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ANALYSIS OF SLOW LEARNER IN LEARNING ENGLISH IN GRADE VII AT JUNIOR HGIH SCHOOL 5 BUKITTINGGI

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Abstract: The purpose of this study was to determine the needs of English teaching materials for slow learners in grade VII at Junior High School 5 Bukittinggi. The research method used is the descriptive method. Data analysis techniques used in this study include data reduction, data display, and data verification conclusions. The results obtained from this study indicate that slow learners are children with an average IQ of 70–90 or can be classified as <90. Therefore, because the facilities and services obtained by slow learners are inadequate and it is not uncommon for them to stutter when using technology to use applications that are useful for learning, there must be a development of English teaching materials for slow learners so that they can follow learning according to their needs. This research analyzes the needs of seventh grade English teaching materials for slow learners at Junior High School 5 Bukittinggi. The data sources in this study are documents in the form of IQ test results of slow learners and teaching materials designed by seventh grade English teachers. The instruments used to collect data in this study were observation and interview techniques. The researcher discusses the research findings, which include the results of the Slow Learner IQ Test, grade VII English teaching materials, and the needs for teaching materials.

Keywords:

Need analysis, English Teaching Materials, Slow Learners

A. INTRODUCTION

Teaching materials refer to any type of material, information, or tool used to facilitate learning, including books and instructional films, because they are a source of knowledge and information used to comprehend learning and enhance skills and abilities. The learning objectives and comprehension level of the students being taught must be taken into consideration when choosing a book as teaching material. Due to the fact that the correct book can assist students better achieve learning objectives, inspire them to learn, and facilitate understanding of the concepts taught, it is important to modify the way the material is presented in the book to satisfy different learning demands. Gardner (2000) stated that contents that it must be tailored to their particular learning preferences and levels of intelligence (Armstrong & Development, 2000). It can impede the development of understanding and lead to academic failure with a negative impact on student achievement results if the material in the book does not correspond to the level of understanding of the students (Dewey, 1997).

However, what actually happens in schools is when the teaching materials do not match the situation of the students. In fact, in the classroom, not only students with normal abilities who grasp learning quickly. Students with higher levels of intelligence will perform better academically but in the classroom there are students with weak absorption abilities and these students are called slow learners.

A slow learner has intellectual potential that is only significantly above average and does not yet include *tunagrahita*. Although they may encounter difficulties or delays when thinking, responding to stimuli, and adjusting to social situations, slow learners are nevertheless far superior to individuals who have *tunagrahita*. Slow learners take longer and repeat tasks more often than average learners because they process information more slowly overall.

As a result, students with test scores below the norm are categorized as slow learners based on the findings of the IQ test that was administered. According to (Ridha, 2021) the term "slow learners" is applied to children whose IQs are below average but higher than the cutoff point of 70, the highest limit at which a student can be categorized as having an intellectual disability. Students can be divided into three categories based on their rate of learning: slow learners, average-IQ students, and gifted students. Children who struggle with learning are referred to as "retarded" or "slow learners," not as having low IQs. Insight or mental retardation have nothing to do with slow learners. A person who is a slow learner just need more time than others to comprehend a subject or body of information and adhere to the teaching and learning process. Children who learn slowly are not necessarily unintelligent, problematic, or in need of unusual treatment from teachers during the teaching and learning process. However, kids must be treated equally to other kids (Suryana, 2018).

Slow learners must have learning support in the form of English teaching materials especially created for slow learners in order to learn according to their skills because every student in the classroom must receive the same treatment. According to the findings of field observations, slow learners need more time to process information and comprehend concepts, so the teacher is urged to be more patient when waiting for their progress during each lesson if they are having trouble learning, remembering something, analyzing it, or connecting it.

As stated in the preceding explanation, slow learners will have a tough time learning English since, in addition to not being their primary language, English also differs from Indonesian in many ways.

However, in reality, English lessons at Junior High School 5 Bukittinggi, one of the secondary schools, are still not optimal in serving students, especially slow learners, because of the lack of planning time, which results in less than optimal English instruction. Differentiated instruction uses for teachers to be creative, flexible, and committed to the progress of learning. English textbooks are one of the things that slow learners need in order to learn according to their abilities, as the textbooks currently used at Junior High School 5 Bukittinggi for slow learners are the same as the books used by regular students, and the material is not in accordance with the needs of students, which results in many difficulties for slow learners.

In order to improve students' capacity to comprehend English information, particularly slow learners, this study will examine the demands for slow learners' specific English teaching materials. In (Khoirawati, 2012), Greene & Petty define a number of textbook functions and purposes as displaying applications in the provided teaching materials and reflecting a strong and contemporary perspective on teaching; presenting a rich, simple-to-read, and varied source of subject matter as the foundation for proposed activity programs where expressive skills are developed in settings that reflect real life; offers a comprehensive and detailed resource on expressional abilities; presents teaching strategies and ways to motivate students (together with the companion guidebook); provides the initial fixation that is required as well as assistance for jobs and exercises that are practical; presents proper evaluation and corrective tools or materials.

Researchers are interested in examining pertinent English teaching materials utilized with students who are slow learners based on the description above. In order to ascertain the impact of class VII English textbooks on improving the understanding of slow learners of English material, this research aims to produce the demands of slow learners in English teaching materials.

English Teaching Materials

According to Kosasih, 2021, teaching materials are things that make it easier for students in the learning process in the form of books, student worksheets,

videos, audio, and several other things that support student learning in the classroom. In teaching materials, there are descriptions of material about knowledge, experience, and theory that are specifically used by teachers and students to facilitate understanding of several materials that have been determined in the curriculum. Teaching materials are also arranged coherently and systematically, presenting a complete picture of the competency students will master in learning activities. Teaching materials allow students to learn a competency as a whole. The positive impact of teaching materials is that teachers will have more time to guide students in the learning process, helping students gain new knowledge from all sources or references used in teaching materials (Edi Elisa, 2021). From the explanation of the above understanding, it can be concluded that teaching materials are everything that is used to assist learning or teaching.

Teaching materials can be textbooks, presentation slides, learning videos, or even materials obtained from the internet. Excellent and effective teaching materials must be easy to understand and interesting for students. Teaching materials have an important role in the learning process carried out by the teacher. The main function of teaching materials is to assist teachers in delivering subject matter more effectively and efficiently to students. Teaching materials have a very important role in the student's learning experience.

Slow Learner

The term "slow learner," according to Oxford: Advanced Learner's Dictionary (Bagaskorowati, 2021), comes from two words, namely "slow" and "learner." The term "slow" means not clever; not quick to learn; finding out about the subject or how to do something; a slow or quick learner. Slow learners are a group of individuals who experience slower learning development compared to their peers, who generally have below-average intelligence. The problem possessed by slow learners is a low intellectual problem because, according to Hermawan & Kustawan, 2013, they have less intellectual potential than normal students but have not entered into intellectual barriers. In this case, they experience obstacles in thinking, responding to stimuli, and social adaptation, but are still better than students with learning disabilities. 13 slow learners in class VII Junior High School 5 Bukittinggi but slower than students in general. It's just that slow learners need longer and repeated time to complete academic tasks, so they need special education services.

Therefore, from the above statements, it can be concluded that slow learners are students who experience delays in learning compared to the average of their peers, are accompanied by low learning achievement (below average), and have a significant risk of staying in class with an intelligence score level between 70 and 90 but are not classified as intellectually disabled (mentally retarded). In general, slow learners have difficulty following and capturing lessons, so it takes a long

time with repetition to master a lesson or skill.

As mentioned earlier, the characteristics of slow learners will be seen in the learning process (Shaw, 2010). Some characteristics of slow learners that can be identified in the learning process include; a) children have low intelligence and academic achievement but are different from children with cognition problems or learning difficulties; b) children can show higher achievement when information is delivered in concrete form, but will have difficulty in learning abstract concepts and lessons; c) children have difficulty in transferring and generalizing skills, knowledge and strategies; d) children have cognitive difficulties in organizing new material and integrating information into previous material; e) children have difficulty in understanding new material and integrating information into previous material; f) children have difficulty in understanding new material and integrating information into previous material; g) students' motivation to learn is almost always reduced; h) students have a low self-concept which can lead to emotional and behavioral problems; i) students are at high risk of dropping out of school (Putra, 2023).

In line with this opinion, we can identify some symptoms or characteristics of slow learning students, including.

1. low average learning achievement, usually less than six.
2. Often late in completing academic tasks when compared to classmates.
3. Have a slow ability to understand lessons.
4. Stay in class.

B. METHODOLOGY

This research is a case study. According to Yin in Hollweck (2016), a case study is a thorough and detailed empirical investigation of a phenomenon that develops over time. Case studies allow researchers to answer "why" and "how" questions and focus on real situations in real contexts. In case studies, researchers collect qualitative data, such as interviews, observations, documents, or field notes, to understand the context, dynamics, and complexity of the case under study. This qualitative data is then analyzed in depth to gain a better understanding of the case. According to Creswell in Sugiyono (2012), qualitative research approaches are divided into five types. The five types of qualitative research approaches are phenomenological research, grounded theory, ethnography, case studies, and narrative research. The following is an explanation: First, phenomenological research is one type of qualitative research where researchers collect data through participant observation to find out the essential phenomena of participants' life experiences. Second, grounded theory is one type of qualitative research where researchers can draw generalizations from what is observed or analyzed inductively and abstract theories about processes, actions, or interactions based on the views of the participants studied. Third, ethnography is a type of qualitative

research in which researchers conduct studies of group culture in natural conditions through observations and interviews. Fourth, a case study is qualitative research in which researchers conduct in-depth exploration of the programs, events, processes, and activities of one or more people. A case is bound by time and activity, and researchers collect data in detail using various data collection procedures over time. Finally, narrative research is qualitative research in which the researcher conducts a study of one or more individuals to obtain data about the history of their life journey. The data is then organized by the researcher into a chronological narrative report.

This research analyzes the needs of seventh grade English teaching materials for slow learners at Junior High School 5 Bukittinggi.

Source of The Data

In this study, what is meant by "data sources" is all information that has been obtained from the results of observations and analysis of class VII teaching materials at Junior High School 5 Bukittinggi. In detail, the data sources in this study are documents in the form of IQ test results of children with learning disabilities and English teaching materials used in class VII. This research was conducted from May 15 to July 15, 2023.

Instrument

One of the most important activities in conducting research is obtaining and collecting the data needed. According to Arikunto (2006), research instruments are tools used by researchers in collecting data so that their work becomes easier and the results are better. They are complete and systematic so that the data is easy to process and the results are better.

The instruments used to collect data in this study were observation and interviews. According to Miles & Huberman, 1994 explain that observation is a systematic process of observing, recording, and interpreting observed behaviors and phenomena in their original context. and interview instruments. According to Rubin & Rubin, 2012 in the book "Qualitative Interviewing: The Art of Hearing Data," they say that an interview is a planned conversation between a researcher and a respondent to gather information about the respondent's views, experiences, or understanding of a particular topic.

Technique of Data Collecton

In this study, researchers used observation and interview techniques. According to Kvale, 1995 Focusing on a dialog between researchers and respondents, to gain in-depth insight into their views, experiences, and understandings.

Based on the tests and results that have been obtained, there is a description

of the type of test taken, namely CFIT, then equipped with IQ classification, aptitude, and description. In the interpretation explanation, it is stated that the subject on the test results has below average intelligence abilities. Furthermore, the subject's aptitude did not appear to stand out convincingly in the field tested. and given recommendations for continuing education to technical or non- engineering vocational high schools. Then the source of teaching materials analyzed is "Bright an English", with the Merdeka curriculum book published by Erlangga as follows: First, the English language material contained in the textbook is still limited and not in-depth, or it can be interpreted that the material does not meet the needs of slow learning students. Second, the practice questions available in the teaching materials in the form of books cannot be fully understood by students and are only limited to observing pictures and individual questions. Third, the instructions and images contained in the teaching materials cannot be understood by slow learning students. Based on the results of the analysis, it can be concluded that English teaching materials for slow learners do not exist, and books subsidized by the government have not supported the needs of slow learners. So based on the results of the analysis, it is necessary to develop English teaching materials for slow learners to encourage students to be enthusiastic in learning and focus on ongoing learning.

Technique of Data Analysis

Qualitative data analysis is inductive. In this research, data analysis was carried out by first exploring detailed and specific things to be generalized. Then general conclusions are drawn. Data analysis techniques obtained in this study were carried out using the Miles & Huberman, 1994 Model of data analysis which includes Huberman's three stages, namely data reduction, data presentation, and conclusion drawing.

C. FINDING

The needs analysis of English teaching materials for slow learners in grade VII aims to obtain information about the needs of slow learners for English teaching materials needed in the field. The data obtained at the preliminary study stage was obtained through observation, document analysis, and interviews. This research was conducted at Junior High School 5 Bukittinggi, which uses the Merdeka Curriculum. Based on observations that have been made, there are 13 slow learners in class VII Junior High School 5 Bukittinggi, according to the results of IQ tests conducted by official psychological institutions. The observation results show that the English teaching material used by the school is the Thematic Book of the Merdeka Curriculum, which has been subsidized by the government but does not meet the needs of slow learners. During the learning process, teachers use self-made learning modules based on the CP (Learning outcomes), TP (Learning

objectives), and ATP (Flow of learning objectives) contained in the Merdeka curriculum.

Based on observational data, teachers provide the same teaching materials to regular students and students with learning disabilities. Then the source of teaching materials analyzed is "Bright an English," with Merdeka curriculum book published by Erlangga as follows: First, the English language material contained in the textbook is still limited and not in-depth, or it can be interpreted that the material does not meet the needs of slow learners. Second, the practice questions available in the teaching materials in the form of books cannot be fully understood by students and are only limited to observing pictures and individual questions. Third, the instructions and images contained in the teaching materials cannot be understood by slow learners. Based on the results of the analysis, it can be concluded that English teaching materials for slow learners do not exist, and books subsidized by the government do not support the needs of slow learners. So based on the results of this analysis, it is necessary to develop English teaching materials for slow learners to encourage students to be enthusiastic about learning and focus on learning that takes place in the classroom.

Based on the results of the teacher interview, the following data were obtained: First, judging from the English materials listed in the book, there is a mismatch between the needs of teaching materials for slow learners and regular students. Second, the learning resources used by teachers so far have evolved from books provided by the school. Third, the teaching materials available at school are limited. Fourth, based on interviews with teachers, it is said that teaching materials for slow learners only need to be adjusted by lowering the level of learning difficulties. Fifth, teachers admit that they understand the situation of slow learners but have not been able to provide a special schedule for them due to the limitations that schools have in providing facilities. Sixth, teachers argue that it is necessary to provide special hours or additional learning hours for slow learners so that they can absorb the learning provided properly.

The interview results show that the teaching materials available now are incomplete. So far, the textbooks used in terms of content do not meet the needs of students. During the learning process in the classroom, slow learners experience obstacles such as a lack of attention to learning, silence, and sometimes not doing the practice questions given. This is because slow learners do not have the enthusiasm to learn and their focus is divided when in the classroom, in addition to having poor cognitive abilities.

With the limitations possessed when learning, therefore, the teacher provides modules to help students learn more easily, even for slow learners. The modules given do not master the whole, so they can still learn to follow their classmates. For the results of the evaluation, slow learners are given convenience by decreasing the level. For example, when learning vocabulary, when his friend can

say 20 words and he is only able to say 10, it is better because there is effort when learning.

Based on the results of interviews with slow learners, it was stated that: first, slow learners had a low level of concentration, and when learning took place, the reason they did not perform the given tasks contained in the book were instructions in the book that they did not understand; This is supported by the content of the book that does not meet his needs as a slow learner. Second, slow learners will easily understand the contents of the book if there are pictures and instructions that make it easier for them to learn. Third, although the teaching materials provided can be used by them and there are conveniences such as being able to scan codes to be able to hear how to pronounce English correctly, schools do not allow bringing mobile phones to school. Fourth, the teaching materials provided by the school are not sufficient for the needs of slow learner.

D. DISCUSSION

In this study, researchers discuss the research findings which include the results of the slow learner IQ test, seventh grade English teaching materials, and the need for teaching materials for slow learners. The results of the IQ test show that those categorized as slow learners are children with an average IQ of 70-90 or can be classified as <90.

IQ	Description
<69	Mentally Develptive
70 – 79	Borderline
80 – 89	Low Average
90 – 109	Average
110 - 119	High Average
120 – 139	Superior
>140	Very Superior

Table 1: IQ classifications

In this book, students learn in pairs, groups, and individually. In order to communicate well, students are also introduced to theme-related vocabulary and grammar needed to communicate interpersonally and transactionally and compose both functional and monologue texts. Bright is also equipped with audio to support listening activities that are accessed through QR scans with smartphones, but because the school has special rules, it does not give permission to students to bring and use smartphones in the learning process. Because all individuals, even slow learners, have the same right to get quality education, it is unfair if slow learners are ignored or sidelined in the education system. Not only that, each student has a

different pace and style of learning, and to honor them, provide diverse yet simple learning that can be understood because learning that takes into account slow learners can promote a culture of inclusion in schools and communities by helping to create a welcoming and diverse environment. Therefore, because the facilities and services obtained by slow learners are inadequate and it is not uncommon for them to still stutter when using technology to use applications that are useful for learning, there must be a development of English teaching materials for slow learners so that they can follow learning according to their needs. Because the ultimate goal of education is to equip students with the skills and knowledge they need to live independently and contribute to society, this also applies to slow learners. Thus, providing good education to slow learners contributes to building overall social welfare because every individual who is able to participate can bring about positive change.

D. CONCLUSION

Based on the observation and interview data analysis at Junior High School 5 Bukittinggi, two conclusions can be explored in the following conclusions. First, teaching materials provided by schools such as textbooks do not help teachers and students in the learning process because they do not meet the needs of regular students and students with learning disabilities. Second, teaching materials needed by slow learners are teaching materials that have colorful and clear images, then teaching materials have instructions on each page and for slow learners provide Indonesian translation assistance in the content of teaching materials.

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