

SLOW LEARNERS' DIFFICULTIES IN LEARNING BASIC ENGLISH LITERACY AND NUMERACY AT SMP L SIDOHARJO

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ABSTRACT

This research was obtained to investigate slow learners' difficulties in learning Basic English literacy and numeracy at SMP N L Sidoharjo Musi Rawas District. Mix method was applied in conducting this research in order to answer two research questions about the slow learners' difficulties and the factors of difficulties in learning Basic English literacy and numeracy. In collecting data, the researchers used diagnostic test and interview. Twenty seventh grader slow learners' took part as the subject of the research. And data from test were analyzed quantitatively, while data from interview were analyzed qualitatively by using model analysis of Miles and Huberman: data collection, condensation, data display and drawing and verifying conclusion. After analyzing data, it was found that slow learners at SMP L Sidoharjo face difficulties in Basic English Literacy and Numeracy. In literacy, they have problem in reading, especially in getting specific information from the text. Then, they also faced difficulties in arranging words into simple sentences and arranging simple sentences into a good paragraph. While in numeracy, they were difficult in comprehending data in the form of table, graph or chart. Calculating how much they have paid (price) and writing number into words became other difficulties for them. These difficulties were caused by several factors that come from internal and external factors. Their cognitive intelligence and their attitude in learning English were factors from themselves. In addition, their parents' careless relating to their study, limitation of learning facilities and their parents' educational background were affected to their success in learning. Furthermore, the quantity of using learning media and unvaried teaching techniques used by the English teacher affected to their interest and enthusiastic in learning English. These all became the factors of their difficulties in learning Basic English Literacy and Numeracy.

Keywords: Basic English, Learning Difficulties, Literacy, Numeracy, Slow Learners

INTRODUCTION

In improving a country's education, the role of English as an international language in the world cannot be ignored. Designing a new curriculum, syllabus,

lesson plan, learning media, language assessments until examination framework have been revised all the time by educational institutions. They prepared such a modern policy in education for young learners in all level of education, the students are required to develop their English language competencies.

In the first-time students learn English as a foreign language, they get a different experience. It is caused by English that has many differences with their mother tongue. Quite often, English as foreign language has different structure, law, systems, etc. There are students that easily in learning English, some students need time to learn and some others have struggle in the first time they learn. Many students have still many difficulties in learning English.

Ur (1996) divided teaching English into two components; aspects of language and language skills. In the first component, aspects of language, teachers must focus on the grammar, sound, pronunciation and vocabulary. Second, English has four skills that also must be handled by students; listening, speaking, reading and writing. The two components must be mastered by them. While, these also become problems for some students along with the methods of teaching and learning and their motivation in learning the language.

As far as this research is focus on the students (Junior High School Students) who have not been diagnosed with a learning disability, but still have substantial difficulties in learning English. They need such a longer time than others in learning English. They who has the ability to learn necessary academic skills, but at rate and depth below average same age peers are called slow learners (Lusiana, et al: 2021).

Furthermore Malik (2009) states that in order to grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful. It means that slow learner students usually have various obstacles in learning. A slow learner makes the difficulties in understanding something, as he has intellectual under the child in general. This kind of student need some special treatment from teacher, such as giving repetitions to help students in make a concept into a concrete one, keeping him connected, giving different instructions and many others.

Based on the observation and interview related to slow learners' English achievement with English teachers at SMP N L Sidoharjo, their English ability is low. That is the problem faced by the teachers over there. Even though the school has supplied them with some English books' collections in library, they seldom to visit it. The teachers also give special treatment, English as foreign language still become the most difficult lesson for them. There are almost a half of total students there are categorized as slow learners. And they have low achievement in English. They are lack of vocabulary as Basic English literacy and numeracy, has low ability in grammar and language skills. It is a crucial to analyze about their difficulties in learning English.

Investigation about the difficulties in learning English is interested for many researchers. Sultra and Baharudin (2020) analyzed about English learning difficulties to students at SMA Negeri 1 Batauga. The factor that affects the difficulty of students in learning English is the motivation or low interest of students in learning English. This is indicated by their indifference or reluctance to learn English. This reluctance has an impact on their mastery of English, especially English vocabulary and grammar as well as their reading and speaking comprehension skills. This is because students of SMA Negeri 1 Batauga rarely repeat English lessons at home and do not memorize English vocabulary gradually.

Shakeel et al (2022), Lusiana et.al., (2021), Nugrahayati and Mustadi (2018) were interested to discussed about slow learners in learning English. Some schools give slow learners different treatment, but many schools performed the same learning between regular students and slow learner. There are some appropriate strategies for slow learners such as Picture describing, role play and brainstorming were appropriate recommend strategies for teaching slow learners in learning English.

If teachers want to help learners overcome their difficulties in learning English, they should identify some factors that influence their English achievement. It is important for teachers of slow learning English students to be aware of the factors influenced them.

The aim of the research is to provide practical analysis of slow learners' difficulty in learning English as a foreign language. For this purpose, the current research is curious to describe the student difficulties in learning English as a foreign language. This idea encourages the researcher decide to do the research with the title: Slow Learners' Difficulties in Learning Basic English Literacy and Numeracy at SMP N L Musi Sidoharjo.

LITERATURE REVIEW

Learning English

In contemporary dictionary, learning is a knowledge acquisition or subject or skill through research, practice or training. When someone learn something, she tries to acquire it with some activities. Such learning English, students need to master English with its language aspect and skills.

The term of "learning" has ben defined by many researchers. According to Brown (2007), learning is the process of interaction of students with educators and learning resources in a learning environment. While, Tomlinson (1998) defines learning as a conscious process involving memory associated with information being studied.

In learning English as foreign language knowledge and skills, students need to be mastered pronunciation, vocabulary and grammar. And skill covers four

language skills that are listening, speaking, reading and writing skill. According to Ur (1996), there are two main components of teaching the language that is the 'what' and the 'how'. The former focuses on linguistic aspect such the sound or pronunciation, the teaching of grammar and teaching of vocabulary. The later focuses on the four language skills; listening, speaking, reading and writing skill.

Learning English holds prominent functions in many aspects of human life. O'Brien (2006) states that more people learning English today in the history of the world because English as important role for human's life to communication. In addition, Richards (2015), learning English means essential for today's generation to adapt to global communication, literature, media, and work in the present and future. Pointedly, learning English is learned very seriously by many people, and realizing that English is important many people want to study because English it will be easy to communicate with other people in the world.

Basic English Literacy and Numeracy

Zainuddin et.al., (2023) describe literacy and numeracy as basic skills needed by children in primary school. This skills are needed to analyze quantitative and qualitative information critically and implement such information for decision-making. Patriana et al., (2021) ; Rakhmawati & Mustadi (2021) explained that one of the important aspects that an elementary school child should have is literacy and numeracy. Further Setiawan & Sukanto (2021); Ojose (2011); Arslantas & Gul (2022) literacy as the basic skills that a person needs to analyze information critically, as well as implement it for decision-making in life. While, Perdana & Suswandari (2021) states that numeracy as a basic skill in implementing the concept of numbers and counting operations in everyday life, as well as the ability to interpret quantitative information encountered in the vicinity.

Literacy and numeracy are currently the aspects that have received attention from the Indonesian government (Fadilah, 2022). Furthermore, the Indonesian government has issued an official policy regarding strengthening literacy and numeracy through an independent curriculum (Shofa, 2021). The official launch of the independent curriculum starts on February 11, 2022. The implementation of literacy and numeracy strengthening reforms in schools can be observed from a relatively high level of involvement, demonstrated by the emergence of various empirical studies during the covid-19 pandemic in 2020. This fact can be proven through a Google Scholar search with the keywords "literacy," "literacy," "numeracy," and "numeracy," which yielded more than 100.000 findings. However, several studies show that the literacy and numeracy of elementary school students in Indonesia are still low (Rakhmawati & Mustadi, 2022); (Shabrina, 2022); (Ridha Aulia Putri, 2021); (Fitriana & Khoiri Ridlwan, 2021). Numeracy literacy is important as knowledge and skills in planning and managing activities well. Apart from that, numeracy literacy is important for calculating and interpreting data in

everyday life. This is the reason for replacing the national exam with literacy and numeracy. Strengthening literacy and numeracy for flat school students who are new, innovative, following the characteristics of students, and able to close theoretical gaps can be done easily if effective research trends in this area can be identified. Therefore, a systematic study is needed to examine the tendency of effective research to strengthen the literacy and numeracy of elementary school students in Indonesian context.

Literacy and numeracy knowledge and skills are essential foundations for learning, educational attainment, personal enrichment, social interaction and future employment. Literate and numerate students better understand and negotiate their world and are able to actively participate in all aspects of society as ethical and informed citizens. The English and Mathematics learning areas have a particular role in the development of literacy and numeracy skills. English provides a focus on language and meaning. Mathematics provides opportunities to select, use, evaluate and communicate mathematical ideas in a range of situations.

Basic English literacy is knowledge in literate information. It refers to a collection of abilities and individual skills in reading, writing, speaking, calculating, and problem-solving that are required for everyday life. Therefore, literacy and language abilities cannot be separated. Literacy is crucial to the existence of a learning society in the current age of knowledge (Nurchaili, 2017). Literacy is traditionally defined as the ability to read and write. Literacy is not limited to reading and writing; critical thinking skills are required to evaluate print, visual, digital, and aural sources of information to develop knowledge, skills, and attitudes (Purwo, 2017).

While, numerical literacy indicators include interpreting data, counting operations, and measurements something (Kemendikbud, 2017). The implementation of numeration contains the skills to apply mathematical concepts and rules in daily situations. Mathematics needs implementation, not only memorization.

In this research basic English literacy refers to students' ability in understanding the basic components and skills of writing and reading in English. This skills included students' vocabulary mastery and grasping information from a very short text information. In English numeracy, this research focus on the students' ability in pronouncing number of ordinal and cardinal in English. After that, students' ability in grasping data from a simple data presentation such as graph, diagram and table is also taking part of numeracy skills.

Learning Difficulties

One of the problem experiences by student in learning process is learning difficulties; learning difficulties are a certain condition characterized by obstacles

in the activity of achieving a goal, so it needs more effort to overcome them. Where these obstacles may or may not be felt by the student. These types of barriers can be psychological, sociological, and physiological in the whole teaching and learning process (Sugiyanto, 2014).

Learning difficulties may be due to external factors such as socio- cultural disadvantage, limited opportunities to learn, a lack of support from home, an inappropriate curriculum, in insufficient teaching in the early years. The learning problem these students experience is often got worse by their emotional reactions to lack success. These students, in the past, have been referred to as slow learners' and low achievers.

The most noticeable trait of learners with learning difficulties and learning disabilities is their inability to develop appropriate reading and writing skills. In most countries the term learning difficulty is applied to students who are not making adequate progress within the school curriculum, particularly in basic skill areas covering language, literacy and numeracy. People with learning disabilities often seem to lack successful instructional methods to deal with the job teachers have set for them, resulting in persistently low achievement

Auspheld (2022) explained that children with learning difficulties underachieve academically for a wide range of reasons, including factors such as: sensory impairment (weaknesses in vision or hearing); severe behavioural, psychological or emotional issues; English as an additional language or dialect (EAL or EAD); high absenteeism; ineffective instruction; or, inadequate curricula. These children have the potential to achieve at age-appropriate levels once provided with programs that incorporate appropriate support and evidence-based instruction.

Factors of Difficulties

Learning difficulties are caused by several factors such as internal factors and external factors. Westwood (2008) interpreted that internal factors emphasize affective factors such as motivation, self-confidence, self-esteem and attitudes. The second is external factors that come from socio-cultural elements such as teachers, learning tools, and culture in the classroom. This theory is supported by Syah (2006) and Widyawati (2011). In internal factors, it cannot be separated with students' cognitive, affective and psychomotor. While for external factor: family, social environment and school are taken part.

Twomey in Westwood (2008) suggest that there are three views on learning disabilities and their root causes, each of which focuses on very different variables and highlights different student characteristics. These perspectives are referred to as (a) the deficit model, (b) the inefficient learner model, and (c) the environment factors model. It is believed that learning disabilities are triggered by cognitive and perceptual impairment within the student under the deficit model. Such suspected cognitive deficits include below average intelligence, impaired task concentration,

difficulty in visual and auditory processing, inadequate memory ability, and limited awareness of the complex language used in educational contexts. In addition, under the deficit model, disadvantages in the students' cultural or home background, such as dysfunctional family situation, Issues related to English as a second language, low standards, lack of care, health problems and poverty can also lead to learning difficulties.

The inefficient learner perspective does not concentrate on such shortcomings, but assumes that the learning issue is due to an individual not systematically approaching school learning, in other words, the person has not discovered how to learn effectively in school (Twomey, 2006). This model is a more positive intervention viewpoint because empirical evidence from strategy training studies shows that it is possible to teach students to be more successful learners. The third perspective considers that learning difficulties are due mainly to environmental influences, the most significant of which is the quality and appropriateness of the teaching that an individual receives.

While Ama (2009) argues that learning a second language is never easy. Particularly, if you are learning English as a foreign language. He identifies some challenges or problems encountered by learners of English as a second or foreign language, they are; (1) unqualified teachers, (2) limited learning environments, (3) inadequate learning material, (4) Students do not take their study seriously, (5) over-use of native language in the classroom, (6) students become too dependent to the teacher, (7) strong students dominate the class.

Slow Learners

Slow learner is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. In order to grasp new concepts, a slow learner needs more time, more repetition, and often more resources from teachers to be successful.

The slow learner can almost be found in every inclusive school. The slow learner has the same physical appearance as normal students. However, the slow learner has slightly different intellectuals than normal students because their cognitive function is slower than normal students. Slow learner study requires a special educational service by its characteristics, needs, and development to develop their potential optimally.

Children who have difficulty in learning known as slow learners, backward, dull, or borderline. Slow is different from children who have mental retardation, underachiever, children or learning disabilities. Some expert recognizes slow learner based on the level of IQ test result.

According to Subini (2012), the slow learner is a child who has problem disorder in understanding spoken or written language, thinking, speaking, reading,

spelling, and counting, so that children have low academic achievement. While, Triani and Amir (2013) define slow learners as children who have low achievement than other children.

Anastasia, et.al., (2006) have conducted a research about slow learners. They point out that slow learners experience significant difficulties in education and behavior because they have deficiencies in intelligence and social skills. in their learning process is different from the average student, slow learners need more encouragement in doing simple tasks. this causes adjustment problems in the classroom. Their limited abilities put them at risk of causing psychosocial problems. These problems can be overcome by choosing the right learning strategy to accommodate their level of psychosocial development.

As Malik (2009) argues that slow learner students usually have a combination of various obstacles in learning. The challenge is to teach these lessons to children with special needs, specifically for children who are slow to learn. With the intellectual under the child in general, it makes the difficulties in understanding of slow learner children. This kind of students need extra supports such as; repetition to help students make a concept more concrete, encourage other activities in which learners can experience success and keep them connected, differentiate instruction, tutoring to help fill in gaps in basic skills and it helps a student stay caught up, teach study skills to help a student become more efficient in studying, teach the most important concepts and leave out some of the less important details, and peer tutoring. Teachers should leave more time for slow learners in classroom talk and provide elicitations when it is necessary. Slow learners usually show delays in thinking, decision, hard to find common ground, intimacy, hard to give reasons, and even bad memories. Some slow learners do not attend formal schools for fear of not being able to participate in learning like other students. So some of the slow learners choose special schools and some choose to homeschooling.

Slow learners have general characteristics, namely being slow in following the learning process, or other activities. The general characteristics of slow learning students can be understood through observing students' physical, mental, intellectual, social, economic, personality and development learning processes carried out at school and at home. These characteristics are analyzed so that concrete clarity is obtained about the symptoms and causes of learning difficulties students at school and at home.

RESEARCH METHOD

This research was conducted at SMP Negeri L Sidoharjo, Musi Rawas District. It is located at Jl. Puntodewo L Sidoharjo, Sidoharjo, Kec. Tugu Mulyo, Kab. Musi Rawas, South Sumatera province. The research was conducted in 3 month, from August to November 2024. The twenty slow learners in academic

year 2024/2025 took part as the subject of this research. The slow learners were assumed by the students' score of entrance test at that school which identified have slow ability in literacy and numeracy of English.

A mixing method is the form of this analysis. In Collecting data, diagnostics test which consist of 20 items of questions from basic english literacy and numeracy and interview to English teacher, parents and slow learners were conducted. The result of the diagnostic test was scored, tabulated and calculating mean, minimum and maximum score, then calculating percentage of each indicator to find out types of difficulties. While, for the result of interview, it used Miles and Huberman model of analysis: data collection, condensation, data display and drawing and verifying conclusion.

FINDING

Finding of Diagnostic Test

Diagnostic test was distributed to sample of the research to diagnose slow learners' difficulties in basic literacy and numeracy. The descriptions are in score tabulation (in appendices), the lowest and the highest score, and also in the students' score percentage per indicators. There were two variables; literacy and numeracy. While, there were three sub variables in basic literacy; reading, vocabulary, and writing.

The data of this test can be seen in the following table:

Diagnostics test result		
No	Statistic	
1	Mean	45
2	The lowest score	15
3	The highest score	55

The result of the test that consisted of 20 items of questions showed that the lowest score was 15 that achieved by 3 students. While, the highest score is was 55 achieved by 5 students. From 20 students, mean score was 45. This mean score showed the lowest achievement had by them.

Based on the data distribution of the students score on the test, it is also found that the students' weakness in understanding or cope with the English diagnostic test is as follow:

1. Basic English Literacy

- a. Reading

Two questions were included in this indicator. There were only 3 students from 20 students could answer these questions correctly, 5 students could answer 1 of the two. It shows only 15% has good achievement in reading.

- b. Vocabulary

Three questions were distributed to assess slow learners' understanding in vocabulary. There were 13 students (65%) could answer question number 1 about vocabulary. While, there were 6 students chose the best answer for question number 2 of vocabulary and only there was 1 student could answer number 3 about synonym correctly.

c. Writing

There were two questions in multiple choice form and two questions were in essay form to measure students' ability in writing. There were 2 students answered these questions correctly (10%), 5 students (25%) answered 3 questions, 2 students (10%) answered 2 questions and 5 students (25%) answered 1 questions and 6 students (30%) answered no questions correctly.

2. Basic English Numeracy

There were 11 questions about numeracy from 5 indicators.

a. Understanding number in English

In basic number, all students (100%) answered correctly. It means that they can recognize simple number from 1 to 10 easily.

b. Determining sequence of number

The same as understanding number 1 until 10 in English easily, the slow learners can arrange number 1 until 50 correctly. 17 students (85%) from 20 students can arrange number in correct arrangement.

c. Comprehending data in the form of table or diagram

The questions of comprehending data in the form of table or diagram are more difficult than other indicator in basic numeracy. Some students could answer the questions correctly. There are two questions in this type. Only 6 students (30%) can answer this type of questions correctly.

d. Calculating how much to pay

It was found that 7 students (35%) could answer these two questions excellently. While, 11 students (55%) could identify data in table form or write in word the number given. And 2 students could not answer these questions.

e. Time

There were two questions that ask students to identify time. Almost all students could answer these questions. 70% (14 students) answered these questions correctly.

Based on the data description of the test above, the researchers concluded that the level of students' achievement of SMP N L Sidoharjo is low. And the most difficult aspect of language the student face is linguistic aspect such as grammar and vocabularies. And the language skill especially related with speaking and reading comprehension skill.

The Result of Interview

There were three interviews conducted in this research. The researchers interviewed the students, English teacher, and students' parents to obtain data about difficulties factors.

Based on the data of interview the researchers obtained by interacting with the respondents, the result can be summerized into two broad parts of factors influencing slow learners' difficulties: internal and external factors.

1. Internal factors

Internal factors are factors that come from the students themselves. These factors are divided into three indicators; they are cognitive factors, affective factors and psychomotor factors.

a. Cognitive factor

Related to data gathered from diagnostic test, the slow learners are in low achievement of basic English literacy and numeracy. The mean score was 45. It was supported by the English teacher at that class. She argues that the slow learners have low achievement in English subject: *"Benar, siswa yang terindikasi slow learners di sekolah kami memiliki nilai bahasa inggris yang sangat rendah. Hal ini terlihat dari hasil Penilaian Tengah Semester ini"*

From the interview result that the researchers conducted to the slow learners, it also found that they have low ability in compehending the material given by the teacher. Such a slow learner said:

"Saya merasa sulit belajar bahasa inggris karena saya kurang paham dengan materi yang diajarkan oleh guru. saya memang memiliki kemampuan rendah dalam pelajaran bahasa inggris".

Beside students' low ability in comprehending material, the low achievement of English is also caused by students' learning sincerity. Some of students stated that they are not seroiusly in learning English because they sometimes joke during English teaching and learning. Students H states that: *"Saya sering bercanda saat pelajaran Bahasa Inggris, apalagi saat saya tidak paham apa yang diucapkan oleh guru saya"*.

From data above, it can be inferred that slow learners difficulties in learning English was caused by their low achievement in English and their sincerity in learning English.

b. Affective factor

Students' body and psychological healthy affected to their success in learning English. From the first question of interview to the slow learners, some students did not have breakfast before going to school. They come to school in a hurry because their houses are far from school. Their missing breakfast was one factor that influence their success in learning English. They will not enthusiastic with classroom activity. Students N stated that: *"Rumah saya jauh*

bu, jadi kadang saya gak sempat sarapan. Sedangkan Bahasa Inggris ada di jam sebelum istirahat. Saya jadi tidak semangat belajar”.

Student D argue that she is not interested in learning English because she is bored during learning activity. It makes her feel lazy to study English.

Related to students’ focus, they sometimes feel not interested in learning English because many classmates made noisy in the classroom. *“Teman-teman sering ribut di kelas sehingga mengganggu konsentrasi saya dalam belajar”.*

From this data, it can be concluded that they healthy and their readiness, concentration and interest are also affected to their success in learning English. Lose of the three aspects resulted to their difficulties in learning English.

c. Psychomotor factor

Psychomotor aspect is related to students’ five sense in receiving materials from the teacher. There is no slow learners indicated having problems in their five sense. In a result, their psychomotor is in good condition and ready to receive material from the English teacher.

2. External factors

External factors are factors that come from the extern of the students. there are 3 external factors affected students’ difficulties in learning English:

a. Family

Learning difficulties come from family such as incomplete learning facilities (desk, study room, lighting, etc) and parents’ careless to their children study.

After interviewing two of students’ parents, one of them stated that: *“Kami belum memiliki fasilitas yang memadai untuk belajar di rumah karena keterbatasan dana”.* Most of parents in this school work as farmer. This condition make them difficult to provide complete learning facilities at home.

When their children have difficulties at school, they can do nothing because they do not understand English. Another parent said: *“iya bu, kami gak ngerti bahasa Inggris. Jadi ya gak bisa ngarain apa-apa”.*

In addition, parents are seldom accompany their children learning at home. *“Kami kan gak ngerti bu, jadi juga gak pernah dampingi mereka belajar. Palingan Cuma kasih nasehat, belajar yang bener. Gitu aja bu”.*

b. School environment

The next external factor is school environment. This factor consisted of learning facilities, teacher’s carity and teacher’s teaching method and teaching media.

After interviewing some students, the data was gathered that the school has enough facilities in supporting learning process. There are classrooms with whiteboard, desk and chair. Besides that, there are two fans in the classroom.

Related to teacher’s teaching method, some students stated that the English teacher uses unvaried teaching methods. It makes them feel bored. They are

also not interested in learning English. Student H said that: *“Ibu guru sering ngajar begitu-begitu saja. Kami jadi bosan”*. This data is also supported by another student that stated: *“saya juga kurang paham materi yang disampaikan karena bu guru jarang pakai alat bantu seperti gambar dan lain-lain”*.

It can be concluded that their difficulties in learning English are also caused by learning facilities at school, teacher's carity and teacher's teaching method and learning media.

c. Social environment

The slow learners live in a social environment which the people do not understand English well. The availability of English learning source is not completed.

DISCUSSION

Every students hope they have good achievement in all subjects at school. But it is impossible without maximal effort from them. Each students are different that make them unique. These differences cover their talent, interest, learning style, learning attitude, cognitive intelligence and many others (Widyawati, 2011). Students' low achievement in particular subject indicates that they have difficulties in learning this subject.

This research was conducted based on the fact that slow learners have low achievement in basic English literacy and numeracy. This low achievement was caused by students' difficulties. However, students' learning difficulties are caused by several factors. They are internal and external factors (Syah, 2008). Internal factors are from the students' themselves, covered students' cognitive, affective and psychomotor factors. While, external factors come from the outside of the students' such as body and psychological healthy, family, school and social environment.

Based on the data obtained during conducting this research, slow learners have difficulties in some material of basic English literacy and numeracy. In basic literacy, slow learners are difficult in reading and writing. Their lack of vocabulary makes them difficult to comprehend the text and to compose words into a good sentence or sentences into a good paragraph. This data can be seen in the result of this research poin A in chapter 4.

In addition, slow learners at SMP L Sidoharjo also has low basic English numeracy. The low achievement is from their difficulties from comprehending data from diagram or chart and calculating how much to pay. They have been master numerical from number 1 until 20. In contrast, writing number into word are still complex problem for them.

Discussion about factors influencing slow learners' difficulties in basic English literacy and numeracy is very interesting. Internal and external factors

cannot be separated to be discussed.

1. Internal factors

- a. Slow learners' cognitive intelligence became the first reason of their difficulties. They have low English competencies. Besides, they are also not interested to study English.
- b. They have low attitude toward English subject. They are lazy to study English because they do not understand what their teacher said. And, they also has low motivation in learning English.
- c. There is no problem with their psychomotor factors. They have good readiness to study English.

2. External factors

- a. Their parents cannot give them good facilities to study at home. It is caused by their parents' economy limitation. The slow learners also cannot get best support from their parents because their parents limitation in educational background.
- b. School is very affected to their success in learning English. The school has facilities to support their study. In contrast, the slow learners argue that their English teacher does not use vary teaching method and learning media. This condition makes them not enthusiastic in learning English.
- c. The limited availability of supporting learning book in English comes as the factor of social environment.

The data obtained in this research was still in line with Widyawati (2011) that also conducted about students' difficulties in learning English. She also concluded her study that English learning difficulties at SMP negeri 1 Sawahan Madiun was caused by internal and external factors. In which, internal factors came from the students self and external factors which came from the outside of students self.

Yuliza et.al (2023) in their research stated that many students face difficulties in learning English. Some of them feel difficult in translating sentences, lack of vocabularies and low motivation. Some of them like English, and some others do not like English. It is also found in this research after interviewing slow learners at SMP L Sidoharjo. Some of students have low achievement in basic English literacy and numeracy becaude they do not like English. This factor is included into students' attitude toward English subject (internal factor).

Necessary effort in recovering students' difficulties in learning English must be done by the English teacher. Widyawati (2011) argue that teaching repetition is needed to make students' understand the material. Zakiyah et.al (2022) suggest there should be collaboration between teacher and parents in guiding students learning. The collaboration carried out by the teacher, can be said to have

succeeded in making changes to students in two aspects, namely cognitive aspects and affective aspects. The cognitive aspect is that students can understand the lesson, carry out their academic tasks, and get better learning outcomes. The affective aspect is seen from the increased self-confidence. Learning done repeatedly by teachers and parents can become a habit for slow learners. Parental collaboration is a form of responsibility towards their children. Parents have responsibility for the development of their children and hope that their children will be prosperous like other normal children.

CONCLUSION

From data collecting and data analysis above based on the research problems, it can be concluded that slow learners at SMP L Sidorejo face difficulties in Basic English Literacy and Numeracy. In literacy, they have problem in reading, especially in getting specific information from the text. Then, they also faced difficulties in arranging words into simple sentences and arranging simple sentences into a good paragraph. While in numeracy, they were difficult in comprehending data in the form of table, graph or chart. Calculating how much they have paid (price) and writing number into words became other difficulties for them. Then, slow learners' difficulties were caused by several factors that come from internal and external factors. Their cognitive intelligence and their attitude in learning English were factors from themselves. In addition, their parents' careless relating to their study, limitation of learning facilities and their parents' educational background were affected to their success in learning basic English literacy and numeracy. Furthermore, the quantity of using learning media and unvaried teaching techniques used by the English teacher affected to their interest and enthusiastic in learning English. These all became the factors of their difficulties in learning Basic English Literacy and Numeracy.

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