CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the finding and discussion of the research. The research was conducted to answer six questions in statement of the problem.

A. Findings

In this chapter the researcher described and analyzed all the data collection trough observation checklist and questionnaire. This study uses observation checklist for slow learner adopted from Borah (2013) and for fast learner from Hedge (2000) and questionnaire as data collection. The questionnaire had distributed to 2 teachers. There were 14 questions in questionnaire. The result of the observation checklist was used to find out the characteristic of slow and fast learners also used to find out how the teacher taught both of them. The result of the questionnaire was used to find out the challenges experienced by English teacher in teaching English for slow and fast learners.

1. **Finding of the Characteristic of EFL Slow and Fast Learners Owned by Students in SMAN 1 Porong**

This section discusses the characteristics of EFL slow and fast learners in learning English that was conducted for two meetings. The first

meeting was conducted on 7th Mei 2024 and the second meeting was conducted on 14th Mei 2024.

a. Slow Learner

1) First Meeting

The class was conducted for 2 hours and the teacher conducted the teaching and learning activities well. In this meeting the researcher found several students who had the characteristics mentioned by Borah (2013) as a reference for researcher when conducting observation checklists. Slow learners had difficulty when the teacher explained a material, they looked confused and could not understand directly but they also did not want to ask questions because they felt embarrassed. Furthermore, slow learners in the class had difficulty speaking to express what they did not understand. It is made them unable to work quickly when given a task by the teacher. In this meeting the researcher found 7 learners who were included in the characteristics in the observation checklist.

2) Second Meeting

The second meeting was conducted on 14th Mei 2024, in this meeting the class was conducted for 2 hours just like the previous meeting. The researcher followed up on the findings about the character of slow learners in the class. Slow learners who were noted at the previous meeting are now the focus of researcher to find out more deeply and confirmed it. Slow learners at this second meeting

also showed the same characteristics as the first meeting, they listened to the teacher when the teacher explained but when given a task they could not understand the lessons that was conveyed and finally could not do the task properly. The slow learners found in this meeting were also the same as those found by the researcher in the previous meeting.

b. Fast Learner

1) First Meeting

The first meeting was conducted on 7th Mei 2024. Fast learner in the classroom, they really focused to the teacher when explaining. Sometimes when the teacher asked about the material before the teacher explained like question for brainstorming, they could answer though not really corrected. Fast learner in that classroom also could handle their friends who noised when the teacher explain the material, they could understand what the teacher explain although the teacher explained the bottom line. In this meeting the researcher fined 11 students that fall into the characteristic of fast learner in the observation checklist.

2) Second Meeting

The second meeting was conducted on 14th Mei 2024 the researcher entered the class again for ensuring the fast learner who had noted in the first meeting. Fast learners in that classroom could perform with their self when the teacher asks them to perform in front

of the class. At this meeting the researcher also found some of the same fast learners from the previous meeting. They could create a good learning atmosphere and helped teachers explained to their friends who could be said to not understand or who slow learners are. The fast learners found in this meeting were also the same as those found by the researcher in the first meeting.

2. **Finding of How the Teacher Teach Slow and Fast Learner in SMAN 1 Porong**

a. **First Meeting**

The first meeting was conducted on 7th Mei 2024. Before the class started, the teacher started the lesson by opening greetings. The teacher checked the student attendance list. The teacher did the brain reflection to recall the last material. The teacher explained the learning objectives or basic competencies to be achieved and conveyed the scope of the material and descriptions of activities. The teacher introduced the topic before start teaching. The teacher gave an explanation the material until finish. The teacher gave students the opportunity to ask questions about the material that was explained. The teachers gave special explanations to slow learners because some of the students still did not understand the material. The teacher gave oral questions related to the material that was explained to students. The teacher gave some exercise to the student. The teacher asked the students to answer the exercises that was given and

corrected together. The teacher gave feedback and reflection on teaching and learning activities. The teacher gave closing greetings to students.

b. Second Meeting

The second meeting was conducted on 14th Mei 2024. In this meeting in the teaching and learning process, the teacher gave treatment in class little different from the previous meeting. Before the class started, the teacher started the lesson by opening greetings. The teacher checked the student attendance list. The teacher did the brain reflection to recall the last material. The teacher introduced the topic before start teaching. The teacher gave an explanation the material until finish. The teacher gave students the opportunity to ask questions about the material that was explained. The teachers gave special explanations to slow learners because some of the students still did not understand the material. The teacher gave some exercise to the student. The teacher asked the students to answer the exercises that was given and corrected together. The teacher assigned tasks to be done at home and collected at the next meeting. The teacher gave feedback and reflection on teaching and learning activities. Students paid attention to the lesson plan for the next meeting. The teacher gave closing greetings to students.

3. The Teacher's Response to the Questionnaire for the Challenges in Teaching Slow and Fast Learner in SMAN 1 Porong

Questionnaire was used to determine teacher challenges in teaching English for slow and fast learner. In addition, it completed the research data.

The researcher gave the questionnaire to two teachers in the school who teach 10th grade. The question in the questionnaire form could be answered "Yes" or "No". The questionnaire was distributed to the teacher who teach slow and fast learner.

After distributing the questionnaire, the researcher analyzed the questionnaire to answer the research question number 5 and 6 that is to find out about the challenges experienced by English teacher in teaching English for slow and fast learner.

4. **The Result of the Teacher Responses for Questionnaire**

In this part, the questionnaire was given to teachers to determine the results of teacher responses regarding the challenges in teaching English for slow and fast learner and the questionnaire was distributed to 2 teachers. From data collection through questionnaires, teachers' responses to the challenges in teaching English for slow and fast learner were analyzed by using percentage in order to give clear information about the amount of "Yes" and "No" answers. The total of the questionnaire can be shown as follow:

Table 4.1 of Questionnaire Answer

No	Questions	Teacher's Response		Percentage of "yes" answer	Percentage of "no" answer
		yes	No		

1.	Apakah anda mengetahui tentang pelajar lambat?	2	0	100%	0
2.	Apakah anda mengetahui karakteristik yang dimiliki pelajar lambat?	2	0	100%	0
3.	Apakah anda mengetahui tentang pelajar cepat?	2	0	100%	0
4.	Apakah anda mengetahui karakteristik yang dimiliki pelajar cepat?	2	0	100%	0
5.	Apakah anda memerlukan teknik/strategi khusus untuk mengajar kelas yang terdiri dari siswa lambat dan cepat belajar?	2	0	100%	0
6.	Dengan menggunakan strategi tersebut, Apakah bisa membantu anda dalam mengajar keduanya?	2	0	100%	0
7.	Apakah anda perlu menjelaskan beberapa kali pada siswa yang lambat	2	0	100%	0

	belajar?				
8.	Apakah Anda menemukan beberapa tantangan dalam mengajar keduanya dalam satu kelas?	2	0	100%	0
9.	Menurut anda, Apakah kurangnya motivasi siswa menjadi tantangan anda dalam mengajar palajar lambat?	1	1	50%	50%
10.	Apakah terlalu banyaknya siswa dalam kelas menjadi tantangan anda dalam mengajar pelajar lambat?	2	0	100%	0
11.	Dengan adanya siswa yang lambat dan cepat dalam satu kelas, apakah anda kesulitan dalam menyampaikan materi?	2	0	100%	0
12.	Apakah siswa yang cepat belajar pernah menanyakan pertanyaan yang sulit?	1	1	50%	50%

13.	Apakah itu menjadi tantangan anda dalam mengajar pelajar cepat?	1	1	50%	50%
14.	Apakah pelajar cepat pernah menyulitkan anda dalam membuat pertanyaan?	1	1	50%	50%
	Total Value	24	4	120%	20%

Percentage of questionnaire result from the researcher:

1. The first question was "Apakah anda mengetahui tentang pelajar lambat?" and the two teachers answered "yes". It means that the teachers know about slow learner.

2. The second question was "Apakah anda mengetahui karakteristik yang dimiliki pelajar lambat?" and the two teachers answered "yes". It means that the teachers know about the characteristic of slow learner.

3. The third question was "Apakah anda mengetahui tentang pelajar cepat?" and the two teachers answered "yes". It means the teachers know about fast learner.

4. The fourth question was "Apakah anda mengetahui karakteristik yang dimiliki pelajar cepat?" and the two teachers answered "yes". It means the teachers know about the characteristic of fast learner.

5. The fifth question was "Apakah anda memerlukan teknik/strategi khusus untuk mengajar kelas yang terdiri dari siswa lambat dan cepat belajar?" and the two teachers answered "yes". It means that the teacher needs specific strategies for teaching classes of slow and fast learners.

6. The sixth question was "Dengan menggunakan strategi tersebut, Apakah bisa membantu anda dalam mengajar keduanya?" and the two teachers answered "yes". It means the teachers feel helped by the existence of these specific strategies for teaching slow and fast learners.

7. The seventh question was "Apakah anda perlu menjelaskan beberapa kali pada siswa yang lambat belajar?" and the two teachers answered "yes". It means that need to explain again and more detail about the material for slow learner.

8. The eighth question was "Apakah Anda menemukan beberapa tantangan dalam mengajar keduanya dalam satu kelas?" and the two teachers answered "yes". It means that the teachers find some challenges in teaching English for slow and fast learners.

9. The ninth question was "Menurut anda, Apakah kurangnya motivasi siswa menjadi tantangan anda dalam mengajar palajar lambat?" and the 1 teacher answered "yes", the 1 teacher answered "no". It means that the two teachers have different answer. The teacher answered yes because she agrees that lack of student motivation is a challenge in teaching slow learners but the other teacher answered no.

10. The tenth question was "Apakah terlalu banyaknya siswa dalam kelas menjadi tantangan anda dalam mengajar pelajar lambat?" and the two teachers answered "yes". It means the two teachers agree that too many students in a class are a challenge in teaching slow learners.

11. The eleventh question was "Dengan adanya siswa yang lambat dan cepat dalam satu kelas, apakah anda kesulitan dalam menyampaikan materi?" and the two teachers answered "yes". It means that the two teachers have difficulties in conveying the material in the class that consist slow and fast learners.

12. The twelfth question was "Apakah siswa yang cepat belajar pernah menanyakan pertanyaan yang sulit?" and the 1 teacher answered "yes" it means that the teacher ever has experienced being asked by a fast learner a difficult question. In addition, the other teacher answered "no" it means that the teacher never has experienced being asked by a fast learner a difficult question.

13. The three tenth question was "Apakah itu menjadi tantangan anda dalam mengajar pelajar cepat?" and the 1 teacher answered "yes" it means the teacher feel that being asked by fast learner is challenges for teaching. The other teacher answered "no" it means that the teacher not feel it became the challenges for her.

14. The four tenth question was "Apakah pelajar cepat pernah menyulitkan anda dalam membuat pertanyaan?" and the 1 teacher answered "yes" it means that fast learner make the teacher feel difficult to make question. But, the other

teacher answered "no" it means that the teacher do not feel difficult to make question when there is fast learner in the class.

Although, the researcher analyzed the questionnaire descriptively, the researcher also needed to simplify the description by using this column chart below. It is because the researcher wanted to make the description more vivid to be understood well.

Figure 4.1 Column Charts of Teacher Responses
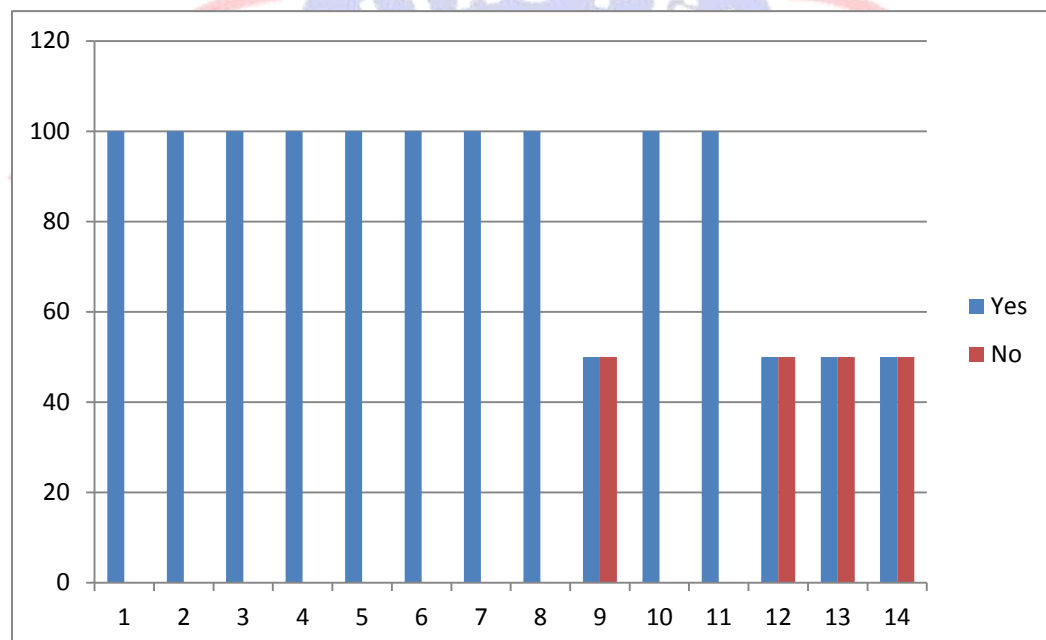
Based on data display above, it can be concluded that teachers had several challenges to face when teaching slow and fast learners.

B. Discussion

In this part, the researcher discusses the findings of the observation checklist and the questionnaire at SMAN 1 Porong. From the result of observation checklist for characteristic of slow learner, it was concluded that

the slow learner in the class there were 7 slow learners. The character of slow learner in the class related with the characteristic that conducted from Borah (2013). The slow learner shall improve their knowledge and ventured to ask the teacher. From the result of observation checklist for characteristic of fast learner, it was concluded that the students in this class who were include in the characteristic of fast learners there were 11 fast learners. The characteristic of fast learners in the class was related with characteristic that conducted from Hedge (2000). The fast learner shall help the slow learner to increase their knowledge.

From the result of observation checklist for teacher during teaching and learning process in the class was conducted for two meetings, it was concluded that the teacher did well in practically all aspect when teaching in the class that consist slow and fast learner. In pre teaching, the teacher gave greeting, checked the attendance list, gave brainstorming. The while teaching, the teacher explained the material in detail and gave more explanation to the slow learners who had any difficulties. The teacher gave the question to the student and corrected together. The teacher gave feedback and reflection to the learning process. Then in post teaching, the teacher ended by giving the lesson plan for next meeting and gave closing greeting. The steps above were related with steps from Maghfiro (2022). The teacher not used full English language because the teacher knew about the student in the class could not understand well especially slow learners. The students from slow or fast learners were also can followed the teaching and learning process well and paid attention.

From the result from the questionnaire that has been given to determine teacher challenges in teaching English for slow and fast learner, almost all questions got very great responses although some question got negative responses. The teachers answered yes were 120%. It means more than 50% the teacher had some challenges in teaching English for slow and fast learners. The teachers answered no were 20%. It means fewer than 50% the teacher had not challenges in teaching English for slow and fast learner. It was the same with finding from previous study by Bilal Zakarneh, Najah Al-Ramahi & Mahmoud Mahmoud (2020) the teacher had some challenges in teaching English for slow and fast learner. The challenges were identified such us the lack of motivation in slow learners, the large number of students in the class, the questions given by fast learners that are too difficult, requires several times to explain to slow learners, requires special strategies to teach both and difficult to convey the material. The teacher can increased their knowledge to teach and found the strategy to overcome the challenges in teaching English for slow and fast learners.

The previous study from Bilal Zakarneh, Najah Al-Ramahi & Mahmoud Mahmoud (2020) suggest that the challenges include mixed-ability classes tending to be uncooperative and fast learners get bored easily; challenging in planning for the lesson to teach a mixed-ability class; challenging in creating appropriate work-materials for the mixed-ability class; lack of best approaches to manage mixed-ability class; challenging in getting attention of all learners in mixed-ability classes; and frustration when teaching

mixed-ability classroom because of low motivation of weak students. This study also found the challenges of teaching English but this thesis found the challenges teaching for slow and fast learners in senior high school. Different with the previous study, this thesis made the teachers knew more about the challenges in senior high school which is students still need guidance from their teachers. The advantage of this research was that teachers can learn the characteristics of slow and fast learners to improve their teaching methods. This study contributed to education to increase understanding of slow learners and fast learners so that teachers or schools provide more treatment for slow learners. Meanwhile, this study also had shortcomings in data collection on slow and fast learners due to the limited time used by researchers.