

THE PRACTICE OF REMEDIAL TEACHING FOR EFL REMEDIAL CLASS

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ABSTRACT

Some issues found that English competencies are at a low level to be mastered by the students. Hence, the additional course is needed to help the low achievers in mastering learning. A number of approaches have been applied to develop students' English achievement. Remedial teaching is the incentive course for remedial students in raising mastery competencies. Therefore, this study attempted to explore EFL teacher raise the low level students' mastery learning through remedial class. This study employed qualitative research, specifically a case study with English teacher who taught both in regular class and remedial class and the low level students called as remedial students as participants. The results revealed that remedial teaching offered a great opportunity to help remedial students in mastery learning enhancement through the treatment given by the teacher and remedial students success in reaching the English threshold. However, it did not rule out the possibility that remedial students still failed in remedial class. This is because several external factors such as the students' activeness and passiveness, class attendance, time management, and remedial test result. In a nutshell, remedial teaching is expected to help the students in enhancing their learning results.

KEYWORDS: remedial teaching; EFL teacher; remedial students

INTRODUCTION

Remedial education also known as remedial teaching is the supplemental instruction or additional courses connected with school for students who are slower at learning than others in arrangement with the formal course (Cashdan, Pumfrey, & Lunzer, 2006; Chen, 2007; Melton, 2008; Panlilio, 2012). This program is provided to help the students evaluate incompetent learning in regular class. According to Tseng (2008) cited in Huang (2010), remedial is a "spiral process of assessment – teaching – re-assessment". It is designed to provide children who are not able to control the teaching-learning process in a normal classroom (Selvarajan & Vasanthagumar, 2012).

Remedial activities can be done after the students' learning result decided by analyzing their threshold (KKM – Kriteria Ketuntasan Minimal). The schools have different KKM as their guidance of mastery learning (Nuriansari, 2012). It can be said that mastery learning can be achieved if the students at least get the minimum score of KKM and they can be categorized as the "improvement" students. Otherwise, if the students cannot achieve the minimum score of KKM, they are categorized as "remedial" students. Remedial students need treatment to fix or to cure their difficulties to solve their problems.

The success of remedial teaching at all levels has been researched for years regarding its effectiveness and practices (Chan & Li, 2002; Oudenhoven, 2002) in several countries including Indonesia. Each country has a result of the effectiveness and interpretation of the remedial program to be applied in their education. Called as a recommended approach for the students who need help, remedial teaching had been studied by the number of researches discussing diverse topics under remedial teaching theme in ELT. Many studies overseas were mostly concerned with the effect of remedial teaching and the students' ability. For example, a study on remedial teaching can also be perceived in reading difficulties for dyslexia students which was carried out by Jumani et. al (2011). They investigated the students' reading skill through the diagnostic and statistical manual of mental disorders then they tested the students in different two groups which were control and experimental. Remedial techniques brought a positive effect as the result of the study that means special students improve their reading skill in English after giving the remedial course. Jumani's et. al study shows that remedial teaching is one of the recommended approaches for enhancing students' EFL.

Unluckily, In Indonesia, the researcher claims that the implementation of remedial teaching in the EFL classroom is rarely found. One possible reason is the lack of awareness in implementing remedial teaching as an intensive program and supplementary program in schools. English teachers stated that the program of remedial intersects with time management. Due to that condition, the teachers only give a remedial test than remedial teaching for the students. On the contrary, remedial teaching has been discussed on Permendikbud Number 104, (2014). The government on the report states that schools need to implement remedial teaching if their students do not get the KKM. Moreover, in the Indonesia context, the research of remedial teaching is hardly found to discover on its implementation. On the other hand, a research carried out by Rahmatiah (2014) can be considered as the evidence of students' English learning outcomes by implementing remedial teaching. The study was classroom action research in which on the first stage the teacher diagnoses the low achievers, then, in the second stage, the teacher identified the students' result after giving remedial teaching. The finding was remedial teaching resolve the students' learning difficulties related to the understanding the meaning in the written text.

Therefore, there is a need to investigate the role of the teacher and remedial students in enhancing the mastery learning and raising the KKM in remedial class. The findings of this research will reveal not only the implementation of remedial teaching done by the teacher and remedial students in remedial class, but also the English test score after being given remedial. Besides, the reasons of the students' achievement are also explored. In addition, the implementation of remedial teaching focuses on three points such as teaching and learning strategies, materials, and assessments. As a result, this research attempts to answer these predominant questions:

1. How is the implementation of remedial teaching in teaching English?
2. How is students' English test score after being given remedial teaching to fulfill the requirement of KKM?

3. What are the reasons behind the students' achievement?

1.1 Teaching and learning strategies in remedial teaching

The term language teaching-learning strategy has been defined by many researchers. Wenden & Rubin (1987:19) define teaching-learning strategies as "... any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information." Richards & Platt (1992:209) state that teaching-learning strategies are "intentional behavior and thoughts used by teacher and learners during learning as to better help them understand, learn, or remember new information." Claus & Casper (1983:67) point out that a teaching-learning strategy is "an attempt to develop linguistic and sociolinguistic competence in the target language." According to Stern (1992:261), "the concept of teaching-learning strategy is dependent on the assumption that teacher and learners consciously engage in activities to achieve certain goals and teaching-learning strategies can be regarded as generally perceived intentional directions and learning techniques."

Vann & Abraham (1990), Thornbury (1999), most of the literature on teaching-learning strategies, and the researcher's own intuition identified 8 main cognitive teaching-learning strategies contributing directly to language learning, those are clarification/verification, guessing/inductive approach, deductive approach, practice, memorization, monitoring, induction, and creating the conducive atmosphere.

According to Vann & Abraham (1990), clarification/verification is the strategies to "ask for meaning, repetition, or explanation of utterance, repeats, confirms, or indicates lack of understanding of utterance meaning". Guessing/inductive approach is the way how the teacher gives the examples at first then he/she teach the rule of the material (Thornbury, 1999). While a deductive approach is the opposite of inductive where the teacher teaches the rule of the material at first then the students are asked to apply the rule on the example (Thornbury, 1999). Practice is the strategies in doing several assignments or tasks done by the students (Vann & Abraham, 1990). Memorization strategies push students to recollect certain material rules (Rubin, 1981). Monitoring is implemented by the teacher and students to ask and verify the correctness of form, on task only (Vann & Abraham, 1990). Induction strategies are known as the mnemonic keyword method in which the strategies are applied to find the keywords and find the clues in making judgments about the correctness of the assignment (Vann & Abraham, 1990). Then, creating the conducive atmosphere is the strategies based on the researcher's awareness in which the strategies are found in the classroom when the teacher uses instrumental music as the students' relaxation in doing the assignments.

1.2 Choosing materials in remedial teaching

A key feature of effective teaching is the selection of instructional materials that meet the needs of students and fit the limitation of the teaching and learning situation (Scarino & Liddicoat, 2009). There are many pressures for teachers to match the audio-visual stimuli of television, computers, and electronic games with which students are experienced. The speed of personal computers and the ease

of authoring systems permit instructors to design and customize computer-based audio-visual presentations and to develop computer-based assignments for their students. The tremendous increases in rates of information transfer, access to the Internet, and posting of materials on the World Wide Web give teachers and students a limitless supply of resource material (Lau et, al., 2018). In addition, the ease of electronic communications between teacher and students provides new opportunities for sharing questions, answers, and discussions during a course.

Learning and teaching have inevitably advanced from a traditional, classroom-based, textbook-centered, group-learning oriented setting to a more flexible, anywhere-anytime-based and e-learning-resource-oriented (Lau et, al., 2018). Thus, this study use textbook as nature pose some problems as resources for use in language learning (Scarino & Liddicoat, 2009). On the other hand, resourcing language learning involves more than a textbook and it is likely to supplement, or even replace, textbooks with other materials more relevant to our own learners and our teaching goals (Johnson & Anderson, 2011). As a result, the textbook used in this study is supplemented with online resources as the relevant material.

1.3 The assessment in remedial teaching

Assessments can be either informal or formal (Brown, 2010) with each form having different uses, goals, and benefits. Informal assessment is reported as incidental or unplanned comments and responses and impromptu feedback by saying “Nice job!”, “Good work”, or it can be said clarification such as, “I think you meant to say broke the glass not you break the glass”, or it can be putting a sign such as “+” mark, emoticon “☐” (Brown, 2010). It can be concluded that informal assessment is done during in-class learning to know or to stimulate the deeper knowledge of the students. It can be said that informal assessment as a chance to provide opportunities for students to present or report their learning.

In reverse, formal assessment typically means using a test that involves standardized administration. According to Brown (2010), formal assessment is “systematic, planned techniques constructed to give teacher and students an appraisal of students’ achievement. In addition, Brown (2010) says that all tests can be categorized as a formal assessment such as exams, reports, projects, quizzes, and tests. Brown points out the formal assessment become two types, those are formative and summative assessments. In this study, the formal assessment is focused on the formative test and a remedial test.

2 METHODS

2.1 Research design

In line with research questions which explore the topic in greater detail, the researcher decided that the issue above would be effectively addressed using a qualitative approach to research. Therefore, this study would seek to explore the condition of the teacher and students in the natural setting of the class to gain a deeper understanding of remedial teaching. In starting this qualitative research that

deals with the implementation of a remedial class that is being discovered, the researcher, then, designed the research into a case study.

2.2 Participants

Since this study is focused on the remedial teaching for teaching English, the researcher chooses the teacher and remedial students as subjects of this study that is being observed. The teacher was selected because he has double roles both in the regular class and remedial class. The school facilitates an English teacher who has experience in teaching a regular class and remedial class that can be advantages for the researcher to obtain deeper information about the impact of remedial class. It is because the school policy requests them to evaluate the beginning learning process of each student up to raising the improvement. In selecting the students, there are two considerations. First, the students were not able to accomplish English materials. Second, they were not able to raise the threshold of the English subject.

2.3 Research data and instruments

The researcher formulated three research questions in this study. The first research question is about the implementation of remedial teaching in teaching English, the second research question is about students' English test result after given remedial teaching to fulfil the requirement of KKM and the third research question is the reasons behind the students' achievement. In details, how data are gained will be explained in the box below:

Table 2.1 The gained data

Research Questions	Source of Data	Data	Data Collection Techniques	Instruments
How is the implementation of remedial teaching in teaching English?	Teacher and students	Teacher's and students' actions	Observation	Field Notes
How is students' English test score after being given remedial teaching for the English topic to fulfil the requirement of <i>KKM</i> ?	Teacher and students	Teacher's document result	Observation and Documentation	Document

What are the reasons behind the students' achievement?	Teacher and students	Classroom Observation and the teacher's document result	Observation and Documentation	Field Notes and Document

On the first research question, the data would be teachers' and students' verbal and non-verbal behaviors during the activity of the remedial class. In other words, the source of data was gained from the result of the observation of the remedial teaching-learning process.

On the second research question, the researcher used students' score after given remedial teaching by analyzing or observing students' English test result which is obtained from the teacher before and after getting remedial teaching to know their capability to reach the expectation of KKM requirement as the data. Then, the source of data was the teacher's document.

On the third research question, students' activities and participation in class and the students' achievement before and after getting remedial teaching will be gained as the data. Thus, the sources of data are the observation results and the teacher's document.

In addition, field notes were used in eliciting the data during the observation process. It would describe the direct process of remedial teaching implemented in remedial class as the proof what had to be done during observation. This instrument was used to answer the first research question. Besides, the documents were used to answer the second and third questions. The documents were gained from teacher's physical documents which were about students' result before and after getting remedial and students' result after given remedial teaching in form of scores. They will be observed and described the scores to gain the data that the students had significant achievement after giving remedial class. They can be identified that the students reach the expectation to fulfil the requirement of KKM.

2.4 Data analysis

To answer the first research question, the researcher focuses on the data taken from the observation. The data is in the form of teachers' and students' action includes the teaching and learning activities, and assessment. In this case, the assessment was done by the teacher given while the teaching-learning process. In addition, the remedial material is also the data to be concerned in the first research question. The material, in this case, is chosen by the teacher specifically for the remedial class. The researcher will be observed the material in which the teacher has already prepared for

remedial class. The data will be written in the form of field notes. Among several field notes, the researcher will observe the data from them, then they will be categorized each aspect of implementation as the final result of the first research question.

Table 2.2 Remedial Teaching Implementation

Implementation Aspects	Actions
Teaching and Learning Strategies	From several field notes, the researcher will identify the phrases or sentences that show each aspect of implementation. Then, the identified phrases or sentences from several field notes will be grouped for each aspect.
Material	
Assessment	

Implementation was defined as set direction and context of the teaching-learning process (Barber et al., 2011) to achieve the improvement in students' learning outcomes, social-emotional well-being and attendance (Kam et al., 2003). In succeeding the implementation of the teaching and learning process, three major aspects were needed to indicate the goals of the teaching-learning process. They are teaching and learning strategies used by the teacher (Santiago et al., 2009; Stern, 1992; Rubin, 1981; Vann, R. J., & Abraham, R.G., 1990; Thornbury, 2002), material, and assessment (Millard, 2000).

Santiago et al., (2009) states that the way how the teacher teaches is one of the implementation aspects that need to be revised by the teacher collaborate with educational authorities such as teacher unions and school leaders. The technique used by the teacher may require the use of teaching aids as the evaluation of the teaching-learning process (Millard, 2000). Millard explains that any required from teaching aids could be as a reflection on learning and teaching, leading to changes in planning such as designing the materials to meet the students' needs and then alterations to the actual teaching section. The change of plan that aims to meet the students' needs could help the learning activities go well. The last implementation aspect may involve assessments of students. Millard states that assessment will benefit for the students from feedback on their learning, without assessment, improving performance is difficult.

To answer the second research question, the researcher analyses the summative test result at first, then it will be found the number of students who raise the KKM or not. Then, the researcher identifies and classifies the students who do not raise the KKM who will join the remedial class. In addition, the students of this study are from three classes. Afterwards, the researcher will categorize the highest and lowest scores of the students in the summative test then it will be compared to the range of KKM. Moreover, the researcher also estimates the progress in remedial test scores towards

the summative test. On the other hand, the achieved scores in the second research question will be combined with the classroom observation data as the related reasons of the remedial students which are used to answer the third research question.

3 RESULTS

3.1 The Implementation of Remedial Teaching in Teaching English

The primary goal of remedial teaching implementation was going from the students' result of the summative test. It has been observed that from the result, there were students who did not reach the KKM. Thus, remedial teaching was implemented to facilitate remedial students. That was what distinguishes between a regular class and the remedial class. In addition, the differences between regular and remedial class were on the material in which the students in the regular class learned the objectives decided based on syllabus whilst the remedial students learned the certain objectives that they did not master in regular class which showed by the lack of KKM achievement in the summative test.

By analyzing the type of the questions of the summative test, the teacher made ten sections of the test included a reading of the report text as the first section and the following sections were grammar of gerund, infinitive, conditional sentence, linkers of contrast, and modals. For the last section, the test was matching the definition. As a result, the teacher taught gerund and infinitive and linkers of contrast as the objectives or material which were learned in remedial teaching because the students were weak on those materials. In this case, the teacher focused on the language feature known as grammar to teach the remedial students because on the summative test the teacher gave grammar as the major type of the test. For the information, those materials, gerund and infinitive and linkers of contrast, were not listed in the syllabus for secondary schools as the material which was to be mastered by the students. In addition, the teacher used the textbook which was published by Cambridge Press in which this book was more focus on the language features.

After the materials were decided, the teacher, then, conducted the remedial class. In this way, the teacher did not prepare a lesson plan as guidance for him to teach remedial students. Thus, this study described the way how the teacher taught by analyzing classroom observation. First of all, based on the observation, the teacher started teaching the gerund and infinitive by recalling the materials at the beginning of the class. The teacher asked students the characteristics or differences between gerund and infinitive. After that, the teacher applied the deductive approach by starting to explain more about gerund and infinitive then giving the example of the material in form of the tasks. In his explanation, he used a presentation slide of PowerPoint presentation to show the differences between gerund and infinitive. The explanation of the presentation was simply because the teacher only gave the main points or major keywords of the differentiation of the material. Then, he displayed some examples to apply the rule of the material. This was also the difference between remedial teaching and regular class where the teacher only explained the main point of the material. After it was felt the students understood the teacher's explanation, the teacher asked them to do the tasks. Among the

three tasks in the first meeting, the types and level difficulties of the tasks were the difference. For the first and second tasks, the teacher took from the textbook. Then, the teacher continued to the third task took from online.

Task 1: choosing infinitive or gerund for each number

Task 2: completing the blank space by using given verbs to be gerund or infinitive for each number

Task 3: choosing the given verbs (base/gerund/infinitive) for each number

While the students did the task, the teacher played instrumental music to relax them and avoid the noise. The teacher also monitored them by walking around to make sure that the students understand the task. From that activities, the students asked the teacher about the task that they did not understand. After few minutes, they discussed the task. The teacher asked the students to raise the hand and explain the reason of their answer or asked them to show the keywords of each number.

3.1.1 The teaching and learning strategies used by the teacher in remedial class

Based on the classroom observations, it was found the classifications of teaching activities which were described the actions of the teacher and the students. The classifications were mentioned below.

Table 4.3
Implementation Aspects

Implementation Aspects	Actions
Teaching and Learning Strategies	<ul style="list-style-type: none">• Clarification / Verification• Guessing / Inductive Approach• Deductive Approach• Practice• Memorization• Monitoring• Induction• Creating the conducive atmosphere

Those six classifications portrayed the condition for teaching and learning remedial class and it can be helped in achieving the learning objectives, in this case, it was related to the material. The communication was done in bilingual, English and Bahasa, in order to avoid misunderstanding between the teacher’s explanation and the students.

3.1.1.1 Clarification/verification

From the observations, it was found that the teacher sometimes gave clarification or verification of his explanation towards the answer to the question. This was a way of the teacher to clear up the students' answers in order to appropriate with the theory. Clarification was found in every meeting when the teacher re-explained, re-told, re-formulated, and recalled the material to the students.

T : Okay, class, we're gonna discuss gerund and infinitive. So, here, **who knows what the differences between them?**

S1 : **Sir, there is "-ing" on gerund** (the teacher assesses her without no one realize)

T : Good job. It is right that gerund can be identified from -ing. **Then, what about infinitive? Anyone?**

S2 : **Infinitive just like simple present tense, Sir!** (the teacher assesses her without no one realize)

T : Good. Thank you, class. So, here the details and examples of gerund and infinitive (the teacher is explaining the material by using a presentation slide and the students are keeping to understand)

Such a moment showed that the teacher recalled them by asking the material discussed then the students responded to the teacher. After the teacher reminded the material, he continued to verify the material by giving the detail explanation.

3.1.1.2 Guessing/inductive approach

Inductive happened when the teacher and students had a discussion session. At the beginning of this meeting, the teacher only reminded the students about the material in the first meeting. After that, the teacher gave them the additional material related to the first meeting but it was not about the rule of the material. Then the teacher gave them the task from the website.

....

S13 : I'll try, Sir! the answer is "working" because there is "more". So it must be gerund. Sir!

T : **Okay class, the right explanation for this number is... just look at "people spend more and more time". There is "spend". "spend" is gerund's certain verb. Just remember the list of the certain verbs. So the answer is working.**

From that situation, the students got a problem as it showed by S13 then the teacher re-explained the material back which was adjusted to the problem. It indicates that the teacher gave the examples in form of the tasks then he re-explained the rule of the material.

3.1.1.3 Deductive approach

Deductive in this observation was shown on how the teacher explained the rule of the material first then gave the examples in form of the tasks. In this time, the teacher reminded the material first because the students already got in regular class. After that, he gave a whole explanation of the material on the slides of power point presentation. Then, he asked the students to apply the material on the tasks.

T : So, class. These are the differences between gerund and infinitive.

A gerund is a verb + -ing, located after prepositions, followed by certain verb such as like, love, hate, miss, enjoy, finish, quit, avoid, consider. Gerund is the subject of the sentence. Okay, is there any question for this point?

Ss : No, Sir

T : Next. Infinitive has “to+verb1, located after adjectives, the certain verbs of infinitive cannot be mixed to be a gerund. For instance, never, need, want, decide, agree, choose, forget, remember. Verbs of infinitive are used to express purpose/reason.

From the part of the dialogue above, the teacher explained the rules of the material. He explained the rules one-by-one in order the students understand with his explanation, then he showed the sample examples to apply the rules. It indicates that the teacher applied the rules first then gave the sample examples and the tasks.

3.1.1.4 Practice

The teacher gave practice to the students on their textbook as the first assignment. Here, the task was about the certain verbs that can be used for both gerund and infinitive.

T : Ok, now, please take a look page 57 part 7B in your book and page 67 part 1A. Do it by yourself and I'll give you ten minutes.

(Then, the teacher plays instrumental music when the students are doing the task)

The task on page 57 was purposed to make the students knew how to differentiate gerund and infinitive when the task offered certain verbs for both. In addition, the teacher also offered an online task for the students. This task was a multiple choices model.

T : Now, for the next tasks, we move on to the online practice. Just take a look at the monitor (pointing the monitor). I'll show you the option of the answers and write it. I'll give you fifteen minutes to do it.

For the online task, each number has three option answers such as verb base, verb.ing, and to+verb. The students are asked to be able to choose the right answer among those three answers.

3.1.1.5 Memorization

The teacher was asked to the students to memorize the part of the material explicitly. In this case, the part of the material was about the certain verbs of gerund and infinitive.

T : Great. Good job guys. Okay, let's discuss the next point of gerund and infinitive. I promised you last week that I'll give you the complete certain verbs for gerund and infinitive. So, here the certain verbs of them (pointing the slide show). You have to memorize them to make you easy to do the task and you can write them on your book.

Ss : Yes, Sir!

At the beginning of this class, the teacher gave the complete certain verbs of gerund and infinitive in the slide presentation and asked the students to write then memorize the verbs. In this case, memorization was not the main focus of the teacher. The teacher only asked them to memorize for the students' stocks for answering the tasks in the final remedial test.

3.1.1.6 Monitoring

Monitoring was aimed to control the students' activities whether the students really understand or not. This situation was showed when the students did their tasks. The teacher looked around and came to the students' chair to ensure that they did their tasks and help them in their difficulties. The teacher monitored them in the way the students did their tasks. Such activity, what the teacher did, was to control how far the students' understanding in learning the material. Sometimes, the students came to the teacher's chair one-by-one to ask the material that made them confused or clarify their answers. The teacher did the monitor by coming to the students' chair in each time they did the tasks. This activity can be categorized as a personal discussion.

3.1.1.7 Induction

Induction was one of the teacher's technique that aimed to teach or show the students how to find the important points or keywords of the question in order the students easier to identify the question and choose the right answer.

...

Ss : To meet (some of them) meeting ... (a few of them)

T : **Okay. We first find the keywords. There is “remember” on the sentence, remember is infinitive’s certain verb. So, the answer is “to meet”. Besides, the context is purpose. Next, number two, let’s find the keywords!**

From the dialogue, the teacher re-explained the theory of the material then he asked the students the answer. Unfortunately, the students still confused. Thus, the teacher showed them the keywords of the question and clarified the right answer.

3.1.1.8 Creating the conducive atmosphere

From the observations, the researcher found that the teacher gained the classroom management by turning on instrumental music in order for the students relaxed and created the conducive class. It brought the effect for the students, they were more calm to do the tasks and the way of teacher’s method in avoiding the noise. The music was played around the class from the teacher’s laptop and a small speaker. Even the students’ and teacher did the personal discussion, the situation of the class was still conducive and the discussion did not bother with the music.

3.1.2 The materials used by the teacher for remedial class

The teacher used two references to train the students in the remedial class, those were textbook and three sources of websites. The textbook was “English in Mind” Second Edition Student’s Book 3 published by the Cambridge University Press.

The second reference for the students to do the tasks was from three different websites. Those websites were <https://www.ego4u.com/>. After the remedial class was done in four meetings, the teacher conducted a remedial test in a day. The materials tested were gerund and infinitive (see Appendix 7). It can be concluded that the teacher examined the materials taught in the class tied in with the students’ difficulties.

3.1.3 The description of the assessment used by the teacher for remedial class

The assessment which is done in the class to assess the students’ activities was called informal assessment. While the assessment of students’ enhancement before and after given remedial class was known as formal assessment.

3.1.3.1 Informal assessment

This assessment was proposed to the students who were active in the class. The teacher assessed the students by giving additional scores as their participation in class. The process of the assessment carried out by the teacher was conducted in private which meant that the students did not aware if they were assessed. It can be seen that the teacher did an assessment of the students who were active

in class and trying to answer the question. From the observation, the teacher assessed the students by giving plus (+) marks on his document.

Table 4.4
Students' Result

NO.	NAMA	SUMMATIVE	REMEDIAL CLASS	REMEDIAL TEST	END RESULT	INCREASING
1	S1	47	++	84	77	37
2	S2	64	++	88	77	24
3	S3	72	+	80	77	8
4	S4	67	+	92	77	25
5	S5	73	++	96	77	23
6	S6	61		84	84	23

From the table above, it indicates that S1, S2, S3, S4, and S5 got the plus marks in which they were active in class. In addition, when the student tried to answer the task and the teacher heard the explanation then he gave positive feedback by saying “good job” “thank you”, the teacher typed the additional score for the student on his document in a laptop. Thus, this process was not known by students.

S2 : Me! (then, reading the question) the answer is “to be”, Sir!

T : **Excellent.** Your answer is right. So, explain why it is “to be” not “be”

S2 : Because *itu dia ada kata want, Sir termasuk infinitive* (the teacher is assessing)

T : **That is right, good job. Thank you!**

(Then, they continue discussing the tasks. In this session, few students are confident to answer the task)

Such moments indicated that the teacher gave direct feedback for the students in appreciating the students' effort in learning the material. This brought the positive outcome that the students felt confident when they answered the task and it encouraged them to be better again by trying to answer the task.

3.1.3.2 Formal assessment

The researcher found the formal assessment was done by the teacher in conducting a remedial test. Remedial test conducted after the remedial class was done. The remedial test provided two materials such as gerund and infinitive; and linkers of contrast.

3.2 The students’ English test score after being given remedial teaching to fulfill the requirement of KKM

This section presents a description results of the students’ achievement after being given the remedial class as the second question. The students’ achievement was analyzed from their summative result and remedial test result. From the summative test, it was found that among three classes, the highest score was 93 of 75 which was achieved by two students of IX-B class and the lowest score was 43 of 75 which was achieved by a student of IX-B. Moreover, there were 20 students who did not raise the KKM and they had to join a remedial class with details IX-A class had 6 students, IX-B had 6 students, and IX-C had 8 students. The following table was the detail scores of students in the summative test and remedial test.

Table 4.7

Remedial Students’ Result

NO.	NAMA	SUMMATIVE	REMEDIAL CLASS	REMEDIAL TEST	END RESULT	INCREASING
1	S1	47	++	84	77	37
2	S2	64	++	88	77	24
3	S3	72	+	80	77	8
4	S4	67	+	92	77	25
5	S5	73	++	96	77	23
6	S6	61		84	84	23
7	S7	50	+	68	68	18
8	S8	64	+	60	64	-4
9	S9	43	++	84	84	41
10	S10	48	++	60	60	12

11	S11	74	+	80	80	6
12	S12	73		100	77	27
13	S13	72	+	92	77	20
14	S14	63		82	77	19
15	S15	73	+	82	77	9
16	S16	50		88	77	38
17	S17	72		100	77	28
18	S18	68		88	77	20
19	S19	66		60	72	-6
20	S20	50		0	50	-50
AVERAGE		62.5		78.4		15.9

20 Students

5 Students

Note:

S1 - S6: Students of IX-A

S7- S12: Students of IX-B

S13 - S20: Students of IX-C

Among 20 remedial students, the highest score was 74 of 75 and the lowest score was 43 of 75. It can be determined that they raised the average of the summative test result of 62.5. After the teacher identified the list of the remedial students, the teacher, then, began the remedial class once a week for a month. After the remedial class was done, the teacher conducted the remedial test to recognize the students' progression in learning English.

The result of the remedial teaching found that the students got a high progression in raising the KKM which was proven by their score results. The highest score was 100 which was gotten by two students and the lowest score was 0 which was gotten by a student. Though the remedial class succeeded in helping the students to raise the KKM, unfortunately, there were five students who still did not raise the KKM. There were 5 students who failed for the second time in raising KKM. However, the level of success of remedial teaching was 75%. It was evaluated from 15 of 20 remedial students who raised the KKM and 5 of 20 remedial students who did not raise the KKM. It

can be seen from the data analysis of students' results that the average score of the remedial test was 78.4 in which most of the students have already passed the remedial test when it compares with the average of the summative test, 62.5. Furthermore, the increasing score showed 15.9 on average.

In details, among 5 remedial students who were failed in second times had no significant increasing score of remedial test toward the summative test such as S7 only got 18 scores of increasing, S8 got -4 scores of increasing, S10 got 12 scores of increasing, S19 got -6 scores of increasing, and the last student, S20, got -50 scores of increasing. It can be seen that S20 had the slowest progression or zero achievements of learning English in the remedial class.

All in all, the success of the students in raising the KKM was good in implementing remedial teaching. It was because of only 05 of 20 remedial students who failed the requirement of the KKM. In addition, the students who reached the achievement simply passed the threshold with no high increases of English subject.

3.3 The reasons behind the students' achievement

The success of the fifteenth students and the failure of the fifth students were influenced by some factors such as the activeness in the discussion, passiveness (laziness) in the discussion, class attendance, time management, and remedial test result.

In details, all remedial students from the IX-A class raised the threshold, 3 of 6 students from the IX-B class failed the threshold, and 2 of 8 students from the IX-C class failed the threshold. Thus, the number of remedial students who failed was 5 students.

From those five factors above were emerged the students' success and failure. It was related to the observation done by the researcher. It can be seen from the students' activities in class whether they were active or passive students, they attended the class or not, they took the remedial test or not. Those factors can be investigated to the classroom observations. As an example of remedial students of IX-A who were most active in a class by responding to the teacher's question or volunteering to answer the tasks. The students who were active in class got the additional scores as the participation which helped the students to increase their score. The additional score was symbolized with plus (+) marks on the teacher's document.

In other words, the other classes such as IX-B and IX-C got the same treatment and participation assessment from the teacher. However, it was found that the remedial students of IX-B were the most failed. There were 3 remedial students who failed at second times. As in the teacher's document and classroom observation, those three students were active in class and they participated in the discussion session which made the teacher gave plus marks to them. Nonetheless, the students still failed the remedial test. It was because the remedial test scores that they got were small which cannot help them to raise the KKM and the additional score cannot increase their score.

On the contrary, the students who did not get the plus (+) mark from the teacher were categorized as passive students also passed and also failed in the final results. For instance, S12 from IX-B was passive in class because S12 did not contribute to the class discussion that can be shown S12 did not get plus mark. However, S12 passed the remedial test because S12 got the highest score. Otherwise, S19 from IX-C was not active or participate at all in classroom discussion. It can be seen from the observation of the classroom that the student was passive at the first meeting to the last meeting. As a result, the student did not have any records of additional scores from the teacher. In addition, the result of the remedial test was under the KKM which definitely cannot help S19. Thus, S19 was unsuccessful in second times.

For IX-C, there were two students who unsuccessful in reaching KKM, they were S19 and S20. The case of S19 differed from S20, the case of S19 has already been described above. While, S20, also did not succeed to raise the KKM. The reason for the failure was because the student did not attend the remedial class at the second meeting to the last meeting. The student only joined at the first meeting. Besides, S20 also did not take the remedial test who made the student did not have any record of the progression.

Nonetheless, among four factors that triggered the students' success and failure, time management can be considered as one of the factors. Time management, specifically in this study, has been offered in an hour and the teaching schedule was only once a week.

4 DISCUSSION

4.1 The implementation of remedial teaching in teaching English

The implementation consists of three aspects known as teaching and learning strategies used by the teacher (Santiago et al., 2009; Stern, 1992; Rubin, 1981; Vann, R. J., & Abraham, R.G., 1990; Thornbury, 2002), material, and assessment (Millard, 2000). Further, implementation for teaching-learning strategies is defined by the actions such as clarification/verification, guessing/inductive approach, deductive approach, practice, memorization, monitoring, induction, and creating the conducive atmosphere. For these actions, the similarity methods appear in theory and previous studies.

Clarification/verification as displayed in chapter IV discussed the communication between teacher and students to give a deep explanation in understanding the certain material (Vann & Abraham, 1990). In this activity, the teacher and the students were asked to give a clarification, retell, confirm, recall that makes them think deeply and re-think about the specific material. The way how the teacher did in remedial class is in accordance with Azizah's (2010) classification of remedial teaching methods. According to Azizah, one of the methods in remedial teaching was re-teaching which is the teacher's action in repeating the material that has been discussed in a normal classroom. This activity is also supported by Wang (1980) who states that one of the remedial teaching programs is adaptive in which they are asked to think and learn to become more active learners.

Guessing/inductive approach and deductive approach are the way the teacher gives a learning sequence about the rules and examples (Thornbury, 1999). These activities refer to Wang's (1980) program in which the teacher uses alternative instructional strategies in mastering the materials. It is called the adaptive program. In addition, memorization that was found in observation was one of the adaptive programs because the teacher asked the students to remember the verbs in order for the students easy to identify the questions of the task. Memorization strategies push students to recollect certain material rules (Rubin, 1981).

The practice purposes the teacher to ask the students to practice and do two or more tasks in each meeting (Vann & Abraham, 1990). This activity, according to Tu (1993), is categorized as a supplemental program in which help the students' in mastering the content-oriented of the materials and it is one of the test-taking strategies. In addition, this activity also includes Dasaradhi's (2016) classifications called training students in improving the materials and analyzing the students' performance. Wang (1980) also supported this activity by classified it into a basic skills program or teaching the basics (Dasaradhi, et. al, 2016) where the learning focused on achieving the materials.

The way the teacher monitored the students by walking or looking around the class and then giving personal discussion stimulated the students in understanding the material more. The teacher also asked the students to come forward to his table if the students wanted to ask a question or even ask some clarifications. What has been performed in class is supported by the Education Bureau of Hong Kong's (2007) types of remedial teaching. It categorizes as individualized educational where the teacher focuses on the students in individual or small group and handling pupils' behavior problems where the teacher observes the students' performance in class (Dasaradhi, et al, 2016).

Identifying the keywords of the tasks and the clues in making the correctness which known as induction strategies (Vann & Abraham, 1990). Wang (1980) states that this activity is categorized as learning strategies training program where the students are taught to thinking, learning, and self-management strategies to become active learners. Based on the Education Bureau of Hong Kong (2007), this activity can be called as handling pupils' behavior problems where the teacher helps the students to become more confident. Dasaradhi et. al (2016) categorized this activity as the effort in enhancing curiosity in students. What have been performed by the teacher in remedial class is in accordance with Dasaradhi's et al. (2016) classifications. According to Dasaradhi classification, the remedial students can be given 30 techniques of giving treatments such as giving memory tips, giving importance in the class, questioning for practice, teaching the basics, and enhancing curiosity in students.

For the next activity found in the observations was creating the conducive atmosphere. In this way, the teacher played instrumental music at each time of doing the tasks. It created a beneficial situation when the students did their tasks by avoiding the noise of the class and they can be more focus on the

tasks. According to Dasaradhi et al. (2016) & Aziziah (2010), the treatment for the students will be more successful if the teacher uses audio-visual aids where in this study the teacher used audio aids and this activity can be known as creating a safe environment. Based on the four times of observation, the teacher did those actions in frequent.

The second aspect of the remedial teaching implementation is the materials. In this study, the materials refer to the materials that have been tested in a summative test. The teacher's main focus in these materials was the linguistic feature for instance grammar as his major teaching for remedial students. It was because the teacher used a global sourcebook as the reference in implementing grammar as the main parts of the summative test. In addition, the teacher used the textbook which was published by Cambridge University Press which was intended to the global schools in which it was not appropriate with the Indonesian curriculum context, 2013 curriculum.

What has been given by the teacher is in contrasts with the curriculum implemented in this school that is 2013 curriculum where the main focus of test and teaching-learning process should be in accordance with the syllabus (Kemendikbud, 2014). The Ministry of Education and Culture authorizes it as the role-play of the curriculum. They approve that one of the role-plays of 2013 is the curriculum as the material in which the material taught and teaching-learning process should reflect on the syllabus. In addition, Kemendikbud (2014) empowers that 2013 curriculum is implemented through integrated skills, attitudes, and knowledge. Thus, the teacher should teach the four skills in one teaching.

The last aspect of implementing remedial teaching was the assessments. The assessments in this study were in two types, those were informal and formal assessments (Brown, 2010). The informal assessment was found during the teaching-learning process where the teacher gave the additional scores for those who were active in class. Besides the additional scores, the teacher also gave the verbal feedback to those who tried to confident in answering the question. This activity is supported by the Education Bureau of Hong Kong (2007) provides motivation in term of reward scheme where it brings advantages for the students.

For the formal assessment, based on the observation, the teacher conducted a formal assessment in the form of a summative test and remedial test. Thus, formal assessment focuses on the students' achievement in raising the threshold known as KKM. This assessment would be discussed in the next subchapter.

4.2 The students' English test score after being given remedial teaching to fulfill the requirement of KKM and the reason of the students' achievement

This study concludes that the remedial teaching brings successes for the remedial students because less than a hundred percent the students are able to reach the requirement of KKM. The students' achievement is on seventy-five percent. It includes fifteen of twenty students who are able to pass the

requirement of KKM. However, remediation does show a positive impact on achieving the students' scores.

As implemented at any level of the students' ability and school backgrounds, remedial teaching has been studied by the number of researchers. They confirm the achievement of the remedial students after getting the remedial class. Surprisingly, they agree that the remedial students are at a moderate level. Low-Achievement students have various skills in learning school subjects. Among some skills learned in remedial class, there are some students who succeed in achievement and others fail (Armana 2011; Al-nwaiem, 2012). The study that has been done by Armana and Al-nwaiem focuses on teaching skills such as listening, speaking, reading, and writing. The students who are observed by Armana do not succeed in learning grammar even the teacher teaches the skills by not lacking the language features because grammar is the unity of writing (Armana, 2011).

While the study conducted by Al-nwaiem agrees that the students have low awareness of prepare the teaching-learning process in remedial class. Besides the students' skills that have been researched, he observes the students' psychological effect on their learning English. The students who have low achievement realize that remedial teaching is important to program for them to settle their achievement and to graduate (Breneman et al., 1998), but in the process of the program, many students do not complete their remediation (Bettinger & Long, 2006). Hence, it can be concluded that in remedial teaching, there are the success students and the failure students. In this study, the total students who achieve the requirement of KKM are fifteen and the total students who do not achieve are five.

The failure of the fifth students and the success of the fifteenth students are influenced by some factors such as the activeness in the discussion, passive (laziness), class attendance, and remedial test result, time management. According to Chang (2010) and Souriyavongsa, et, al. (2013), one of the reasons that cause the students' strength and weak on English language learning are their activities in class, whether they are active or passive which is in accordance with Alderman's (2004) statement. Alderman says that the students' poor performance is influenced by a lack of effort. Besides, the students' activities are also supported by the class attendance where the students should participate in the class in order the teacher can control the students' understanding of learning (Hale, 2015). Then, after meets the activities of the students and their attendance are conducted, the next consideration is the remedial test result in which it determines the students' success or failure. According to Dembo (2004), the factors of the students in remedial teaching are not only perceived from the internal cause of the students, but it can also be seen from the external cause such as time management in implementing the remediation. Based on the observations, the school, as the facilitation of remedial teaching in this study, regulates the remedial teaching in an hour and once a week. Students with better time management, approximately an hour and a half, have a higher score than poorer time management (Dembo, 2004).

5 CONCLUSIONS

This study concludes that the implementation of remedial teaching in this study focuses on the students' achievement in the summative test result. It can be said that remedial teaching implementation is used to facilitate for those who cannot reach the threshold in the summative test. The materials learned are chosen from the summative test in which the teacher identifies at first which materials that are the students' weaknesses.

For the second aspect of implementation, material, two kinds of resources are used to drill the students' understanding in which the teacher gives two sources from the textbook and online tasks.

For the third aspect of remedial teaching implementation which is assessments, the teacher does two kinds of assessment which are an informal and formal assessment. Informal assessment is tied up with oral motivation, verbal compliment, and giving additional scores for those who are active in class. Whereas, the formal assessment is employed through the summative test and remedial test as the evaluation of the remedial students' achievement before and after being given remedial teaching.

From the process of remedial teaching above concludes that remedial teaching successes in assisting the students to raise the threshold. As displayed in the previous chapter, the level of success is 75% which is showed that among 20 remedial students, 15 students can reach the KKM and only 5 students still cannot reach the KKM for the second times. It can be said that the remedial teaching does take an important role for the low-achievement students. From the results, there is no doubt that the students' success and failure are influenced by internal and external factors such as the activeness in the discussion, passiveness (laziness), class attendance, remedial test result, and time management.

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