities. Research focused on a limited number of students with language difficulties and/or ADHD. The drawback of this work is not unique to the type of learning disability.

Another similar research is carried out by Dewi Muliasari of the University of Muhammadiyah Surakarta 2017 under the title "English Teaching Learning Method for Slow Learner in Inclusive Class at SMP Al Firdaus." In this study, the researcher seeks to describe the process of teaching English at an inclusive school in this case, SMP Al Firdaus.

In order to make this research different from the previous study, this research will concentrate on the analysis of Slow Learner's English assessment and the strategies that teachers use for Slow Learners, whereas previous studies have addressed the method of teaching slow learners English.

B. Research Questions

In relation to the previously described context of the analysis, the study problem can be formulated as this question:

1. How is the assessment administered for Slow Learners Student at SMP Negeri 5 Surabaya?

C. Objectives of the Study

The study aimed to find:

1. to explore the assessment that teacher uses for Slow Learners Student at SMP Negeri 5 Surabaya.
2. to identify what are the strategies of English assessment for Slow Learners Student at SMP Negeri 5 Surabaya.

D. Significance of the Study

The aim of this research is to meet high expectations that will bring a great deal of benefit to the school, English learner and future researcher. This research is about assessment administered for Slow Learner includes analyzing assessment and teaching strategies that teacher use of Slow Learners. By completing this research, the researcher hope that the result give a good impact to the school at SMP Negeri 5 Surabaya, because with the knowing the assessment that teacher use to Slow Learners student and knowing the strategies to use it, the school can anticipate if the assessment cannot do well for Slow Learner student.

The result for this research if the strategies have run well in this school, the strategies can be shared or applied to another school that has Slow Learners. But if the strategies still failed the result of this researcher has to be information for another school and find another strategy. Furthermore, this research useful for student in English Education Department at present, because by this research they can avoid the problem that might be happen at the future in the real teaching, especially on give the assessment and strategies of assessment for Slow Learners in Junior High School. In Addition, this research as reference for further research about Slow Learners in difference causes or which focuses on similar with research.

E. Scope and Limitation of the Study

The scope of this research is an analysis of English assessment for Slow Learners. This research investigates how many types of English assessment teachers use for slow learner students and explores the assessment strategies for Slow Learner students. The limitation of this research is in SMPN 5 Surabaya, which focuses on the first grade of junior high school, because the first grade of slow learners must have a high level of control over the English teacher in SMPN 5 Surabaya.

F. Definition of Key Term

This research clarifies the word used to provide the same definition and meaning of the reference system as the following:

1) Assessment

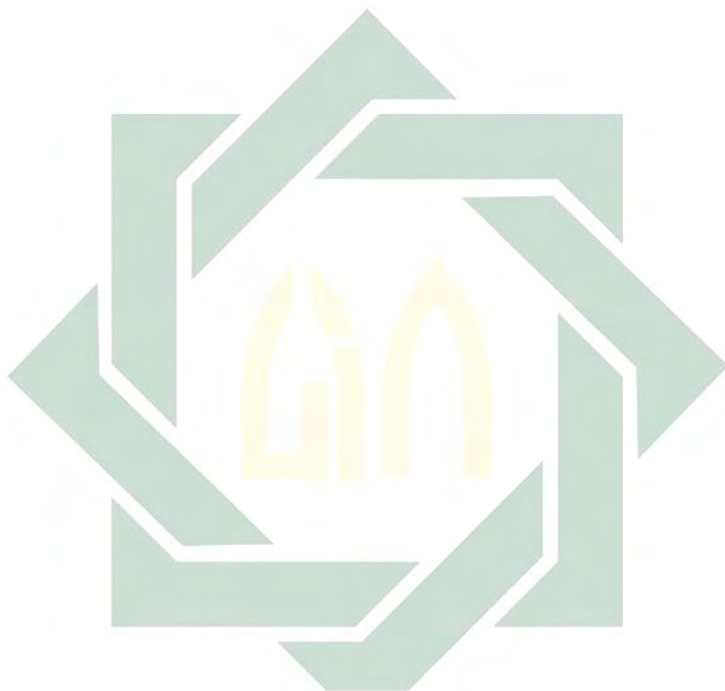
Assessment is a general term used to describe the process of collecting, analysing, and interpreting information (data) for an intended purpose.¹¹In this research, assessment is the process that teacher use to know how far the level of student slow learner understand English language learning in the English class. So, it can make the teacher to evaluate the teaching process based on the result of assessment.

2) Slow Learner

Slow learner is a group of students in the school education development is slower compared to the average

¹¹ Jan Thomas-Carol Allman, “*Assessment for the Diverse Classroom, Bureau of Exceptional Education and Student Service* (Florida: Department of Education, 2004),2.
(https://www.fldoe.org/eae/pdf/assess_diverse.pdf, accessed 9 October 2018).

development of friends her age.¹² In this research, Slow Learners has intelligence capabilities under the average, so they need special education services in their language competence.



¹²Vasuden A, "Slow learner- Cause, problem and educational programmes. *International Journal of Applied Research*, 308.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter present the related literature review of the study. There are four main points that will be presented are the definition of assessment, educational assessment of student with disabilities, Slow Learner, and English Assessment for Slow Learner Student.

A. Review of Related Literature

1. Assessment

Assessment is procedure which is used to get the information about the learning of student and the form of learning progress.¹³ In addition, assessment is the process of informal effort in collecting information relating to important variable of learning as the item for teacher to determine process and result of student learning. Assessment is often called as the form of evaluation. The function, kinds, and characteristic of assessment are explained as follow.

a. The Function of Assessment

There are five functions of assessment, they are: to improve the learning, to guide the policy of learning, to diagnose the learning problem, to improve the self-control, and to determine what students have learnt.¹⁴ For the brief, it will understand be explained below.

1) Improving the learning

Improving the learning means that by the assessment the student can be motivated to study more.

¹³ Jeanne Ellis Orrod, “*Psikologi Pendidikan*”, (University of Northern Colorado and University of New Hampshire Press, 2009) 270

¹⁴ Ibid., 271

In addition, assessment can improve the learning and can be vital component but the teacher has to change the teacher way to use the assessment result.¹⁵ Assessment is the effective motivator when it is suitable to the characteristic, purpose, and target learning. Therefore, the students are going to be motivated to show their best ability. Ryan state that assessment can also be called as the extrinsic motivator.¹⁶ It means that the sssessment can influence the certain cognitive process of student learning. In this case, the teacher will also know in which point the student's ability should be improved.

2) Guiding the strategy of learning

“Formative and summative assessment can help teacher in creating the strategy in teaching”.¹⁷ It is for example that if the student can finish the assessment correctly and fast, it means that the teacher can determine the higher target for the next learning. However, if the student cannot finish the assessment correctly and fast, it means that the teacher should use different way for the better understanding. Therefore, the effective way can be found to make the student do assessment correctly.

¹⁵ Thomas G Guskey, “*How Classroom Assessment Can Improve Learning*”, (Educational Leadership, 2003) Vol.60, No. 5, February (guskey@uky.edu, accessed on October 23, 2018)

¹⁶ Grolnick, “*Autonomy in Children's Learning: An Expediently and Individual Difference Investigation*”, (Journal of Personality and Social Psychology, 1987) Vol 52-890-898.
(<http://www.ncbi.nlm.nih.gov/pubmed/3585701>, accessed on October 1, 2018)

¹⁷ Jeanne Ellis Orrod, “*Psikologi Pendidikan*”, (University of Northern Colorado and University of New Hampshire Press, 2009) 272.

3) Diagnosing the Learning Problem

The assessment which is developed by the teacher can also give the diagnostic information, especially the assessment which shows how far student knows the lesson. Therefore, the teacher will know which point that the student has not known, this condition is also called as problem of learning. The next step are knowing why it happens and finding the solution how to overcome this problem. Diagnostic assessment is used to identify a student's needs and abilities.¹⁸ Information from diagnostic assessment helps teachers determine where individual student are in their acquisition of knowledge and skills.

4) Increase the Control

Self-control is the awareness of student about their performance. The assessment is needed in improving the self-control of student. The good assessment is the assessment which can influence the self-control to be better, because the function of the assessment is the self-monitoring and self-evaluating to their self. To reach the goal, teacher is supposed to inform the result of assessment to the student. The unwillingness of teacher to inform the result of assessment is possible, that case should be avoided. Besides informing the result of assessment, the teacher is also hoped great discussion about the whole assignments, in order that the student knows what the best answer is.

5) The establish what the student find the knowledge

¹⁸ Policy Program Memorandum No.155, “*Diagnostic Assessment in Support of Student Learning*”, (Ministry of Education, 2013)1.(<http://www.edu.gov.on.ca/extra/eng/ppm/ppm155.pdf>, accessed on September 24, 2018).

The assessment shows what student has learnt, how far the student knows it, and how effective the way of teaching that is used by teacher. If the student who has not known the lesson is found, it means that the way of teaching should be considered.

b. Kinds of English Assessment

Assessment consists of two kinds; they are informal and formal assessment. Informal assessment involves the sudden question which is given by the teacher when the class is running. Then, the student tries to answer the question immediately without any real theory and just rely on the analytical thinking. On the contrary, formal assessment is given based on the planning; it means that there is certain time to give that assessment to student. It is used for the certain purpose; it can be to know whether the student answer the question based on the real theory. In this point, it is found whether the student understand the lesson or not. There are four kinds of English assessment; they are assessment of listening, assessments of speaking, assessment of reading, and assessment of writing.¹⁹ All of the English assessment can cover to study English language in the inclusive school.

c. Characteristic of Assessment

There are four characteristics of assessments, namely:²⁰

¹⁹ Berue, “*Comprehensive English Language Learning Assessment (CELLA) District Summary Report*”, (The University of California, 2013)

²⁰ Jeanne Ellis Orrod, “*Psikologi Pendidikan*”, (University of Northern Colorado and University of New Hampshire Press, 2009) 278

1. Reliability

The meaning of “reliability is the extent to which an assessment provides consistent information about the knowledge, skill, or characteristic being measured”.²¹ The student gets the different score when the student finishes the same assignment in the different time. It shows how the student’s ability cannot be stagnant, when the ability is not practiced, it will be decreased gradually. In the other hand, student who always practices their ability, the understanding of the lesson must be better. Actually, assessing student learning and achievement, we must believe that our assessment result will be the same regardless of whether the teacher gives an assessment on Monday of Wednesday.

2. Standardization

The second important characteristic is the standardization of a good assessment. Assessment can be the indicator showing who is still under standard. The function of the create standardization, the student should get the same instruction, same time and same assessment”.²² The student who is still under standard should study harder till they can be categorized as the qualified or standard student, and it can be proven by the result of the next assessment. The exception is that student with special need by using the certain assessment.

3. Validities

The validity of the assessment instrument means the extent to which the instrument measures what it claims is measured and allows us to draw

²¹Ibid., 274.

²² Jeanne Ellis Orrod, “*Psikologi Pendidikan*”, (University of Northern Colorado and University of New Hampshire Press, 2009) 300.

appropriate conclusions about the characteristic or abilities in talking. This is the validity of assessment:

“The teacher does not measure things about scoring; the performance of student in the class, when the assessment was a poor measure of the knowledge and abilities of our student has particularly that the validity issues”.²³One principle is applied validates is valid tool for assessment wants more goals in comparison to some other purposes destination.

4. Practicalities

The characteristic of the latter are the practicalities is the extent to which instrument and assessment procedure relatively easy to use. Practicalities include issues such as the problem: how much the time will be used to develop such instrument. The timing that teacher use to develop such as instrument, the simultaneously to give assessment to student, and the student can evaluate the performance. These are forms of practicalities that will facilitate students in using it.

2. Educational Assessment of Student with Disabilities

a. Student with Disabilities

Student with disabilities is the learner that has the less achievement because there are the problems in some skill. The problem in some skills such as; Slow Learners with their brain less concentration, ADHD symptoms with their less impulsivity, inattentively, and hyperactivity. In addition, learning difficulties are seen in the slow, irregular learning of new skills, at a practical and behavioral level. Children of school age can see problematic reading, spelling, writing, reading

²³ Ibid., 301

comprehension and attention.²⁴ Diagnostic learning problems are considered to be developmental conditions or anomalies (most often based on genetic factors influencing the development of the nervous system prior to birth) that are not caused by mental disabilities, neurological disorders or illness but are not the only cause of learning difficulties. A learning disability is often difficult to distinguish from a learning disability caused by something else, or to draw a separate line for when a child has a learning disability and what is the cognitive impairment that predisposes the child to a disability.

b. Educational Assessment of Student with Disabilities

Assessment of the causes of students with disabilities, such as autism, hyperactive attention deficit disorders, slow learners and others, usually begins when parents (or other guardians) or teachers become worried about the learning process of the child. This is usually followed by the assessment of the special education teacher.²⁵ For example, a special education teacher can also decide more specifically how serious the challenge is and what kind of child wants to be.

The psychologist's assessment of learning disabilities can be divided into four different procedures, each requiring information from a number of parties; the first is the phenotype assessment. This

²⁴ Tuija Aro -Timo Ahonen, "Assessment of Learning Disabilities: Cooperation between Teachers, Psychologists and Parents" (African Edition, 2009) 23.
(<http://www.nmi.fi/kehitysyhteisty/materiaalit/learning-disabilitiesbook.pdf> , accessed on September 12, 2018).

²⁵Ibid, 24.

means that a specific problem could be, for example, dyslexia, difficulties with reading comprehension, or problems with attention. Learning disability assessment is usually initiated by the procedure for examining the functions and behaviour of the child. The phenotype description helps to choose the right method of assessment and facilitates time management. The second is the modification of intervention factors.²⁶

The purpose of learning disability assessment is to provide information about the nature of the learning difficulties of the child, their causes and, above all, what kind of help the child needs.²⁷ Following the model described above, assessment can be understood as a multilevel process. Each assessment procedure is conducted using different methods, providing different information.

3. Slow Learner

a. Definition of Slow Learner

Slow learners are those with low learning achievement (below average children in general) in any or all academic fields, but they are not mentally retarded children. Their IQ test score is between 70 and 90. In addition, their ability to learn is slower compared to peers. Slow Learners not only have minimal academic skills but also other skills like communication skills (paperwork, activity, or difficulty in clothing). They tend to be quiet and shy about behavior and their difficulty in making friends.

²⁶ Tuija Aro -Timo Ahonen, “*Assessment of Learning Disabilities: Cooperation between Teachers, Psychologists and Parents*” (African edition, 2009) 23.
(<http://www.nmi.fi/kehitysyhteistyö/materiaalit/learningdisabilitiesbook.pdf>, accessed on September 10, 2018).

²⁷ Ibid, 24

Slow learning kids tend to be less confident, too. Abstract thinking skills are lower than children in general. They've got a short time of attention. The physical characteristics of the slow learner are common. But while it's hard to capture content at school, the response was slow, and the vocabulary was also less, so when asked to speak less clearly, the intent was less or less closely related.²⁸

The Slow Learner is a group of students in the growth of the school's education is slower than the average development of peers of her generation. In general, they have below average intelligence capabilities. A Slow-Learning pupil is often referred to as a child "sub-normally, mentally restarted" as defined in the "Dictionary of Psychology" of slow-learning learners who have different technical terms applied to children who are somewhat mentally restarted or are developing at a slower rate than normal.

Slow Learners are different with student that under achieve. Slow Learners' development or achievement is slower than average because have skill intelligence that slower than average. While students under achieve, achievement is slower than average, but have normal skill intelligence or higher.²⁹

²⁸ Dadang Garnida, *"Pengantar Pendidikan Inklusif"* (Bandung: PT Refika Aditama, 2015), page. 16

²⁹ Mulyadi, *"Diagn osis Kesulitan Belajar"* (Yogyakarta: Nuha Litera, 2010), page. 123

b. Type of Slow Learner

There are mainly two types of Slow Learner, they are³⁰:

- 1) The children requiring separation or segregated set-up

These children are found to suffer from some or other serious forms of retardation and learning backwardness due to their limited capacity, such as retarded mental development, coupled with some other socio-psychological deficiencies. They require more attention and provision for their schooling and education, more often in the form of special schools or classes.

- 2) The children served in integrated general set-up

The nature and degree of severity of learning retardation and academic backwardness in these children is less serious and is therefore properly addressed in the integrated general set-up of our existing schools. Their backwardness is generally two types – general and specific. The child suffering from general backwardness is weak in all the subject of the school curriculum. A child suffering from a particular backwardness, on the other hand, lags behind in one or two specific subjects only, while in others his development may be satisfactory or even exceptional.

³⁰ Ms. Sangeeta Chauhan, “*Slow Learner: Their Psychology and Educational Programmes.*” (International Journal of Multidisciplinary Research, Department of Education. Vol.1 Issue 8 December 2011). p.281

c. The Characteristics of Slow Learner

Research by Sumantri and Badriyah indicates that the slow learner characteristics include: (1) lags in the thinking process, (2) weaknesses in understanding capture, (3) difficulty in remembering the material provided, (4) difficulty in concentration, (5) repeated failure in achieving learning standards, (6) declining interest and learning motivation, (7) the assessment of the negative feelings of anxiety and social rejection, and (8) shows behavior erratic and inconsistent.³¹

While Chauhan considers these factors to be taken into account, the characteristics of slow learners can be systematically stated: (1) limited cognitive capacity, (2) poor memory, (3) distraction and lack of concentration, (4) inability to express an idea.³²

According to Poerwandari research show the characteristics of slow learner emotions as follows;³³

1) Low concentration

The slow learner child has a brief concentration. For example, a slow-learning child has a concentration in study + 20 minutes, and after switching, the child will be restless and annoying with his friends who were studying.

³¹ Mulyadi, *"Diagn osis Kesulitan Belajar"* (Yogyakarta: Nuha Litera, 2010), page. 167

³² Ms. Sangeeta Chauhan, *"Slow Learner: Their Psychology and Educational Programmes."* (International Journal of Multidisciplinary Research, Department of Education. Vol.1 Issue 8 December 2011). p.282

³³ *ibid*

2) Easy to forget and switch attention

Slow learner does not have a long memory. Slow learner easy to forget a thing. His attention was easily switched when get stimulation from the outside.

3) Explosive

Slow learner children react to stimuli without consideration beforehand.

4. English Assessment for Slow Learners Student

Unless children with disabilities develop native language competence, they will most likely have problems learning a second language and will experience difficulty with cognitive development as well. ³⁴ According to Borah, examples of slow-learning interventions affecting the environment, assignments, assessment, what not to do and, finally, what to encourage are:

- a. Environment: Reduce distractions, change seats to encourage attention, have a peer student teacher, and allow more breaks.
- b. Assignments: Make them shorter and more flexible, repeat work in different forms, have a contract, offer more hands-on work, have assignments copied by students, make students use "three transfer" method.

³⁴ Alfredo J Artiles, *“English Language Learners and Special Education, Before Assessing a Child for Special Education, First Assess the Instructional Program”* (The Center for Applied Linguistics, 2002) 23. (<http://www.misd.net/bilingual/ellsandspedcal.pdf>, accessed on September 10, 2018).

- c. Assessment: using shorter tests, oral tests, redoing tests, and short feedback times.
- d. What to avoid: Do not use cooperative learning which isolates the student and puts him or her in a situation of no-win or standardized testing. The problem definitely doesn't get ignored.
- e. How to encourage: grouping with a cooperative partner. Knowing about the needs of the child. Keeping the student in charge. Mapping, design managers and hands-on work. Using Bloom's taxonomy of tasks to make the assignments more appropriate.³⁵

The framework of English assessment for learning disability include Slow Learner Students are speaking, listening, reading, and assessments. Here, the researcher only focuses on writing assessment for slow learner student, and these following Instructional strategies are recommended for Slow Learners:

- 1) Clarification of questions on assignments
- 2) Give clear, specific written directions.
- 3) Use visuals, demonstrations, and practical examples to reinforce theoretical concepts.
- 4) Introduce a variety of study strategies that will reinforce important concepts.
- 5) Introduce key concepts and vocabulary at the beginning of new study units.
- 6) Provide structures such as outlines and advance organizers to lectures.
- 7) Provide reading lists ahead of time.

³⁵Borah, R. (2013). Slow Learners: Role of Teachers and Guardians in Honing their Hidden Skills. *International Journal of Educational Planning & Administration*, 139-143.

- 8) Provide time for reviewing and clarifying the concepts discussed in the classroom as well as answering questions before beginning the assignment or task.³⁶

B. Review of Related Previous Study

This research would clarify the previous studies that have been conducted by the previous researcher which have familiar topic in this section.

This research with comes from Stern and Algren from Department of education in Washington, under the title “*Analysis of Student Assessment in Middle School Curriculum Material: Aiming Precisely at Benchmarks and Standard*”. The result of this research are: the report point to strengths and limitations of these widely used assessment and identify a range a good assessment and poor assessment task that can shed light on important characteristic of good assessment.

Again, there are sixth researcher of assessments of learning disability such as, the first from Koerts from Harvard graduate school of education university of California Los Angeles, under the title “*Assessing Student with Disabilities: Issues and Evidence*.” The result from that research is the assessments of student with disabilities also need to become more contextsensitive and comparative. The second from Shakrani and Robber from Michigan State University, under the title is “*Assessment Accommodationsfor Student with Disabilities and English Language Learners Used by Statesand NAEP*.” The result of this research is it has been estimated that proximately 85 % of student with disabilities, any of who have been excluded from assessment, are able to participate with or without accommodations.

³⁶Dr. Karima Lacène, C. Psych. Algonquin College, “*Mild Intellectual Disabilities (Mid)*”, Revised by Kevin Reinhardt, C.Psych. Assoc. Seneca College, December, 2009.

The third from Fisher from University of London, under the title “*Assessing English Language Learners for a Learning Disability or Language Issues*”. The result of this research is an evaluation checklist for teachers who notice that an English Language Learners (ELL) is not learning at the same rate as his or her peers.

The fourth from Dunn and walker, under the title “*Assessment of English Language Learners with Disabilities*”. The result of this research is ELL and special education teachers must collaborate to help differentiate between ELLs with learning disabilities and ELLs who are experiencing acquisitions difficulties that are part of the natural process of second language development stages. The fifth from Abedi from University of California 2009, under the title “*English Language Learners Disabilities: Classification, Assessment, and Accommodations Issues*.” The result is assessment that are constructed and field tested for the mainstream student may not be accessible to the three subgroups of student.

The last is from Ensman from J.E.B Stuart High School, under the title “*Identifying Special Education Needs in ESOL Students: Is it a Language Issue or a Disability?*” The result of this research is also a student with learning disabilities with a crane-making lesson. They quickly became lost and confused, a few gave up, and a few relied on their classmate to help them. This research show that all of the researcher always researches about student with learning difficulties. The result of this research about the way of identifying and teaching students with learning difficulty. There is no specification the types of students with learning difficulties.

There are two researcher talks about Slow Learner Students. The first is from Dewi Muliasari, she is from University of Muhammadiyah Surakarta 2017, under the title “*English Teaching Learning Process for Slow Learner in Inclusive Class at SMP Al Firdaus*”. The aim of this research is

to describe the process of teaching English at an inclusive school in this case, SMP Al Firdaus.

The second previous research by Maylina Purwatiningtyas with the title is “*Strategi pembelajaran Anak Lamban Belajar (Slow Learners) di Sekolah Inklusi SD Negeri Giwangan Yogyakarta*”. The similarities of this research with the research in this time on the object of research are slow learners. The difference between this research and the other researcher at this time on the formulation of the problem. Formulation of the problem in this research includes learning strategies for slow learners at the Giwangan Yogyakarta State Primary School inclusive. The results of this research, which consists of three classroom teachers, implement learning strategies for the slow learner who agrees with the condition of each class.

Based on the ten researchers, the seven researchers always talk about the assessment, but there are two researchers show the result of assessment. And, there are six researchers show the result of identifying and teaching student with learning difficulties. And then, there are two researchers show the result of research about the Slow Learners but in teaching and classification of Slow Learners Student. But the three researchers cannot show the research of Assessment to Slow Learners Student. By this reason, this research takes the one subject of slow learner student. The researcher want take the title “*English Assessment for Slow Learners at SMPN 5 Surabaya.*”

CHAPTER III

RESEARCH METHOD

This chapter presents and discusses some aspects of the research methods used. This chapter explains the design of the research, the setting of the research, including time and place of study, data and data source, the research process, the data collection technique, the research instrument and the data analysis technique.

A. Approach and Research Design

The study used a qualitative descriptive approach to find answers to research questions. This approach is useful for defining and explaining the teacher's assessment of the Slow Learners Student process and the methods for the slow learner's assessment of English. Qualitative research refers to studies that examine the nature of products, relationships, events and situations.³⁷ In addition, the qualitative research approach identified by Denzin and Lincoln includes the use of qualitative data, such as observations, documents and interviews.³⁸ The goal of this research is designed to explore and identify the assessment of the teachers in the classroom how's the strategies in development assessment in teaching material, including the assessment in teaching material for slow learner student. Considering the goal, the research is included as qualitative design using descriptive approach because it tried to describe about how to strategies teacher on assessment teacher for Slow Learners Student.

³⁷ Jack R. Fraenkel, *"How to Design and Evaluate research in Education"*. (New York: McGraw-Hill, 2009), P. 435.

³⁸ Denzin, N. K. & Lincoln, Y. S. *"Handbook of qualitative research"*. (Thousand Oaks, CA: Sage Publications, 2010. P.98

B. Research Setting

The research was conducted in SMP Negeri 5 Surabaya. It is located in Jl. Rajawali No. 57 Krembangan, Surabaya, East Java. This school is located in the 34 center of Surabaya. This school has an area of 5425 square meters. The class has thirty rooms on the first floor and ten rooms on two floors. This school's accreditation is A with the values 314, 93. SMP Negeri 5 Surabaya has 1,401 students from seven grades to nine grades. There are 20 students with special needs in the seventh grade. Five of the twenty children are special needs students with specifications is Slow Learner. The subjects of the research were three of English teachers at seven grades.

C. Data and Source of Data

1. Data

The data used in this research for the first research question is the way of a teacher of giving assessment for a Slow Learner student at SMP Negeri 5 Surabaya. For the second research question is teacher's strategies of applying assessment strategy for Slow Learners Student.

2. Source of Data

The data needed for this research was a record of the teacher interview. Data were obtained from the response teacher in the classroom of junior high school students.

Specifically, this research has taken data from classes on assessment in the teaching learning process in the classroom, and the teacher's response is the source of data on the assessment of strategies in the teaching learning process.

D. Data Collection Technique

In the case of research data collection the researcher needs the instrument. As Creswell points out, qualitative evidence, observations, papers, interviews and questionnaire, and audiovisual information are obtained through a variety of techniques.³⁹ This research obtains the data in this study through interviewing.

Interview is used to answer the first and second questions of research. Interview is used to collect data from this study. Interviews are used to answer the first and second questions of research. Interviews are used to gather data from this study. Interview guidelines are used to obtain information on how the teacher explores assessment and to identify strategies for slow learning in English. Teachers' answer questions about their ways to explore the English assessment and the strategies for Slow Learners.

Further, this research will be asked three teachers with some questions in interview guidelines. The researcher will be recorded the teachers saying when interview using mobile phone, the recording transcribed to get deep information and also answer both of research questions. Interview is therefore used to obtain specific information from the response of the teachers.

E. Research Instrument

The findings of this study require data. These data can be collected using the following instruments.

1. Interview guidelines

Unsystematic techniques have been used in this study to conduct interviews. The criteria for the

³⁹John W. Creswell. *“Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research”*, the 4th edition. (Boston: Pearson Education, inc., 2010), Page212.

interview include the identity of the teacher, the opinion of the teacher on the assessment and its validity, the teaching strategies for the assessment of Slow Learners, and teachers' opinions to assess students creatively. This research will be conducted in an interview to gather knowledge on teacher assessment processes and strategies assessment for Slow Learners in the classroom.

2. Recorder

The research uses the digital audio recorder to record the interview. The most significant function of the recorder is avoid incompletely or forgotten data during the interview. In addition, recorder aims to make the researcher easy in analyzing the answers from the interview.

E. Data Analysis Technique

In the qualitative method, the researcher analyzes the data descriptively by the respondent. The data will be collected through interviews. After collecting the data, the researcher will analyze the data. The results of the analysis will show how the assessment in the teaching learning process can fulfill the validity of the content. In order to answer two research questions, the researcher took some steps to present the data in the data analysis, which would be briefly described as bellows.

1. The Teacher ways provide assessment for Slow Learners Student.

This research will collect data by conducting an interview. After interviewing and collecting the data, the researcher will analyze the data. The interview outcome involves transcribing the teacher's answer from an audio recorder, identifying each respondent's

ideas and comparing the data and description. The concepts that often appear indicate what is assessment, the framework for the interview will be a semi-structured interview.

2. The assessment strategies that teacher uses for Slow Learners.

After performing review material of assessment in teaching and learning process, it is continued to find out the strategies by the teacher in the classroom to integrate assessment on strategies in teaching learning process through interview and tape recorder. This research provides questions to teachers in assessing Slow Learners Student. The question of the interview relates to the theory measuring the assessment of teacher and the assessment of strategies for slow learner students. The result of the Interview interpreted based on the following as bellow.

- a) Transcribe an audio-recorder response from the teacher.
- b) Find each respondent's ideas.
- c) Compare the summary and the data.

The ideas that often appear shows faced many challenges. Semi-structure interview will be the guideline for the interview.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses the research findings and the study's discussion. The chapter explains the data analysis findings and discusses the data analysis with the theory about referencing system.

A. RESEARCH FINDINGS

The administration of this section of assessment for Slow Learners to answer the issue, this study interview who teach Slow Learners in junior high school. The study also observed on how teacher give assessment to Slow Learners. In discussion section, findings are linked to relevant theory on assessment and previous studies detail information of the findings.

1. Assessment that Teacher Uses for Slow Learners

The result of the analysis indicated that teacher used different ways in giving assessment for Slow Learners Student such as using shorter text, assessment and giving direct feedback. The detail information of each teacher ways in giving writing assessment is described in the following section.

a. Using Shorter Text

Using shorter texts refers to the way teachers use easier vocabulary and shorter questions to understand the Slow Learners Student to learn than regular students. This is an example of using shorter text.

Figure 4.1 Example of Shorter Test

D. READ THE TEXT AND ANSWER THE QUESTIONS. (Bacalah teks ini dan jawablah pertanyaannya.)

Ratna is my classmate. She is thirteen years old. She is tall. Her hair is long. She is not fat. She is very helpful to her friends. Her friends often ask for her helps to solve math problems. All her friends and teachers like her. She likes reading stories, cycling and playing badminton.

1. How old is Ratna?
2. How is her hair?
3. How is Ratna?
5. What does she like?

As described in the figure 4.1 the teachers gave translation and specific clues question, so the Slow Learners more easily understand what should they do. Moreover, the first until fourth questions the teacher gave instructions in the form by underlining in each answer to help students to answer the questions. The example for the first question is “*How old is Ratna?*” and then the teacher gave an underline answer questions by “*She is thirteen years old*”. Furthermore, for the second question,” *What about her hair?*” then the teacher gave an underline answer questions by “*Her hair is long*”. Further for the third questions is “*How is Ratna*”, and the answer underlined by “*She is very helpful*”. Then for the last question is “*What does she like?*”. Then the teacher instructions were “*She likes reading stories, cycling and playing badminton.*” The finding for the research is also supported by the statement from Teacher 1, Teacher 2, and Teacher 3.

"I give an assessment based on the same rubric as regular students, it's just that it's easier. I give a short text, usually when the final test I underline the answer to the question as a clue. " Teacher 1).

"In the assessment I gave questions that were easy and short." (Teacher 2).

"Usually, I reduce the level of assessment for your Slow Learnerd Student and give short and clue questions to the answers in every question." (Teacher 3).

b. Assessment

Assessment refers to the way teachers differentiated the assessment between Slow Learners from regular Student. The assessment was always done by the teacher if the Slow Learners Student did not reach the KKM. This was an example of assessment for Slow Learners student.

Figure 4.2 Slow Learner Test

SEKOLAH STANDAR NASIONAL (SSN)
 Jl. Rajawali Nomor 57 Telp. 3559079 Fax. 3550149
 Email SmpnegeriSSBY@yahoo.co.id Web. www.smp5-sby.net
 SURABAYA 60175

SOAL ULANGAN HARIAN KE 1 BAHASA INGGRIS KELAS VII
TAHUN PELAJARAN 2018 - 2019
 Mata Pelajaran : Bahasa Inggris
 Hari / Tanggal : Selasa / 23 Agustus 2019
 Kelas / Waktu : 7 (Tujuh) / 75 Menit

SOAL ABK

A. WRITE 1 - 10 IN ENGLISH. (Tuliskan 1 - 10 dalam Bahasa Inggris.)

1. Satu =	6. Enam =
2. Dua =	7. Tujuh =
3. Tiga =	8. Delapan =
4. Empat =	9. Sembilan =
5. Lima =	10. Sepuluh =

B. Answer these questions! (Jawablah pertanyaan berikut ini dalam bahasa Inggris)

- What is your name?
- Where do you live?
- How old are you?
- How are you?

C. Translate the name of colours in English! (Artikan nama warna dalam bahasa Inggris!)

- Merah =
- Hijau =
- Putih =
- Biru =
- Kuning =

D. Complete the dialog (Lengkapi dialog ini)

Ayu : "Good morning".
 Budi :
 Ayu : "How are you".
 Budi :
 Ayu :
 Budi : Ok Ayu, Good bye.
 Ayu :

As described in the figure 4.2 showed that the teacher reduced the level of assessment for Slow Learner student but the assessment still accordance with the curriculum. The teacher also conducts a redoing test for reach the KKM. Moreover, the teachers gave translation and specific clues question, so the Slow Learners Students more easily understand what they should do. Then, the teacher gave the short conversation and easy vocabularies so that can easily answer for Slow Learners.

The ways of the teacher overcome difficulties in providing the assessment for Slow Learners, this research conducted Question and Answer (Q&A) as done by Teacher 1, Teacher 2, and Teacher 3. Moreover, the Teacher 1 and 2 overcome difficulties by calling and handing Slow Learner Students to extraordinary teachers or psychology. In SMP Negeri 5 Surabaya, there was inclusive class for students with special needs. In this inclusive class students would be giving additional classes with extraordinary teachers and psychologists. Besides that, the Teacher 3 overcomes difficulties by providing continuous explanation and more patience in teaching.

"Slow Learner students understand the questions are not as easy as other regular students, so if students experience difficulties, they are usually given additional lessons in the resource room. Usually assisted by extraordinary teachers and psychologists. "
(Teacher 1)

"Usually, the difficulty is that there are some students who don't want to be evaluated, so the solution is to call for an inclusive teacher."
(Teacher 2)

"The difficulty is that we have to have extra patience in giving assessment to these Slow Learner students." Teacher 3).

c. Giving Direct Feedback

Giving Direct Feedback refers to the way teachers provided reinforcement for each assessment given to Slow Learners. There were two ways teachers provide feedback for Slow Learners such as the ways of the teacher give feedback for Slow Learners who competent and incompetent in doing the assessment. The finding for the research is also supported by the statement from Teacher 1, Teacher 2, and Teacher 3.

"If there is something wrong, I just call, after they get the results then I return to justify and explain it." (Teacher 1).

"I will correct the students' answers at that time, given the Slow Learner student's memory is limited, if it is true, I give appreciation rewards if we are right, we correct it right away". (Teacher 2).

"We have to give reinforcement if the answer is wrong and right, we must not blame too much if the answer is wrong, we should still provide a stimulus so that the child does not go down." (Teacher 3).

The finding result were the student competent in doing assessment, the Teacher 1 did not provide reinforcement of correct the answer. Moreover, the Teacher 2 and 3 provided reinforcement for student who were correct in answering. Beside that, the result were student incompetent in doing assessment that Teacher 1 and 2 explained again if the Slow Learners

got the wrong answers at the moment, while Teacher 3 provides a stimulus to student, so they did not feel down when answering the next questions.

The outline of the three teachers, they gave a feedback to the Slow Learners when they finished giving an assessment and students got the grades. Then, the teacher called the Slow Learners to the front of the class and gave them feedback on their answers. The Slow Learners had limited memory so the teacher had to give direct feedback at the moment.

2. The Strategies in Assessment for Slow Learners

Based on the analysis of three teachers, there were two types of strategies found for assessment for Slow Learners. The type was imitation and giving a clue. Imitation strategy refers to the way the teacher gave an assessment to rewrite the subject matter in the blackboard. Meanwhile, giving a clue refers to the way the teacher gave a clue to the answers in each assessment by underlining the answer content for Slow Learners. There are two types of assessment strategies, the majority of the three teachers used the imitation method in providing assessments for Slow Learners. The detail information of each strategy was described in the following section.

a. Imitation

Imitation refers to the way student rewrote the teacher's writing on the board, each teacher had in common applying the assessment strategy for Slow Learners. This is the example of imitation strategy.

Figure 4.3 Imitation from the teacher for Slow Learners

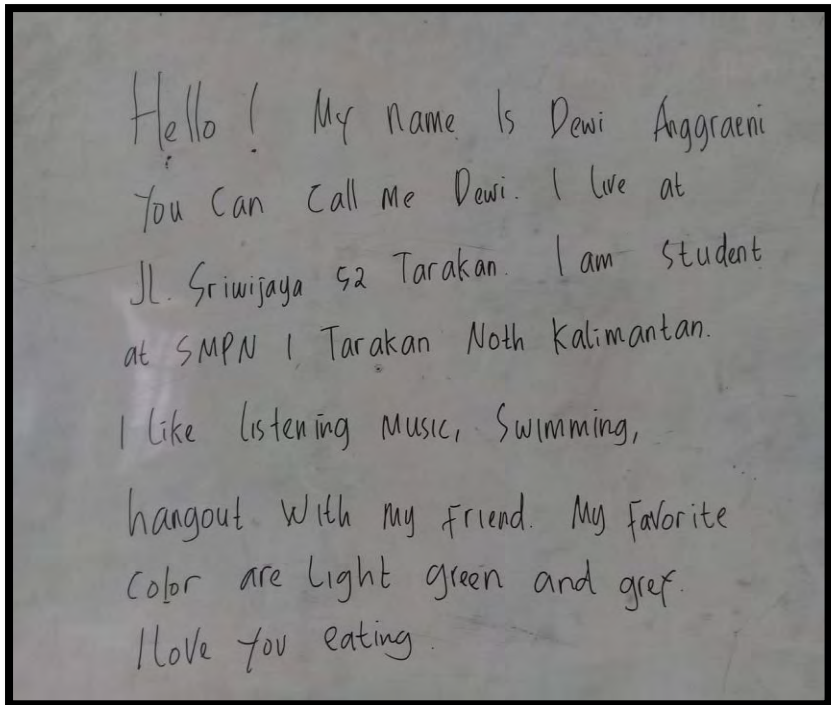
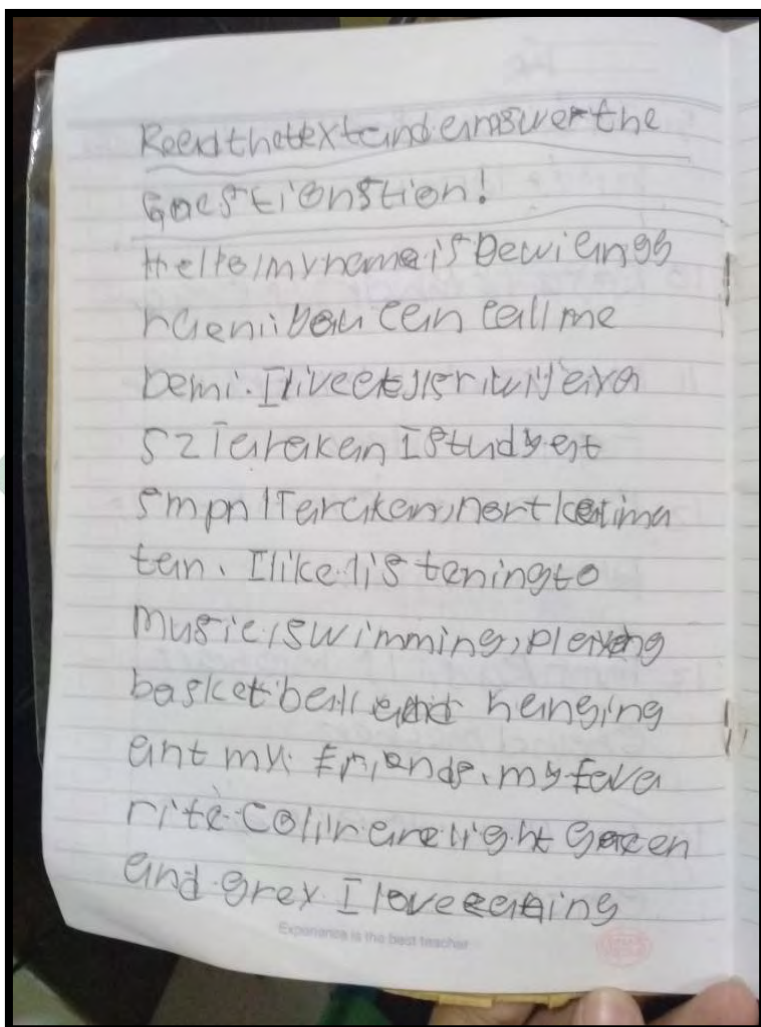


Figure 4.4 Imitation of Slow Learners



As described in the figure 4.3 and 4.4 showed that the result of Slow Learners doing imitation strategy, they wrote material from the teachers writer on the board. This showed that the teacher gave easier vocabulary for Slow Learners.

The Advantages of applying assessment using imitation strategy for Slow Learners, they were Teachers 1 and 3 had the same opinion that the advantages of applying the strategy in appropriate with the abilities of students, while teacher 2 believed that the advantages of the imitation strategy can increase the sense of self-confidence in Slow Learners.

"I use a Modeling/Imitation Strategy. For example, rewriting material that is on the board. This is beneficial for the student because it matches his ability. "(Teacher 1)

"I think with modeling/Imitation students are more confident. Actually, they can but sometimes they don't have the courage. (Teacher 2)

"Slow Learners have different abilities than regular students, I think this Modeling/Imitation Strategy is in accordance with students' abilities. " (Teacher 3).

b. Giving a Clue and Giving Two Options

Giving a clue refers to the way the teacher gave an answer grid for Slow Learners by underlining the answer in each question. Besides that, the teacher gave translation for instructions of questions so the Slow Learners knew what they should do. This strategy aims to facilitate slow learner students in answering

questions. This is the example of giving a clue strategy for multiple choice questions.

Figure 4.5 Giving a Clue for Slow Learners.

The following text is to answer questions number 19 - 21 (Teks berikut ini untuk menjawab pertanyaan no 19 - 21)

On the Beach

Amir and Bima are SMP students. They live in Bandung. Bandung and its surroundings are mountainous and hilly areas. They usually go to the beach during the holidays, they can choose one from many beautiful beaches in Indonesia. Some of the beaches on Java Island are Pantai Carita, the beaches in Pelabuhan Ratu, Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali

19. Where Amir and Bima live?

A. in Jakarta

B. in Bandung

20. Where do they usually go during the holidays?

A. The sea.

B. The beach.

21. These are beaches on Java island, except.

A. Pantai Carita

B. Kuta

As described in the table 4.5 showed that teachers gave translation for the instruction question so the Slow Learner Students more easily understand what should they do. Then, the teacher gave underlined as a clue for answer the second and third questions, but in the first question the teacher did not give a clue for answering the question. The example for the second question is "*Where do they usually go during the holiday?*" and then the teacher gave an underline answer questions by "*They usually go to beach during the holiday*". Furthermore, for the third question, "*These are beaches on Java Island, except?*", then the teacher gave an underline answer questions by "*Pantai*

Carita, the beacher from Pelabuhan Ratu, Pangandaran, Ancol, Parangristis, ”.

The teacher gave an assessment for Slow Learners same as regular students, however the assessments for Slow Learner students were easier than regular students. Furthermore, for multiple choice questions, the teacher only gives 2 options for Slow Learner students they are a and b. As for regular students, the teacher gave four options namely a, b, c, and d. The finding for the research is also supported by the statement from Teacher 1, Teacher 2, and Teacher 3.

"Usually when the final test I underline for the answer to the question as a clue. MCQs for regular students are usually a, b, c, d while the Slow Learner Students only have 2 choices, a and b. "(Teacher 1).

"I didn't drop out of the curriculum but I lowered the level of the questions to Slow Learner students. At the end of the test, I will underline the answer clue. " (Teacher 2)

"We try the same material with the curriculum. The same material, we just lower the level. In the assessment, usually the strategy is to underline its contents as a clue, MCQs are only 2 choices a and only. " (Teacher 3).

B. DISCUSSION

This section will present the interpretations and the discussion toward the result of this study about the English assessment for Slow Learner student in SMP Negeri 5 Surabaya. In the research finding, the result of this study consists of two

subheading they are assessment that teacher uses for Slow Learner student and the strategies assessment for Slow Learner students.

1. Assessment that Teacher Uses for Slow Learner Student

Findings from the opinions of each teacher, they agreed that Slow Learner Students were students whose abilities were below average and had limited abilities. In accordance with Mulyadi's theory that Slow learners development or achievement is slower than average because have skill intelligence that slower than average. While students under achieve, achievement is slower than average, but have normal skill intelligence or higher.⁴⁰

The finding showed that that all three teachers had experience and certified in teaching students with special needs, especially Slow Learner Students. In addition, at SMP Negeri 5 Surabaya also have a special class for inclusive students. The purpose of the class to enable students to consult and got more guidance from exceptional psychologists and extradiornary teachers. According to Tuija Aro the assesment of the causes of student with dissabilities such as Autism, ADHD, Slow Learner, and the others usually begin when the parents or the teacher are worried about the childs learning process. This was ussually followed by the special education teacher assessment. The special education teacher can give the assessment of phenotype such as choosing the right assessment, method, and facilitating time management.⁴¹ For

⁴⁰Mulyadi, *"Diagn osis Kesulitan Belajar"* (Yogyakarta: Nuha Litera, 2010), page. 123

⁴¹Tuija Aro -Timo Ahonen, *"Assessment of Learning Disabilities: Cooperation between Teachers, Psychologistsand Parents"*(African edition,2009)3. (<http://www.nmi.fi/kehitysyhteisty/materiaalit/learning-disabilitiesbook.pdf> , accessed on December11, 2019).

instance, the way teacher give the shorter test, redoing test, and short feedback times.

Based on the researchers' findings, the each teacher gave a assessment according to the curriculum. They gave lowered of the difficulty of the questions. Moreover, Slow Learner students have limitations in learning concentration. Therefore, the teacher prefers to use the shorter test. This is consistent with the theory of Poerwandi, the one of characteristics of Slow Learners emotions is low concentration. Slow Learners student student has briefly concentration. For example a Slow Learner student child has concetration in study + 20 minutes, after switch the student will be retless and annoy his friend who were studying.⁴²

While according to Chauhan, the characteristics of Slow Learners Student can be systematically listed out such as limited cognitive capacity, poor memory, distractions and lack of concentration, and inability to express idea.⁴³Based on the theory, the researchers' findings was appropriate with the teachers opinion about Slow Learner. Slow Learners Student are the students whose academic grades are below average, therefore teachers often provide redoing tests for assessment to Slow Learners Student in order to achieve the KKM determined by the school.

The other way researchers find teachers provide short feedback time for students Slow Learner. Feedback time was

⁴²Dadang Garnida, “*Pengantar Pendidikan Inklusif*” (Bandung: PT Refika Aditama, 2015), page. 6-7

⁴³Ms. Sangeeta Chauhan, “*Slow Learner: Their Psychology and Educational Programmes.*” (International Journal of Multidisciplinary Research, Department of Education. Vol.1 Issue 8 December 2011). p.282

done at that time when students got a grade. The teacher provided stimulus and motivation when students answer with the wrong answers. In accordance with the statement of the Poerwandi that Slow Learner does not have a long memory. Slow Learners easy to forget a thing. His attention was easily switched when get stimulation from the outside.⁴⁴ Another theory from Karimah that the teacher giving allow time to review and clarify concepts presented in class as well as to answer questions prior to the student starting an assignment or task.⁴⁵

The findings of this study appropriate with the Borah theory, provides examples of interventions for slow learners which touch on environment, assignments, assessment, what not to do and finally what to encourage. For specific assessment for Slow Learners use shorter tests, oral testing, redoing tests, and short feedback times, don't make students compete.⁴⁶ Moreover, in this study the teacher did not use oral testing and competition in giving assessment for Slow Learner Student.

2. The Strategies in Assessment for Slow Learner Student

The Slow Learners Student has poor handwriting. There are many false that they make in writing. In this case, the innovation should be applied to create the effective assessment. In addition, to make effective assessment is better to be started from the first grade. The English teacher in SMPN 5 Surabaya

⁴⁴Dadang Garnida, “*Pengantar Pendidikan Inklusif*” (Bandung: PT Refika Aditama, 2015), page. 6-7

⁴⁵Dr. Karima Lacène, C. Psych. Algonquin College, November, 2008
Revised by Kevin Reinhardt, C.Psych. Assoc. Seneca College, December, 2009

⁴⁶ Borah, R. (2013). Slow Learners: Role of Teachers and Guardians in Honing their Hidden Skills. *International Journal of Educational Planning & Administration*, 139-143.

uses the Imitation strategy in English assessment. Based on the theory from Luly that there are some Instructional strategies are recommended for Slow Learner such as Clarification of questions on assignments, give clear, specific written directions, Introduce a variety of study strategies that will reinforce important concepts, Introduce key concepts and vocabulary at the beginning of new units of study, and provide structures such as outlines and advance organizers to lectures.⁴⁷

The problem that Slow Learners Student faces was that they got the difficulty in focusing something. Using the Imitation strategy was not enough. Another strategy to make Slow Learners Student concentrated was needed, it was using a clue. Giving a clue when Slow Learner student is finishing the assessment can help him to build the focus. It can be the giving a clue, so it makes their enjoy in finishing the assessment. Giving a clue give help the to more focus, including the development of attention and memory. In addition, it is easy to be applied.

⁴⁷Dr. Karima Lacène, C. Psych. Algonquin College, November, 2008
Revised by Kevin Reinhardt, C. Psych. Assoc. Seneca College, December, 2009

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and recommendations for the conclusion of the research. The conclusion section explains the research's key or relevant findings and provides a variety of recommendations for the students, lecturers, and other researchers.

A. Conclusion

As mentioned in the Research Findings and Discussion section, there are several important points for Slow Learners student about how the teacher assess and strategies in assessment. The points are:

1. Findings show that teachers differentiate assessment between regular students and Slow Learners student. The teacher gives three types of assessments for Slow Learner Student, namely shorter tests, assessment and giving direct feedback. The teacher adapts the questions with the existing curriculum but lowers the level so students can rich the KKM score.
2. Findings show that the teacher uses two strategies to teach Slow Learner students. The first strategy is imitation and the second strategy is giving a clue and two options. This strategy is applied in every class meeting. This strategy is suitable for slow learners, since slow learners have limited memory and the ability to focus on learning.

B. Suggestion

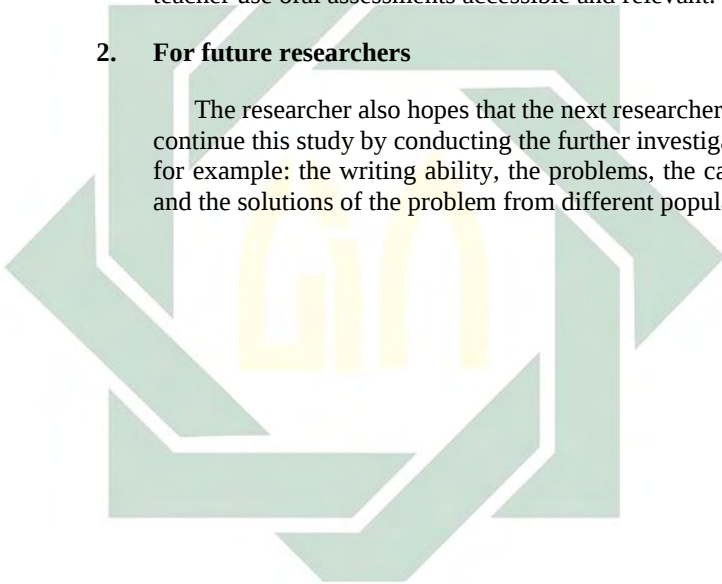
Considering the findings of this study, the current research proposes some suggestions for the students especially students from the Department of English Teacher Education, UIN Sunan Ampel Surabaya, the lecturers and the future researcher.

1. For the English Teacher

The teachers should use interesting strategy for giving assessment for Slow Learners. And then not only for giving assessment but also use the effective strategy for Slow Learner students. For example, the teacher can use role-play and story completion. The teacher give the strategy of assessment with the symbols and picture to show the new word for student with Slow Learner student. And then, the teacher use oral assessments accessible and relevant.

2. For future researchers

The researcher also hopes that the next researchers will continue this study by conducting the further investigation, for example: the writing ability, the problems, the causes, and the solutions of the problem from different population.



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