Teaching Reading Comprehension for Slow Learners

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Abstract: This research aims to describe data and information in detail and in depth regarding reading comprehension learning for slow learners at SDN Rambutan 01, East Jakarta. The research method used is a qualitative descriptive method through observation, interviews and documentation, using validity techniques, research persistence and triangulation techniques. The steps to analyze the data using the Milles and Hubberman model through the stages of data reduction, data display, and conclusion drawing/verification of the data and research findings. The results show that the design of reading comprehension learning tries to be adapted to the profile of slow learners, consisting of structuring the planning, process and evaluation stages of reading comprehension learning by educators for slow learners, as well as overcoming learning obstacles, so that learning is more responsive and helps overcoming learning obstacles, practicing academic skills that are lagging behind, increasing personal development, and increasing the learning achievement of slow learners. The explanation of the learning components observed is 1) Planning includes: relaxation of the 2013 curriculum, assessment, objectives, syllabus, lesson plans/ IEP, materials, media, learning resources and learning environment, 2) Process includes coordination between approaches and models, learning strategies, methods and instructions, 3) Evaluation includes aspects of objectives, types, techniques/methods, adaptation, results/implementation, and follow-up. Obtained research conclusions show that SDN Rambutan 01 already has a school policy in managing, compiling, and implementing reading comprehension lessons for slow learners quite well, with notes and continuous efforts to improve the quality of future learning.

Keywords: slow learners; learning; reading comprehension.

I. Introduction

Slow learners include children with special needs who are encouraged to follow regular education not separately in special schools, an education system that accepts students with special needs is called an inclusive school.

Inclusive education is an educational model that integrates and shapes the concept of education that is able to tolerate and accept every child through support systems such as flexible curriculum, prepared educators, and accessibility of the learning environment (Peters, 2007).

The existence of slow learners is very large in some regular schools. students with special needs who experience learning difficulties are among the most common types of specialization found at 33.80% of the 14 other types of specialization, as most children with learning difficulties must experience slow learning conditions (Slow Learner) (Kemendikbudristek, 2021).

Slow learning can be defined as a condition of a person who experiences obstacles in life learning due to developmental phase disorders that affect cognition, academic, social, communication and other abilities in life. The problem of slow learners is the most commonly encountered condition of learning problems, where students experience characteristics such as having an IQ between 70-90, difficulty in understanding material, slow in basic academic skills, low memory and concentration, self-adaptation and social-emotional problems, causing learning slowness and low learning achievement.

The success of the educational process is very useful for students, one of which is influenced by pre-requisite reading and comprehension skills. Students who are unable to read will have difficulty in receiving and understanding information presented in various sources such as textbooks, supporting material books, and other written learning sources or literature. Slow learners who

experience barriers to the development of reading and comprehension skills are identified as having delays in reading and difficulty identifying words, difficulty finding important sentences from the story text read, students have difficulty finding the main idea of the story text read, students do not ask the teacher about the content of the reading text that they do not understand, poor vocabulary, reading is not fluent, and other problems. The results showed that slow learning students experience reading and writing problems such as: low basic vocabulary knowledge, not being able to read words/sentences, experiencing obstacles in writing/copying text, not understanding the question text/material, and others due to slow learning obstacles (Tresnaratih & Suratno, 2022).

Reading is the most important basic academic skill. And it is widely confirmed that individuals with reading difficulties are the most frequent indication of problems in learning (Westwood, 2001). Based on the results of the study, the importance of reading and comprehension skills is said to be mastered by students to be able to learn many things and master various sciences (Abdurrahman, 2018). Therefore, educators' competence is needed to design learning that can accommodate the educational service needs of slow learners.

Knirk and Gustafson explain that learning is a systematic process through the stages of design, implementation, and evaluation (Sagala, 2019). So that teachers must have skills in determining, planning, designing, and implementing learning that can accommodate the characteristics, abilities, and learning needs as well as the constraints faced by slow learning learners, so that they can participate in learning with other students and achieve optimal learning outcomes, so that they can achieve their potential during the process of acquiring knowledge and fulfilling their educational needs.

The results of research on learning strategies used by teachers in providing learning services for slow learners are described including activities, among others: determining student-centered learning /involving active students, implementing an individualized learning system, adapted learning methods (lecture methods, question and answer, exercises, demonstrations with props, reward methods, punishment and assignments), coordinating with the principal and parents of students concerned, and providing guidance facilities for obstacles through small groups/additional/remedial tutoring (Yati, 2019).

The implementation of this inclusive education system is not without problems, the most common problems are not detecting the learning needs of sudents, the lack of experience and information in organizing an inclusive education system, the competence of educators who are less qualified, and the problem of infrastructure facilities.

Slow learners require special attention from teachers and other school education personnel, but in reality, there are several problems in implementing inclusive learning including learning is too commonly focused on achieving learning objectives but ignoring the learning process, learning that is carried out has not become a final decision between regular teachers and experts (GPK), learning tends to be separate rather than based on team teaching, difficulties in establishing varied and clear learning references, underestimation of material mastery, underutilization of media/resources and/or the learning environment in learning, ignorance of effective/specific learning methods for students, determination of evaluation aspects that are equalized with regular students, not yet establishing the cultivation of self-confidence and active socialization, and other problems.

Another problem is that the class teacher has limitations, the lesson time cannot be given fully to handle the learning of slow learners above regular children. In addition, specialized professionals such as Special Mentor Teachers (GPK) are very rare in inclusive schools. The field facts have not yet illustrated learning services that accommodate learners, according to the statement explained that schools must accommodate all students regardless of physical, intellectual, social, emotional, linguistic, or other conditions (Tarmansyah, 2007). This research aims to provide an overview for other parties in handling slow learners with reading comprehension barriers better, making the phenomenon of learning problems a comprehensive discussion, so that it can provide solutions or provide the latest solutions regarding the implementation of reading comprehension learning for slow learners in SPPI East Jakarta and other regions and situations.

II. Method

This study aims to describe reading comprehension learning for slow learners at SDN Rambutan 01 East Jakarta. The approach in this study uses a qualitative research approach (Qualitative Research) with a qualitative descriptive method of Cresswell's model to collect and obtain information. Qualitative research is defined as research that collects, describes, and presents research data obtained in detail and in depth in the form of narrative/reporting (Creswell, 2008). The research process consists of 5 stages, namely: identifying research problems (research topics), making research designs (objectives, models, etc.), collecting research data, analyzing research data results, and reporting research results.

The research was conducted at SD Rambutan 01 East Jakarta through research informants to obtain research data in the form of components of the form and condition of reading comprehension learning and identification of reading comprehension skills of slow learners. Data collection is carried out through observation, interviews, and documentation, then the research data will be checked for suitability with observation persistence and Technique Tiangulation. The research analysis stage uses Miles and Huberman's theory consisting of data reduction, data display, and concluction drawing/verification stages

III. Results and Discussion

Slow learners are students who are less able to master knowledge and have low achievement or learning achievement or below the average of normal children within a predetermined time limit and developmental aspects. Disruption of the developmental phase causes obstacles in learning due to the characteristics of slow learners, in accordance with the statement of Gallagher and Kirk (1957) that learning difficulties are divided into broad categories, namely: (1) learning difficulties related to development (developmental learning disabilities) and (2) academic learning disabilities experienced by slow learners.

Learning that is carried out has two conditions, namely in regular classes and special classes (pull out classes) in the resource room, which have their own version of learning components using assessment results as the basis for learning development in order to successfully meet the needs and accommodate learning to have optimal learning opportunities, not discriminate, participate more actively, and develop according to their potential. Special classes are managed by expert educators called Special Guidance Teachers (GPK) where there is a special planning and learning process in a separate time and space (resource room) to facilitate the needs, overcome obstacles, and improve the academic skills of slow learners (Mardini, 2015).

Teachers' knowledge of the characteristics of each student becomes a professional duty/demand and is very useful for teachers in preparing learning programs to optimize the achievement of learning objectives and the effectiveness of determining the components of responsive learning tools to help slow learners maximize their potential and support the process of self-adaptation and academic development. Obtaining information on the characteristics of slow learners is obtained from the results of identification and assessment conducted by GPK or other formal assessors into a learner profile. The learning process will take place well if teachers are able to understand and master the characteristics and conditions of learners, and implement them into appropriate learning.

1. Lesson Planning

   The planning aspect is observed through components such as: relaxation of the 2013 curriculum, assessment, objectives, syllabus, RPP/ RPPI/ PPI, materials, media, learning resources, and learning environment that will be used during learning by the class teacher or GPK with adjustments to learning components that match potential and needs, improve literacy skills, and overcome learning barriers.

   a. Curriculum relaxation, the results of the implemented curriculum adjustments can provide quality learning for PDBK that is more flexible and supports learning conditions. The main activity is to modify KD 3 and 4 which provide learning demands so that PDBK can have the knowledge to understand through

oral, written, visual material sources, and/or environmental exploration and academic skills to communicate the results of their learning through writing and speaking which already has vocabulary and sentences that have good language quality.

b. Assessment, containing the purpose of identifying the potential, limitations, and learning problems of PDBK which is carried out specifically by GPK or several other sources of information as a reference to describe the learners. So that educators can decide on the planning and adjustment of special learning needs interventions needed by students and will be developed. efforts to describe the potential, limitations, and learning problems of PDBK so that they can be used as a reference for developing learning that accommodates learner profiles, meets inclusive school standards, and develops learning outcomes.

c. The learning objectives created will have several targets, namely general targets (achievement of learning outcomes), specific targets (success of learning activities in terms of learner skills and teaching processes), and individual targets that are non-academic in nature. As for achieving learning objectives, there will be obstacles, so the measurement of learning outcomes is always flexible, adaptive and simpler for slow learners.

d. Syllabus, RPP and PPI, The syllabus contains RPP and PPI prepared by educators, it is explained that RPPI is an Individual RPP or RPPI which has special notes written by the class teacher due to differences in field reality in teaching according to the plan, so it requires special action so that the learning process remains conducive. PPI made by GPK in learning reading and comprehension with standard KD guidelines modified on learning materials that focus on developing basic skills and special needs of students.

e. Teaching materials or learning materials, regular teachers prepare standard or formality materials that apply universally with special assistance as much as possible, while special teachers or GPKs use materials that are more specific and focus on parts of the learner's profile that experience obstacles / deficiencies such as reading and comprehension. specific and focus on developing learner conditions such as reading, comprehension, counting, and other cognitive aspects through motor activities, cooperation, games, assignments, and exercises.

f. Learning media, used for the effectiveness of learning delivery through visualization, listening, problem solving, performance, and technology assistance activities tailored to the context of the material and the needs of reading and comprehension development in accordance with the plan made.

g. Learning resources should be maximized as much as possible through a variety of coordinated sources so that the explanation of the context of the material is conveyed in more detail and learning is of higher quality, the use of which can support the development of reading and comprehension skills.

h. The learning environment is also very important to create adequate learning, consideration of actions taken such as classroom layout, lighting, temperature, air circulation, number of students, learning facilities, external distractions, to the atmosphere of activities that make children feel safe, comfortable, enthusiastic, and happy and in accordance with existing learning conditions and PDBK.

2. Learning Process

The process stage contains coordination between approaches and models, strategies, methods, and learning instructions that emphasize service interventions individually or in small groups or regular classes, considering learning styles and adjusting stages of knowledge transfer (simple, media-assistive, elastic, active, repetitive, motivating), centering learning on the teacher and active learner response, variations in learning methods, using the syllable method in reading and comprehension skills, and adjusting them into applicable learning instructions (introduction, core, and closing) to support learning planning to be carried out optimally. Individual differences cause each teacher to carefully determine approaches, models, strategies, methods, and learning instructions according to the needs and learning styles that are able to get a positive response from slow learners when learning.

In the learning process, students become the center of attention so that the learning process is described by learning strategies considering learning styles, reading and comprehension learning of slow learners is fully controlled by educators with individualized services, simple and repetitive delivery of information, elasticity of success achievement, and consistent learning motivation. The results of Mumpuniarti's research (2007: 33) suggest that slow learners need an approach that is associated with concrete situations, simpler processes, using props, delivering teachers more slowly, and concepts taught to slow learners require a gradual bridge, concrete stimulus, and simple language.

a. Learning approaches are implemented in student-centered and teacher-centered forms with expository, direct learning, peer tutoring, or cooperative models. Classroom teachers use a variety of models that support learning, while GPK focuses learning on educators and the models used are more individualized and specific to the profile and goals of developing children's abilities such as reading and comprehension, so that learning will be delivered directly and easy to observe its development.

b. The learning process contains learning planning points that lie in learning strategies that should consider learning styles, reading and comprehension learning for slow learners is fully controlled by educators with individualized services, simple and repetitive delivery of information, elasticity of success achievement, and consistent learning motivation.

c. In determining the learning method in general, it uses a method that involves a lot of teachers as a source of information and also occasionally involves learners to socialize, but specifically uses the method (syllabic method or syllabic method) in learning instructions and combines three knowledge transfers which are known to be very effective, the activities are described as reading text, having a reading goal, visualizing/examining the content of the text, understanding the content of the text through performance tests or discussions, making associations from learning experiences, to discussing learning outcomes carried out according to the learning plan carried out specifically by GPK.

d. The use of an effective special method (syllabic method or syllable method) is a syllabic reading method used for PDBK who cannot read at all, improve reading skills, and also understand words / texts, containing activities that begin with the introduction of letters and vocal and consonant sounds, reading syllables, stringing and reading syllables into words, to reading and understanding meaningful words. The results showed that the syllable method can improve participants' reading skills. Participants were able to recognize letters, pronounce letters, write letters, read a word well, start recognizing letters and letter sounds, read letter names and syllables, and read simple words (Harahap, 2020).

e. In learning instructions and combining the three knowledge transfers includes learning activities (receiving/doing it yourself, explaining/communicating,and understanding/re-describing). So that reading comprehension learning activities consist of a series of activities such as reading text, having a reading goal, visualizing / examining the content of the text, understanding the content of the text through performance tests or discussions, making associations from learning experiences, to discussing learning outcomes carried out according to a learning plan specifically carried out by GPK.

3. Learning Evaluation

Evaluation is based on the importance of monitoring progress, measuring learning success, improving the design and implementation of learning, and knowing the level of success of educational activities. The urgency of evaluation measures is to measure program effectiveness, assess the achievement of inclusive education goals and identify weaknesses that need to be corrected (Juntak, et al, 2023).

a. Evaluation activities are carried out using formative references that constantly monitor the development of reading skills at each meeting, summative in the form of exercises/tests working on skills questions through LKS, monitoring student progress through assessment records, as well as remedial and enrichment activities to help student obstacles and develop reading and comprehension skills in order to obtain improved academic results.

b. The evaluation stage is carried out with such adjustments ranging from learning correction activities that are more individualized and direct, not making students compete, modifications in terms of simpler forms/formats, modifications to test instruments that should use oral assessment, and compensation for the level of ability to achieve learning objectives tailored to the abilities of slow learners, as well as providing remedial and enrichment agendas to help students who have difficulty in mastering the subject matter.

c. Learning assessment is carried out in various types and evaluation techniques, all educators carry out evaluations in accordance with curriculum policies, in regular classes PDBK conduct learning evaluations that are given modifications in terms of simpler forms/formats and flexibility of success criteria according to the profile of learners In addition to evaluating learning outcomes and learning tools, it is also important to take corrective action, maintain learning outcomes, and intensively monitor learning activities (monitoring). Another term for actions that must be taken is enrichment and remedial activities to help students who have difficulty in mastering the subject matter. The evaluation results are implemented in the form of report cards, journal notes, or portfolios.

4. Contrains and Barries

Some of the problems faced in learning reading comprehension from the aspect of learners (such as: not confident, lazy/bored, passive, unfocused, in a hurry, to student learning barriers) and educators' learning delivery (such as: limited time, goals have not been achieved, to difficulty accommodating special needs).

IV. Conclusion and Suggestion

SDN Rambutan 01 as one of the Schools Providing Inclusive Education (SPPI) in East Jakarta, through research results, has regulated the development of inclusive learning that is well managed and structured through school policies that are implemented in accordance with the government's inclusive education implementation policy.

The results of the research found that there are efforts to manage the design of reading comprehension learning for slow learners, consisting of the management of the planning, proces and

evaluation stages of reading comprehension learning by educators for slow learners, as well as learning obstacles that try to develop good quality learning. supporting the conditions of students who are slow learners with conditions of late learning, obstacles to mastering academic skills, behavioral disorders in learning, lack of intelligence abilities and low learning achievement through continuous assessment measures by GPK.

The implications for the continuation of this research are that it is hoped that there will be construction of an inclusive school system in order to develop more optimal inclusive policies starting in terms of: decisions regarding admission and early identification of specialties, socialization of policies to prospective parents of students, ensuring the implementation of identification and assessment to determine student profiles, procurement of special personnel / GPK and adequate facility accommodation, enrichment of educators' skills (through activities: workshops, technical guidance as well as education and training to increase teachers' understanding of inclusive education), implementation of responsive regular and special learning interventions, as well as supervising the implementation of inclusive education in inclusive schools continues to be improved. As well as developing the competence of educators in developing quality learning designs

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