

HOMESCHOOLING TEACHER'S STRATEGIES IN TEACHING READING FOR JUNIOR HIGH SCHOOL SLOW LEARNER STUDENTS: A CASE STUDY AT HOMESCHOOLING HSPG PALEMBANG

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Abstract:

This study was a case study which aimed to find out the teacher's strategies in teaching reading for slow learners at Homeschooling HSPG Palembang. This qualitative study was conducted at Homeschooling HSPG with one teacher as the participant taken from four teachers by using criterion sampling. In collecting data, interview with 12 questions was used to know the teacher's strategies in teaching reading for slow learners. Thematic analysis was used to analyze the data. The findings from the teacher's interview found that the strategies which teacher used in teaching and learning reading were learning strategy (discovery learning), learning media (gadgets and applications), learning method (question and answer relationship) and learning approach (build interaction). From the good strategy that teacher use in the lesson plan (media, method and approach learning) the teacher could make the slow learners understand the materials, felt comfortable and created the slow

learner's activeness in teaching and learning reading.

Keywords:

Slow Learner;
Teaching Reading;
Teacher's Strategies.

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INTRODUCTION

English was an international language learned by all people in the world. According to Ramelan (1992), English as an international language was used to communicate, to strengthen, and to make better relationship. Indonesia applied English as a foreign language. The government of Indonesia put English as a subject to be learnt at school. Zacharias (2003), also stated in Indonesia, learning English as a first foreign language was critical for absorbing and developing science, technology, art, and culture in order to create international relationships. So, English could open all the access that people need in the future.

In Indonesia, teaching and learning English has received great attention. Many people now realize the importance of mastering English as the main instrument for living in a global society. According to Irmayani and Rachmajanti (2017), teaching English must be a means of delivering a foreign language to pupils and preparing them to use it communicatively in a classroom setting. English teachers are expected to dedicate a lot of time and effort to helping students master English. Teacher language competence and content mastery are very important in conveying knowledge, directing student behavior, and teaching vocabulary in the classroom. According to Lubis et al. (2018), in Indonesia students will be more motivated to learn English if they are involved in many English teaching and learning processes, for example English competitions or contests. Such experiences will trigger their motivation to improve their English skills.

There were four skills that have to be mastered by the children. One of them was reading. Reading was one of the important skills in learning English. According to Keyser (2019), reading can improve student's vocabulary and enhance their spelling skills. Keyser (2019) also stated that reading has also been shown to help keep minds young, healthy, and sharp. Based on the statement, reading could help pupils develop their imaginations and allows them to fantasize and think in ways they never could.

Moreover, reading skill was learned not only by normal students but also by students with special needs. According to Kavelashvili (2017), children with special needs were children that need an education setting that can be adapted with their barriers and their needs. It means children with special needs were children who need more special attention and experience difficulties in their development. According to Gardner (1983) cited in Carranza and Rodriguez (2017), teachers should not presume that all students can learn using the same activities and completing the same types of activities because kids have varied learning styles. In addition, one of the classifications of

student with special needs was slow learner. According to Muliastari (2017), slow learner students were those who have low learning achievement in almost all academic areas. Beside academic ability, they also had some limitation ability, especially in coordination skills. In addition, Pandey and Kurian (2016), explained that slow learner was the used term for those students who have learning problems or children who have limited intelligence. So that was why English teacher must be able to understand the types of students in order to provide a clear understanding and created a good teaching and learning reading process.

Furthermore, in teaching slow learner student the teacher has many specific strategies to deal with some slow learner student because slow learner student are individuals who need greater attention and understanding than normal children. A teaching strategy is a set of activities that must be completed by teachers and students so that educational goals can be achieved effectively and efficiently (Hamruni, 2009). As a result, teachers must use instructional tactics that take into account the unique learning abilities of each child.

From the description above, sometimes it becomes ineffective if students who are slow to learn attend school in a formal school environment. Slow learner student needs special situations such as informal education, one that is included in the category of informal education is homeschooling. According to Kembara (2007), homeschooling is divided into three groups, one of which includes homeschooling for slow learners: single homeschooling, which means that parents can hire private instructors to teach their children and become the main facilitators in their activities. Therefore, homeschooling is an alternative school for slow learners because some homeschooling is also prepared for slow learners who want to learn. Then, homeschooling is an education system in which a family chooses to be responsible for their children and educate them at home (Sumardiono, 2007).

LITERATURE REVIEW

Slow Learner

A slow learner is a term used to describe a student who has limited intellectual ability to learn the necessary academic skills, students who have the ability to think below the average of their age peers (Yekti et al., 2019). Slow learners are one of the special needs children who require special education services in school inclusion, according to Hartini et al. (2017). Children who are slowly learning to face some learning problems, such as: 1) difficulty understanding abstract concepts; 2) have a limited vocabulary; 3) have a low learning motivation; 4) take longer to understand a material than a normal child of his age; and 5) require repetition in the explanation of the material, require

special education services. According to Hartini et al. (2017), slow learners are children who have developmental delays, mental, and has limited the ability of learning and adjustment. Williamson and Paul (2012) also state that a slow learner needs repeated explanations for one teaching material and slow in mastering some skills. Slow learners also need extra interval, more and additional repetition, and normally extra means from instructors to be successful (Mukunthan, 2013 cited in Yekti et al., 2019).

Characteristics of Slow Learner

There are various features of slow learners that make classroom learning difficult. Slow learners struggle to transfer and generalize skills, information, and methods to the same extent as their peers. Kumar et al. (2016) and Hartini et al. (2017) state that some characteristics of slow learners. They are lacking in cognitive capacity, low memory, lack of concentration and inability to express ideas. Agustiniek (2016) also states that slow learners have three characteristics. Some characters of slow learner are as follows:

- (a) Learning achievement is low on average, usually less than six.
- (b) When compared to their classmates, they are frequently late in finishing academic responsibilities.
- (c) Having difficulty adapting in class since they are capable of performing tasks that are less difficult than their classmates.

According to Reddy et al. (2006), there are four characteristics of a slow learner in terms of contributing factors:

- (a) Cognitive incapacity, which includes the inability to resolve situations involving learning and thinking abstractly, operate complex thinking, the process of developing the concept or idea underlying generalizations in school assignments, particularly language and mathematics, and use of both cognitive strategies that are critical for retention.
- (b) Poor memory as a result of the child's failure to pay attention to the information transmitted by the teacher, resulting in the child's inability to store information in the long term.
- (c) Slow learners have a limited attention span and have low concentration strength. A slow learner can't focus on vocally provided information for more than thirty minutes.

They have difficulty in finding and combining words. Emotional immaturity and shyness made a slow learner child unable to express the idea. Extracurricular Activities.

Learning Characteristics of Slow Learner

The slow learners experience several problems in learning because of reasons that cannot be observed directly Mumpuniarti (2007). Several behavioral symptoms are organized into problems aimed at identifying specific problems with mild retardation that constitute a significant group of the slow learners. One of the problems that provides instructions for analyzing children's specific learning problems is Cognitive Learning Problems which include:

- (a) Have difficulty retaining what they have learned at a slower pace than children their age due to low memory capacity.
- (b) Prefers concrete learning to abstract learning. They cannot apply certain lessons or concepts in different situations without help, which is why they need rigorous concrete teaching.
- (c) Transfer of learning becomes impossible for slow learners, because they cannot link one lesson to another unless specifically told.
- (d) They lack judgment and can sometimes be aggressive about minor issues. They are self-aware, tend to daydream a lot and like to spend time in solitude.
- (e) They benefit from direct teaching and do not acquire skills by chance, meaning that learning does not happen by chance for slow learners and they must be taught directly.

Slow learners are students who are under achieving and have very short attention spans, because lack of focus on what the teacher explains and tend to often reflect during the learning process.

Strategy Selection for Slow Learner

In choosing the right strategy for slow learners, a teacher needs to pay attention to several aspects. According to Hamzah and Nurdin (2011), In general, learning techniques are chosen based on the following criteria: 1) development of learning objectives; 2) study of the needs and characteristics of the students, students' characteristics are individual aspects or qualities consist of interest, attitudes, motivations learning style, thinking ability learning style, and initial ability possessed; and 3) types of learning resources. The third component is then customized to the media and learning materials that are available and usable.

A correct learning strategy for a child is a learning strategy for slow learners that matches the child's learning ability. In line with Hidayat's (2009) opinion, when it comes to learning strategies for all children, the appropriate learning strategy for slow learners should be used to improve learning outcomes for slow learners through goals, time, rewards, tasks, and supports. You can adjust your learning ability. learning process. This is related to his

five elements of learning strategy proposed by Dick and Carey and cited in (Hamzah & Nurdin, 2011). 2) information provision; 3) student participation; 4) learning assessment; 5) follow-up activities. Each teacher can develop her five elements of learning strategies to solve the learning problems of slow learners so that learning goals can be optimally, effectively and efficiently achieved.

One of the success of teaching and learning activities lies in the learning strategy. In order to achieve the learning objectives that have been set before the teaching and learning process takes place, Official (2019) explains the things that teachers must pay attention to in implementing learning strategies:

Media Use

Learning media is a driving and visual aid for students in order to gain a significant learning experience. According to Asmarita (2019), learning media are everything that can be used as a means of delivering messages whose function is to clarify information from learning to students.

Determination of Teaching Method

Method is an orderly or deeply thought-out way to be used in achieving a goal. Means the method used to realize the set strategy. According to Asmarita (2019), there are several learning methods that can be used to implement learning strategies, namely: lectures, demonstrations, discussions, brainstorming, assignments, mind mapping and simulations. A teacher must be able to apply the right method in carrying out learning activities and choose learning methods according to the character of students.

Approach to learning

The learning approach is defined as the method taken by the teacher in carrying out the planned learning so that students understand the concept being studied. According to Killan cited in Sanjaya (2011) in learning there are two types of approaches, namely:

- (a) Students centered approach, a learning approach that is oriented or student centered.
- (b) Teacher centered approach, a teacher-oriented or teacher-centered learning approach.

In learning, any approach may be taken in accordance with the learning materials and methods used by educators. In designing a lesson plan based on the 2013 curriculum reference, you can apply a scientific approach with five steps of activities including; observing, questioning, reasoning, associating and communicating.

Types of Teaching Strategies

Contextual Teaching and Learning

According to Sanjaya (2011) from this concept, there are three things: we must understand. First, CTL implies that the learning process is centered around direct experience and is related to the student's engagement process for finding material. The learning process in the context of CTL is a process in which students search and find what they are learning, rather than just expecting to be instructed. Second, CTL helps students find relationships between the material they are studying and real-life situations. This is very important. Because you can relate the material you find to real life. Not only is the material functionally relevant to students, but the material they learn is firmly embedded in their memory and not easily forgotten. Third, CTL encourages students to apply it in their lives. In other words, CTL expects students not only to understand what they are learning, but also how they understand it. The subject can be a behavior in everyday life. Learning content within the framework of CTL should not be stored in the brain and then forgotten, but as a supply for them in real life.

Problem Based learning

Savery (2006) describe PBL as a learning method (for teachers); while students learn through problem solving (problem solving) on a complex problem or ill-structured problem, which does not only have one kind of solution. In this model, students work in groups collaboratively to identify things they need to learn to solve problems, direct independent study, apply their new knowledge to the problem, and reflect on what they have learned and the effectiveness of the strategies they have used.

Cooperative Learning

According to Yamin and Bansu (2009), in cooperative learning, students work on tasks in groups of two or more people where they are encouraged and motivated to help friends in learning (not competing in groups). Cooperative learning encourages students to interact actively and positively in groups, this will allow for the incorporation and thinking of one's own ideas in an unstressed atmosphere. Cooperative learning refers to the learning rules that involve students with various abilities to work together in small groups to achieve the same goal. The goal is the maximum stage of learning not just for yourself alone, but also other friends in the group.

Discovery Learning

Hanafiah (2009) argues that discovery learning is a series of learning activities that involve maximally all abilities students to seek and find out systematically, critically, logically so that they can find their own knowledge, attitudes and skills as a form of behavior change. So, it can be said that discovery learning is a learning model to develop active student learning by finding yourself, value yourself, then the results obtained will last long and loyal in memory and will not be easily forgotten by students.

Project Based learning

The George Lucas Educational Foundation (2005) cited in Murniarti (2017) explains project-based learning asks a question or poses a problem that each student can answer. Project Based Learning is a learning model that requires the educators formulate guiding question. Because students have different learning styles, Project based learning gives students the opportunity to explore content (material) and experiment together using a variety of means that are meaning full to them. I can do it; this allows each student to finally answer the guide's question.

Student Centered Learning

According to Froyd and Simpson (2004), student-centered learning is also defined as a type of learning that makes the student an important or integral part of, or influences the content of the material, the activities, and the material itself, and the speed at which learning is affected. This method of learning trough teaching, students take a leading role or are central to the learning process, so that everything related to the student's learning material is independent in searching the learning source and references under the guidance of the instructor is needed. A lecturer can also be said to be a facilitator who tells students what they want.

Teacher's Strategy to Deal with Slow Learner

According to Zalukhu (2019), slow learner children need a long time to absorb learning material, thus the task of the teacher is to deliver the material repeatedly so that students are able to follow the lessons conveyed by the teacher, and children can understand and understand slowly. Zalukhu (2019) also stated that the strategies that need to be applied by teachers to overcome slow learners during teaching and learning, include: approach children. submission of material repeatedly, maintain patience, get to know the students' personalities, motivate children, paying attention to children. Some of the strategies above can have a positive impact on slow learner children by learning based on the teacher's strategy for slow learner students.

Reading

Reading is the ability to comprehend the meaning of words. Reading, according to Alyousef (2006), can be viewed as a two-way conversation between a reader and a text that leads to reading automatic or fluency. Reading is a complex conscious and unconscious mental process in which the reader utilizes a range of tactics to rebuild the author's intended meaning from text evidence and prior knowledge (Mikulecky, 2011). Reading skill serves two primary purposes. A. Reading for the purpose of gaining knowledge. It is reading for the purpose of obtaining factual information or solving a problem. Reading for the sheer pleasure of it. It is leisure reading, which might include following our favorite sport, comics, articles, fairy tales, and television shows.

Homeschooling

There are some definitions of homeschooling. Homeschooling is such an alternative learning model besides school. Mulyadi as cited in Aliyah (2008), mentions homeschooling is a school held at home. But basically, homeschooling is an alternative school that places children as subjects with an 'at home' approach to education. The concept of homeschooling is that learning can be done anywhere, anytime, and with anyone. Moreover, Sumardiono (2007) states that Homeschooling is an educational approach in which a family chooses to be solely responsible for their children's education and educate them at home. According to Kurniasih (2009), homeschooling is a family's decision to be self-responsible for their children's education at home. Parents are totally in command of their children's education in homeschooling, where as teachers and the school system are in charge in normal schooling. Although parents are the primary caregivers in homeschooling, they are not required to teach their children. Parents can hire a private teacher, enroll their children in classes, include them in internships, and so on, in addition to teaching their children themselves.

According to Agustini (2016), parents are totally in command of their children's education in homeschooling, while teachers and school systems are in charge in normal schooling. Although parents are the primary caregivers in homeschooling, they are not required to teach their children. Parents can enroll their children in classes, involve them in internships, invite a private teacher, and so on, in addition to teaching them themselves. Homeschooling, according to Shofwan and Desmawati (2019), is education that is consciously, regularly, and directly carried out by parents or families at home or other places where the learning process can take place in a conducive environment with the goal of maximizing each child's potential.

Homeschooling HSPG

Homeschooling HSPG is one of the homeschooling in Palembang, South Sumatra. Homeschooling HSPG can be an alternative to the process of children's education other than at school, but still has a material achievement standard that has the same quality as formal schools. The learning system at Homeschooling HSPG is divided into two, namely; 1) individual (single) homeschooling is a homeschooling system where children learn independently at home and are accompanied by parents or other parties (appointed companion teachers); and 2) community homeschooling, is a homeschooling system where several HSPG students join in one community to study at Homeschooling HSPG. The curriculum is flexible based on students. The curriculum used for student with special needs is curriculum Paket C. There are 3 kinds of diplomas for primareligious homeschooling students, depending on the student's choice and ability, namely; 1) a formal diploma, with a national final examination (UAN) mechanism; 2) non-formal diploma, with the mechanism of the equivalence national examination (UNPK); and 3) an international diploma in Cambridge international examination (CIE). This CIE can be followed by students from anywhere. So, that it is very open to students from all levels of school, elementary, junior high, high school, vocational school and students who do not take international exams in their schools.

Previous Related Study

In this part, the previous related studies are also described. First, a study conducted by Prystiananta (2013). The purpose of this study is to know how the teacher's strategy in teaching reading comprehension for slow learners. This study used qualitative research. Participant of the study was an English teacher of SMPLB Dr. Idayu 2 Malang. The results of this study demonstrate that the teacher used three strategies recommended by Nation and Norbury (2005) in pre-activities, namely, the questioning strategy, the visualizing strategy, and the code flipping method. The teacher employed three tactics in while activities: vocabulary and language development strategy, reading aloud approach, and visualizing strategy. There were several reasons why the teacher employed the tactics from all of the strategies. Both investigate ways to teach reading to slow learners, which is a resemblance. Then there's the disparity in research methods. Then there was a study conducted by Agustyani and Amir (2019). The purpose of this study was to be discussed students' responses toward discovery learning process by focusing on the special needs of students. The subjects of this study were students of Grade 9 SMP Pembangunan, Padang city. The findings show that students give positive responses to the model, especially in their attitudes towards discovery learning. Third, Lusiana et al. (2021) did a previous investigation. The goal of

this research was to suggest ways to learn English. This study used qualitative research. The participants of the study were two English teachers from Homeschooling Global Lentera Kasih. The findings revealed that picture describing, role playing, and brainstorming were effective teaching strategies for delayed learners learning to talk. The similarities are that this study was looking for a teacher strategy for slow learners in homeschooling, while the differences are in teaching and learning skills.

RESEARCH METHODOLOGY

Research Design

This study was used a qualitative design. According to Hatch (2002), qualitative research is designed to examine the reality of human behavior in natural environments and contexts. It means that all the data were gotten from the participant. Then, this study used a case study method. According to Creswell (2002), a case study was a research project that demonstrates a thorough grasp of a case or bounded system, which may involve a circumstance, behavior, mechanism, or one or more individuals. Therefore, the aim of this study was to know the teachers' strategies used in teaching English to slow learners that applied and used case study method. In this study, a teacher of Homeschooling HSPG Palembang is chosen as sample that refers to the case study.

Research Site and Participants

In this study, purposeful sampling especially criterion sampling was used. In purposeful sampling, the researcher purposefully chose people and places to learn about or understand the key phenomenon (Creswell, 2012). There were four English teachers in the Homeschooling HSPG Palembang. However, the English teacher who teach slow learner was only one. Thus, from all the teachers in Homeschooling HSPG, only one teacher was chosen to be a participant which was an English teacher from English education who teach slow learners. In this research, interview was used in order to collect the data. Semi-structured interview was used in this study with one teacher to know their teaching strategies in teaching English to Slow Learner. In analyzing the data, the interview data analyzed by using thematic analysis. In trustworthiness, member checking was used. This check entailed returning the findings to the participants and questioning them (in writing or in an interview) about the report's veracity.

FINDING AND DISCUSSION

FINDING

The data obtained from the interview analyzed by using a thematic analysis were described as follows.

Table 1
The Themes and the Codes of Qualitative Data Gained From Interview

Themes	Codes
Learning Strategy	<ul style="list-style-type: none">• The teacher used discovery learning as a strategy based on the lesson plan.
Learning Media	<ul style="list-style-type: none">• The teacher used some gadgets and some apps to help the teaching and learning process.• Using the applications can increase students' reading ability.
Learning Method	<ul style="list-style-type: none">• The teacher applied question and answer relationship as learning method for teaching and learning reading.
Learning Approach	<ul style="list-style-type: none">• The teacher tried to build a good relationship with the slow learner.

DISCUSSION

This discussion was presented as a way to discover ideas related to the findings and previous studies. Based on the findings from the teacher's interview, it was found that there were teachers' strategies which were implemented in the teaching and reading process for slow learners. The teacher's strategies were learning strategies, learning media, learning methods and learning approaches. Therefore, the explanation of the teacher's strategies in teaching reading for slow learners are described as follows in order to know further information about them.

The first was learning strategy. The learning strategy that the teacher used was discovery learning. The emergence of this was due to the teacher using it based on their lesson plans and it was also the teacher's attempt to make the slow learners to be active and encourage the slow learner's curiosity. As Hanafiah (2009) argues that discovery learning is a series of learning activities that involve maximally all abilities students to seek and find out systematically, critically, logically so that they can find their own knowledge, attitudes and skills as a form of behavior change. So, it can be said that discovery learning is a learning model to develop active student learning by

finding yourself, value yourself, then the results obtained will last long and loyal in memory and will not be easily forgotten by students.

The second was media learning. In media learning the teacher use some applications and some gadgets increased the slow learners' reading ability. As Wijaya and Mintowati (2021) revealed that using some learning media such as Google Classroom or other media can increase the reading comprehension ability of slow learners from the level of factual, interpretive, and applicable understanding which is reflected in the test questions. Based on Bala and Rao (2014) cited in Dhimastuti (2019) slow learners take a long time and do not understand what they have learned. One of the strategies is using some learning media or applications such as Read Text that can make students hear the text slowly or U Translate that can make students understand the meaning of the words. By using this strategy, the slow learner's reading ability increases and their vocabulary also increases.

The third was learning method. In learning method, the teacher used question and answer relationship in teaching and learning reading. The emergence of this was appropriate to the teacher's lesson plan. The teacher used question and answer relationships to make students active and understand the material. As Vacca and Vacca (1999) cited in Rangani (2019) question and answer relationship is a reading strategy through understanding and analysis of questions. In other words, this strategy guides students to understand the question in order to get information in a self-reading.

In addition, to make the situation comfortable with slow learners, the teacher asks slow learners to relate to the materials slowly. The teacher also let the slow learners tell their opinion about something related to the material. If slow learners are difficult to answer, the teacher will help them. This result is in line with the findings of Nashika (2014) that the children's enthusiasm in telling their knowledge about the material in their own language and children can express opinions to the teacher. Therefore, asking slow learners some of the questions is the way to implement the language experience approach and to make the students feel comfortable.

The fourth was a learning approach. The teacher builds a good relationship with the slow learners. The emergence of this due to the teacher identified and knew the slow learners' characters before teaching and learning started. As Hamzah and Nurdin (2011) revealed that the study of the needs and characteristics of the slow learner was an important criterion for learning techniques. Students' characteristics were individual aspects or qualities consisting of interests, attitudes, motivations learning style, thinking ability learning style, and initial abilities possessed. The teacher learns about the characteristics of the slow learners such as how to make the slow learners want to learn or how to make them feel comfortable in teaching and learning reading. In addition to As Zalukhu (2019), slow learner children need a long

time to absorb learning material, so the task of the teacher is to deliver the material repeatedly so that students are able to follow the lessons conveyed by the teacher, and children can understand and understand slowly.

From the results, it could be concluded that the strategies which teachers used in teaching and learning reading were learning strategies (discovery learning), learning media (gadgets and applications), learning methods (question and answer relationships) and learning approaches (building interactions). From the strategies the teacher could make the slow learners understand the teaching materials, felt comfortable and created the slow learners active.

CONCLUSION

Teacher's strategies in teaching reading for slow learners at Homeschooling HSPG were use discovery learning as learning strategy, use gadgets and applications as media learning, question and answer relationships as learning methods, and building interaction as learning approaches. The teacher uses the strategy was appropriate to the lesson plan. Discovery learning strategy was used because it was appropriate to the lesson plan or to the material. The discovery learning strategy encourages students to be active during the teaching and learning reading process. Then, to support the strategy, the teacher uses gadgets and some applications in the teaching strategy. Using gadgets and applications can help slow learners to understand material. For the learning method, the teacher applies answers and question relationships to make slow learners active and understand the material by what they read. Next, the learning approach that the teacher uses is a general approach that can build a good interaction and relationship to each slow learner such as: identifying their character, repeating the explanation or being patient.

According to the conclusion described above, there were some suggestions given. In this context, the suggestions were oriented to the teachers and other future researchers. By knowing the teacher's strategy in teaching and learning reading, the researchers hoped the teacher could implement the strategy nicely based on the lesson plan. What the best learning strategy, approach, media, method for slow learners is. Next, for the future study, it could be useful for the next future researchers. First, future researchers might investigate the same topic, but with different levels of education, such as; in SLB or formal education. Second, future researchers might investigate the same topic, but with different methods of study, such as: quantitative research, mix method or survey study to be able to explore more about teacher's strategy in teaching and learning for slow learners. Next, further researchers could also explore more strategies of teaching and learning

process for slow learners. The last, future research might do this research with some topic, but different skills, such as: in writing, speaking or listening.

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