A STUDY ON THE ENGLISH TEACHER’S STRATEGY IN TEACHING SLOW LEARNERS READING COMPREHENSION AT SMPLBBAKTI LUHUR MALANG

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Slow learners are students who learn at less rapid than the normal but not as slowly as the educable mentally retarded. They are sometimes referred to as dull-normal or intellectually backward students (Karnes in Palardy 1975: 380). According to Cecil D. Mercer (1989, 4), some of the slow learners may have only one problem area, such as reading comprehension. Therefore, the teacher must suit and develop strategies and techniques in order to meet the educational needs of the slow learner. Therefore, the writer is interested in investigating this phenomenon as reflected in the title of this study “A Study on the English Teacher’s Strategy in Teaching Slow Learners Reading Comprehension at SMPLB Bakti Luhur Malang”.

The purpose of this study is to know the strategies used by the English teacher of SMPLB Bakti Luhur Malang in teaching reading comprehension especially for the slow learners. In this study, the subject was the English teacher who taught the second grade. Meanwhile, the instruments used to get the data of this study were observation and interview.

The result of this study shows that the teacher used several strategies in teaching reading for the slow learners, those were; the teacher used two languages (Indonesian and English), teacher gave some pre-reading question, teacher provided a glossary before reading a text, teacher gave short reading text or less 100 words, teacher gave/ read the texts for the whole class and asked students to response the texts, teacher asked the students to read the text silently and loudly, teacher asked the students to work individually and groups, teacher repeated the reading instructions for several times, teacher gave specific attention to individual difficulty, teacher asked the students to read at home before the discussing in the class meeting, teacher asked the students to seek the difficult words in a text and translate together during teaching reading, teacher used teaching tools (picture), teacher gave the students additional instruction and study materials if they had not reached text mastery, teacher often gave reinforcement/ encouragement to students, teacher used a personal approach, teacher taught the reading class step by step, teacher taught the new vocabulary of the reading by showing the real object, teacher gave home work of reading.

This study hopefully can give some contributions to enrich the strategies in teaching reading especially for slow learners.