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IMPLEMENTATION OF REMEDIAL TEACHING IN ASSISTING SECOND LANGUAGE LEARNER Maulana Yusuf Aditya STKIP PGRI Bangkalan E-mail: aditya@stkipgri-bkl.ac.id
ABSTRACT Key words: implementation, remedial teaching, second language learner
Many students get a low achievement in their learning. One of the suggested ways in overcoming the students' problems is remedial teaching. Contrary to the procedure, remedial teaching was mostly done perfunctorily.

This study was generally aimed to find out how teachers apply the remedial teaching in class. Specifically, this study was aimed to find out how teachers identifying students who need to be given remedial teaching, how teachers find the students difficulties in their learning process and how teachers devise strategies to overcome the students' problems.

In this study the researcher gathered data on the implementation of remedial teaching in senior high school. The focus of the study was the implementation of remedial teaching on English lesson on the students of SMAN 3 Bangkalan only. A qualitative research design was proposed to obtain answers to research questions of this study. The study that the researcher chose was case study.

The subject of this research was English teachers of the Tenth Grade Students of SMAN 3 Bangkalan. To collect data the researcher did observation, interview and documents gathering. The research finding was the implementation of remedial teaching in SMAN 3 Bangkalan was quite good, but it was not too much well done.

English teachers of SMAN 3 Bangkalan did the remedial teaching by analyzing the students' score, analyzing the students' disabilities and curing the students' disabilities.

But the enrichment program had not conducted yet. They did the all steps of the remedial teaching but there were several that they ignored. It was done unmaximally. And there was lack of teachers' role. Nevertheless, the implementation of remedial teaching in SMAN 3 Bangkalan was not done too much perfunctorily.

It could be said that it was had only a few methodological flaws. ABSTRAK Kata kunci: implementasi, program remedial, pembelajar bahasa kedua Salah satu solusi dalam upaya mengatasi kesulitan belajar siswa adalah dengan program pembelajaran remedial. Bertolak belakang dengan prosedur yang seharusnya, implementasi pembelajaran remedial dilakukan dengan tidak maksimal.

Secara umum penelitian ini bertujuan untuk mengetahui bagaimana guru mengaplikasikan pemebelajaran remedial didalam kelas. Secara khusus, penelitian ini bertujuan untuk mengetahui bagaimana guru mengidentifikasi siswa yang perlu diberikan pembelajaran remedial, bagaimana guru mengidentifikasi kesulitan siswa didalam proses pembelajaran, serta bagaimana guru menemukan strategi untuk menyelesaikan permasalahan siswa.

Penelitian ini befokus pada implementasi pembelajaran remedial dalam pelajaran bahasa inggris siswa SMAN 3 Bangkalan. Penelitian ini termasuk dalam penelitian kualitatif, yaitu studi kasus. Subjek penelitian ini adalah guru bahasa inggris kelas X SMAN 3 Bangkalan. Metode pengumpulan data berupa observasi, interview dan pengumpulan dokumen.

Hasil dari penelitian ini bahwa guru bahasa inggris di SMAN 3 Bangkalan dalam pembelajaran remedial melakukan identifikasi dan analisa terhadap skor siswa, mengidentifikasi kesulitan pembelajaran siswa serta memberikan penyelesaian pada permasalahan pembelajaran siswa. Hanya saja program pengayaan tidak dilaksanakan. Guru melakukan langkahu langkah yang seharusnya dilaksanakan namun ada beberapa prosedur yang tidak dilakukan.

Implementasi pembelajaran remedial yang dilakukan masih kurang maksimal, juga peran guru kurang maksimal. Namun daripada itu, pelaksanaan pembelajaran remedial ini sudah cukup sesuai prosedur. Bisa disimpulkan bahwa implementasi pembelajaran remedial di SMAN 3 Bangkalan hanya memiliki sedikit kekurangan.

INTRODUCTION Teaching and learning is an educative interaction process between teachers and students. The purpose is including 3 aspects: cognitive, affective and psychomotor. In gaining the teaching and learning process effectively, it is needed the maximal role of a teacher. In today's education reform era, student achievement is

prominent.

Teachers want to see the kids succeeding. Teachers want to see test scores rise. Nevertheless, many students get a low achievement in their learning. The teachers must remember that if a student fails then: the teacher has failed; the examination system has failed; the evaluation system has failed and by and large the education system as a whole has failed. One of the suggested ways in overcoming the problems is remedial teaching.

According to Direktorat Pembinaan SMA (2010), remedial teaching is a help for students who have difficulties or slow moving in their learning. It consists of two main steps; diagnose the students learning difficulties and conduct the remedial teaching (treatment). In addition, Muchtar and Rusmini (2001) stated that remedial is a learning system which based on a comprehensive diagnosis, in order to identify students who need help, locating the error or learning difficulties, and discovering the causal factors. Remedial teaching is to ensure the desired quality of learning.

It is very essential for ensuring effective learning and in improving the quality of education. It is a type of teaching aimed at correcting errors or addressing gaps in knowledge. Remedial teaching is identifying slow learners and giving them the necessary guidance to help them overcome their problems, after identifying their areas of difficulty.

Remedial teaching is a mean to optimize the scores of the lowered scores students. Thus, remedial teaching is assigned for the students who have difficulties in their learning process. Contrary to what is said, remedial teaching is done perfunctorily without identifying the areas of difficulty and underlying cause for lagging behind.

Based on the result of KTSP bimtek's program evaluation in 2008 and 2009 (Direktorat Pembinaan SMA: 2010), it is found that most teachers are usually neglected the basic procedures on undertaking the remedial teaching. They usually undertook remedial test only, without diagnosing the problems of the students, underlying the causes and devising some strategy to overcome the problems.

The implementation of remedial teaching may be said has been inconclusive and has serious methodological flaws. The researcher then questioned whether remedial teaching guarantees students' success if it is done incorrectly, whether this way of remedial teaching effective in improving the students' achievement in learning as what is supposed to be, whether it is still essential for ensuring effective learning and in improving the quality of education.

Beneath it all, how is the remedial teaching given in classrooms? Therefore, the researcher undertakes this case to be observed, in order to be a valuable input or evaluation in developing and correcting both the concept and the implementation of remedial teaching. RESEARCH METHOD A qualitative research design was proposed to obtain answers to research questions of this study.

This research studied verbal data through intensive study of cases. The researcher studied things in their natural settings, in this case was school, to interpret the implementation of remedial teaching. This study collected some type of non-numerical data to answer the research questions given in the previous chapter.

Regarding the nature of the study and the type of data being gathered, this study constituted a qualitative research. A qualitative research design is varied. The study that the researcher was choosing was case study. Therefore, considering that this research was aimed to describe how remedial teaching is conducted in classroom, case study design was the suitable one.

In this study the researcher gathered data on the implementation of remedial teaching in senior high school. The researcher used "teachers and students of senior high schools in Bangkalan" as the participants to be observed. The researcher chose SMAN 3 Bangkalan to conduct the research. The object of this study was English teachers of the Tenth Grade Students of SMAN 3 Bangkalan.

There are five English teachers and nine classes of the Tenth Grade there. The researcher observed only two English teachers and three classes of Tenth Grade. In this study, information gathering was taken from the primary data and secondary data. The steps conducted in collecting data were (1) Gathering official documents, the documents gathered in this study were the students' grades on the chapters of English lesson that the students got remedy; (2) Conducting observation. In this study, the researcher undertook a non-participant observation.

The researcher was not get involved in the activities of the group as subject, but remained a passive observer, watched and listened to the activities and drawn conclusion from the whole remedial teaching activities that are conducted by teachers; (3) Conducting interview to teachers, a structured interview was conducted to discuss and to ask all participants to revealing the answers of problems of the research.

The participants is interviewed about how teachers identifying students who need to be given remedial teaching, how teachers find the students difficulties in their learning

process and how teachers **devise strategies to overcome** the students' problems, that is **given to the English teachers** who are the participants of this research. And, (4) Collecting all the result of the observations, interviews, and other research session.

The steps that the researcher **used to analyze** data were (1) data reduction, the researcher chose the data whether it was relevant with the objective of study. The data was reduced and arranged systematically; (2) data display, the data was classified and displayed. Through that data, table was made to see the relationship among the data; and (3) conclusion and verification.

This step **was aimed to find out the meaning of** the data by finding their relationship, their equalities and also their differences. To conclude, the researcher compared the data obtained from the research subject with the **basic concepts of** the study. And the next step was verification, to get the more valid, reliable and objective conclusion.

RESULT AND DISCUSSION a.

First teacher The remedial teaching **was given to the students** who got low score on their test. What was judged as low score was score that has not reached KKM (Kriteria Ketuntasan Minimal) that standardized by the teachers at the school. The KKM determined for English lesson there was 75.

So if the students' score on test was lower than 75, it is considered as a low scored students that need to be given remedial teaching. Through the first observation the researcher conducted, the remedial teaching this teacher conducted was only remedial test. The teacher jumped **up the steps** of the remedial teaching. What was seen was that the teacher gave only remedial test.

No identification of **students who need** to be given remedial teaching, no diagnosing of the students' difficulties, no identification of the **possible causal factors** of the students' difficulties, and no step of devising strategies in overcoming problems lagging behind. **Contrary to what** was found on the observation, through the interview the teacher stated that she did identification **of slow learners** that **was done through** the result of test, students' academic assignment, and observation of students' class interaction.

She was diagnosing the students' difficulties or disability through **the analysis of the** test items and the students' interactions while in the **teaching and learning** process. And in discovering the **possible causal factors** lagging **was done through** **the analysis of the** test. The solutions were re-teaching, and giving individual assignments. b.

Second Teacher It was also applied equally at the class of the second teacher that

remedial teaching was given to the students who got low score on their test. What was judged as low score was score that has not reached KKM (Kriteria Ketuntasan Minimal) that standardized by the teachers at the school. The KKM determined for English lesson there was 75.

So if the students' score on test was lower than 75, it is considered as a lowered scored students that need to be given remedial teaching. As what the researcher seen in the previous observation on the first teacher's class, in conducting remedial teaching, the second teacher who the researcher observed, also jumped on the steps of the remedial teaching. From what the researcher seen that moment, the researcher gave only remedial test.

No identification of students who need to be given remedial teaching, no diagnosing of the students' difficulties, no identification of the possible causal factors of the students' difficulties, and no step of devising strategies in overcoming problems that lagging behind. What was found from the second observation until the last observation (3rd observation), the remedial teaching that this teacher conducted was just the same.

Through the interview, the researcher got additional information that this teacher conducted remedial teaching by identifying the slow learners first. It was done through the scores of the test, beside observation of students' interaction and academic achievement. Then, she was diagnosing the students' learning disabilities, through the analysis of the test given, and also through the pre-requirement test she conducted before the summative test. And she was identifying and discovering the possible causal factors of the students' problems.

It was done through the analysis of pre-requirement test, and analysis of test items. The strategies in overcoming students' problems she devised were re-teaching, peer tutoring, group learning, private consultation and giving assignment. What was done by the English teachers who participated in this research was quite good, but it was not too much well done.

There are several steps that should be conducted that they ignored. The remedial teaching was conducted unmaximally. As what can be seen from the description below: The first teacher first did identification of slow learners through the test score, as what stated. And so did the second teacher. The second teacher did the step of identification of slow learners by giving them a kind of summative test.

Even though it was not done or stated implicitly during the research session, the researcher inferred that the teacher was also identifying the slow learners through

students' academic assignment and observation of students' class interaction. So, both teachers did the step of **identifying slow learners** completely. **Then the second** step conducted was diagnosing the students' difficulties or disability, which was done by the first teacher through **the analysis of the** test items and observation of the students' interactions while in the **teaching and learning** process.

There could be five ways in framing this second step, but she conducted two steps only. No pre-requirement test, no viewing of student' personnel files, and no interviews to students. While the second teacher did it through pre-requirement test or pre-test (the teacher called so) beside **the analysis of the** test items of the test given and observing student's interaction in **teaching and learning** process. But she conducted no viewing of student' personnel files, interviewing students neither.

She conducted three steps only. Nevertheless, this teacher did more than the first teacher. It can be said both **teacher did the** step of diagnosing students' difficulties unmaximally. Because they stated that they never conducted interview to students, and they never view the students' personnel files.

There must be, though it is rare, a scarcely happened case, which needed further analysis and also further involving of the teacher. The steps **the teacher did** not conduct were also essential in determining the **success or failure** of the remedial teaching. What to emphasize here, this step of diagnosing students' difficulty is **one of the main** steps that should be done carefully and maximally.

This step might influence the success of the remedial teaching itself. But it necessary to be underlined that teachers had not did the all five ways. Interviewing and viewing students' personnel files are contextual. **It depends on** the problem the students got and also the situation and condition surrounding. As the teacher stated, "The possible cause **was they might** got difficulty in one topic, or the comprehension of the topic I taught". And it was mostly the problems.

If the problem was such problems then it was not needed to interview and view the students' personnel files. The next step was discovering the **possible causal factors** lagging behind. The first teacher did this through **the analysis of the** test and result of observation. While the second teacher did this through **the analysis of** pre-requirement test, beside **the analysis of** test items and **analysis of the** result of observation of students' class interaction. This step was a string step of the second step.

If the step of identifying students' difficulties conducted was only two, then the step of discovering the **possible causal factors** would be only two also. It could be said that

actually this step is the part of identifying students' difficulties. And what was next is the step of devising strategies to overcome the students' problem or difficulty or disability.

The first teacher in devising strategies in overcoming the students' problems stated that "determining the level of difficulties is contextual. It depends on the number of students who got remedy. If it is numerous, the teacher needs to conduct further analysis, but it's not needed if they are only a few I think".

She determined the appropriate remedial teaching, what kind of solutions the students need. While the second teacher, even it was not stated implicitly, the researcher inferred that determining the appropriate remedial teaching procedure would certainly be done by the teacher.

Both teacher must had known what kind of problems the students got, what level of difficulties the students got, which disability need to be remedied, so that they must devising strategies and solutions well, even though not too much well done. And the last was giving solutions or strategies in overcoming the students' problem. The solutions given by the first teacher were re-teaching, study group and giving individual assignments only.

There could be six solutions, but she conducted three of the six. It could be said, the remedial teaching this teacher framed was not too good. While, the second teacher got more strategies to overcome the students' problems, it were re-teaching, peer tutoring, group learning, private consultation and giving assignment. Private consultation she conducted is the same as individual guidance. So this teacher conducts 5 of the six solutions.

It could be said that this teacher framing the remedial teaching quite good. Again, this last step was the main step of the whole steps should be conducted. Diagnosing and curing were certainly the main point of correcting errors. If this step is done unmaximally, it affects the result of the remedial teaching. This determines whether the remedial successful or fail. As what the teacher stated, the remedial was often not only once.

What the researcher obtained in data gathering of students' scores, most of them were failed in the test. Eventhough after joining the remedial teaching, their scores were still low. Even, some of them got lower score than what they got in the previous test before the remedial teaching.

The failure could be caused by the incompleteness and unmaximally role of the teachers in conducting the remedial teaching. In gaining the teaching and learning process effectively, it does need the maximal role of a teacher. If the remedial teaching is done unmaximally then the remedial probably will be failed, whereas remedial teaching is a way to ensure the desired quality of learning.

Again, it must be remembered that if a student fails; the teacher has failed; the examination system has failed; the evaluation system has failed and by and large the education system as a whole has failed. So, to avoid and minimizing the chance of such thing happened, teacher should do the remedial teaching correctly, inclusively, and seriously.

What the researcher can infer by this study that the implementation of remedial teaching in SMAN 3 Bangkalan was not done too much perfunctorily as what was founded in the previous research. CONCLUSION AND SUGGESTION English teachers of SMAN 3 Bangkalan had done the remedial teaching, they analyzed the students score, they analyzed the students' disabilities and they cured the students' disabilities. But the enrichment program had not conducted yet. Teachers here conducted remedial teaching not too much correctly.

They did the all steps of the remedial teaching but there were several that they ignored. It was done unmaximally. And there was lack of teachers' role. Nevertheless, the implementation of remedial teaching in SMAN 3 Bangkalan was not done too much perfunctorily. It could be said that it was had only a few methodological flaws.

What the researcher can say that those incomplete and unmaximal framing of remedial teaching might be caused the failure of the remedial teaching itself. Considering that remedial teaching is essential for ensuring effective learning, here are some suggestions for teachers in framing remedial teaching: Teachers have to conduct remedial teaching correctly as what the procedures should be. There should be maximal role of teachers in conducting the remedial teaching.

To avoid failure in remedial teaching, teachers have to conduct remedial teaching seriously, maximally and inclusively. Remedial teaching is essential for ensuring effective learning, so it should not had methodological flaws in the implementation. Due to the failure of remedial teaching might because of the time available was too limited, while the teachers had to care too many students, school here has to limit the number of students the teacher teach. It should not numerous.

Up till now, most of teachers oriented merely in only fixing the students' score, it should

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