

Enacting Single-Bite-Size Strategy for Learning Disabled as Graduation Requirement through Test of English Proficiency: An Indonesian Context

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ARTICLE INFO	ABSTRACT
Article history Received May 22, 2023 Revised Nov 15, 2023 Accepted Dec 14, 2023	<p>It has been for years, Indonesian education institutions have relied on foreign language tests to assess students for their admission and graduation requirements. One of the instruments used is the Test of English Proficiency (TEP) due to its validity, reliability, objectivity, and unbiased characteristics to measure students' ability in English competence. Although studies on the use of TEP have been extensively carried out, little is known about the use of such a test by students with disabilities. To fill the gap, the present study was conducted to investigate the experiences of students with disabilities in learning the TEP preparation using the Single-Bite-Size (SBS) strategy. Through this investigation of the experiences of students with disabilities in TEP preparation using SBS strategies, teachers can create a more inclusive, supportive, and effective educational environment for all learners. Data were gathered through an in-depth interview with students with disabilities. The queries raised were about the participants' problems in learning English, feelings after the implementation of SBS, the experience in taking TEP, and the experience in joining the TEP preparation program. The narrative analysis showcases that promoting the SBS strategy in the TEP preparation teaching program could assist students in improving their material comprehension. The study also unpacks that their personalized learning much occurred in the classroom.</p>
Keywords Single-Bite-Size strategy TEP Learning Disabled	

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I. Introduction

For years, Indonesian education has been oriented to tests and examinations using high-stakes standardized tests. Almost every school, university, government, and profit business institution requires students and employers to attach the result of a valid and reliable language assessment for those who want to enroll and pass from their institutions. Thus, many people are trying to possess a language test certificate. Test of English Proficiency (TEP) is the most frequently utilized standardized test for academic purposes (Al-Rawashdeh, 2010; Ananda, 2016; Aziz, 2016; Kasim, 2016) and is used worldwide for it is a valid and reliable test with unbiased and the score conversion is objectives (Mufidah, 2014).

Even though the students are willing to learn, they still face many problems in achieving TEP scores (Masfufah, 2018; Takanashi, 2004). Abboud & Hussein (2011) mentioned that students faced difficulty in TEP tests, especially in the reading section, because the time given is

limited. Moreover, they also lack knowledge of reading skills. Samad et al. (2016) also indicated that out of 1916 students who took the TEP test, 97% failed to obtain the required score, that is 450. Considering the crucial role of TEP tests in academic purposes, finding a proper strategy to overcome students' problems is necessary. Based on Halim & Ardiningtyas (2018) found that students' failure was based on the students' lack of basic language skills, lack of practice, and lack of motivation, as well as students' differences. However, challenges in TEP were not only faced by students but also by the teachers. Akmal et al. (2020) interviewed English teachers in Aceh Province, and it revealed that teachers felt difficult when facing students' lack of language proficiency, lack of vocabulary and essential grammar mastery, students' fatigue and class timing, students' silence, class size, and time limitation. Many researchers studied the challenges of TEP test administration. A learning strategy is a set of actions and behaviors planned and used as a routine by

learners to facilitate their learning or obtain knowledge (Mattarima & Hamdan, 2011; Scarcella & Oxford, 1992). Wegner et al. (2013) suggested that learning strategies are essential for effective and autonomous learning. TEP learners and test takers use many strategies. Samad et al. (2017) indicated some strategies students use in doing reading comprehension questions: skimming, focusing on the passage, guessing meaning, translating, reading detail questions, using context clues, and reading the whole text. Munzaki (2018) highlighted that most students used metacognitive strategy and compensation strategy to be able to answer the test.

In this study, the TEP preparation program focuses on students with learning disabilities. The student's disabilities are slow learning and social interaction obstacles. The problems caused the students to be unable to process the learning activities well. The students are considered late to pass the lecture compared to regular students, and thus, they could not process the TEP program. Due to their disabilities, the students were treated using a single bite-size strategy to enable them to comprehend the materials of TEP Preparation well. Koh et al. (2018) investigated the effectiveness of bite-size lectures to IT students who took analytic courses. Anggraeni (2015) investigated the effectiveness of the chunking strategy on junior high school students' reading comprehension. Lah et al. (2018) employed chunking strategies in short-term memory for senior high school students in chemistry courses. In Japan, (Hijikata, 2005; Nishida, 2013; Taguchi, 2007) examined the use of chunk learning on university students, while Yokono, (2016) used chunk-based reading to correlate students' reading and translation skills. Through this study, researchers would like to fill the empirical gap in the previous research by examining the effect of the Single Bite Size (SBS) strategy on the TEP Preparation program for students with learning disabilities.

A. Related Literature

1) Why do the Learning Disabled need treatment?

Language learning tactics are valuable indicators of how students tackle tasks or issues they experience when learning a language. To put it another way, language learning strategies provide language teachers with essential cues about how their students assess the situation, plan, and select appropriate skills to understand, learn, or remember new input presented in the language classroom, even when they are non-observable or used subconsciously in some cases. Thus, a long way previously, Fedderholdt, (1997; Oxford, (1990) proposed that implementing language learning strategies is important because it can activate language learners' self-directed learning, which then enhances students' language skills and communicative competence in a better way. Hence, Prasetyoningsih et al. (2022) suggest that teachers need to activate learning-disabled involvement in learning sustainably.

B. Single Bite-Size Strategy for Learning Disabled

Implementing bite-size and chunking strategies in learning has the same meaning that the learning materials are fragmented and divided into several parts. Is splitting learning materials into pieces necessary? It is proven that delivering learning materials in parts enables learners to practice and comprehend the learning materials (Anggraini, 2015; Jones et al., 2021; Laird et al., 1984). The visual chunking strategy also helped Chinese students memorize characters, even though different levels of students showed different results in terms of memorizing Chinese characters (Pak et al., 2005). Teaching via brief, focused learning units is well received by learners and appears to impact immediate knowledge significantly more than case-based teaching (Manning et al., 2021).

Interestingly, unlike previous research where the chunking strategy was used to teach regular students, it is also proven that the Single Bite-Size strategy also affected language learners with disabilities who learned reading skills with significant results (Barrera et al., 2006). A single Bite-Size strategy is implemented through the following steps:

- Students were exposed to the title of the text given. The students were also asked about the text's topic or main idea.
- Since the text was fragmented into several parts, the students must read and comprehend each chunk.
- Students read the following chunks after they know the content of the first chunk comprehensively.
- In the end, students were exposed to several questions related to the text.

II. Method

A. Design

Walled in a qualitative design, the present research employed narrative inquiry through online semi-structured interviews with tertiary students indicated as learning disabled. The interview was administered to explore the participants' views on SBS in the TEP preparation program. Narrative inquiry is employed to generate people's experiences and understanding of their lives in the past, present, and future descriptively.

B. Participants

Ten tertiary students with learning disabilities from various departments at a private campus in Malang, Indonesia, who were in the 7th until 13th semester, were chosen through purposive convenience sampling. The disability categories of the participants were slow learners, social interaction obstacles, and low vision.

The students took the TEP preparation program before the English proficiency test as the graduation requirement. Moreover, since the research was conducted during the pandemic, the researchers interviewed through an online platform. The site of this research was based on the

feasibility and practical aspects since the researchers were teaching at the same university.

C. Data Collection

The semi-structured interview was conducted after the SBS strategy was implemented using an online platform and was recorded. The interview sessions were carried out informally to all participants without interview consent, yet the participants' names were written pseudonyms. Initially, the researchers asked about the participants' problems in learning a foreign language. Further, the researcher gathered data about the participants' feelings after learning a foreign language using the SBS strategy. They were also asked about their experiences in taking foreign language tests previously. Next, the researchers asked about the participants' experience joining the TEP preparation program.

D. Data Analysis

The researchers familiarized the data records and transcribed the interview into written form to analyze the data obtained. Then, the researchers reduced similar data and unrelated information to the research topic needed. Next, the written information is inscribed to distinguish it from one another. Lastly, the data were reconstructed and displayed.

III. Results and Discussion

In the Indonesian context, university students need to meet a specific English test score to pass their studies. Generally, every institution sets 450 as the passing grade and prerequisite for students to graduate (Trisnawati & Netta, 2020), and so does Universitas Islam Malang, one of the private universities in Malang. Such a policy is also implemented for the learning disabled.

A. Profile of The Learning Disabled

Ten students with learning disabilities were involved in this study as participants. The participants were categorized as 1 female slow learner, 1 male student with low vision and physical disability, and 8 male students with slow learning and social interaction obstacles. The student's disabilities were identified based on the student's GPA, initial information from the heads of departments, and researchers' observations as lecturers. All students are in between the 7th and 13th semesters of their study.

Table 1. The Profile of Students with Disability

Name	Department	Types of Disabilities	Semesters
Student 1	English Education	Low vision and physical disability	7
Student 2	English Education	Slow learner	7
Student 3	English Education	Slow learner	13
Student 4	English Education	Slow learner	13

Name	Department	Types of Disabilities	Semesters
Student 5	Civil Engineering	Slow learner	13
Student 6	Civil Engineering	Slow learner	13
Student 7	Civil Engineering	Social interaction obstacle	13
Student 8	Civil Engineering	Social interaction obstacle	13
Student 9	Bahasa Indonesia	Slow learner	13
Student 10	Business Administration	Slow learner	13

B. Foreign Language Learning Problems

During the interview session with participants, all participants faced almost the same problem in learning a foreign language, especially English. The interview transcription is given below:

Student 5:

"English is difficult. I indeed learn English, but it always seems difficult for me. I do not have enough vocabulary memory, and I cannot construct sentences and converse in English".

Student 8:

"I am not good at English. I cannot memorize English vocabulary, grammar, and pronunciation.

I also got terrible scores in English subjects since I was in school".

Students 10:

"I struggle to understand English. I also feel shy when I speak English because I do not have enough vocabulary".

After asking the students' problems related to their English skills, the participants confessed that lack of vocabulary is the problem that makes them feel English is a difficult subject to master.

C. Feeling after SBS Implementation

The following query was about the participants' feelings after learning a foreign language using the SBS strategy. At this moment, the participant showed various responses.

Student 2:

"I think this SBS strategy is good because the text is given in parts and is discussed slowly. So that I can understand the learning material quite well. Unlike usual learning, my lecturers often give me long texts and questions".

Student 3:

"I like learning using this strategy. I can catch the meaning of the texts well. Usually, I am given long text, which makes it difficult to understand the content".

Student 9:

"I used to read long and complete text in English, making it difficult to understand the content. However, now I feel better. The text is simple. Even though there are many parts, I can read each part differently and know the meaning quite well".

Based on the participants' statements, it is revealed that the SBS strategy presented a positive impact on their understanding of English texts. The participant feels that this SBS strategy can facilitate their learning English better in the way that they understand the substance of the passage they read. Unluckily, they hardly ever experienced reading and learning chunking English texts previously.

D. Experiences In Taking Foreign Language Tests

After obtaining information about participants' feelings after implementing the SBS strategy, the researchers asked the participants if they had taken a Foreign Language Test before. Some students said yes, and some never took such a test.

Student 1:

"Never. I just get some listening exercises during listening subject".

Student 10:

"Yes, I once did TOEIC in my vocational school."

E. Experience in the TEP Preparation Program

The last thing that the researchers asked was whether the participants joined the TEP preparation program. The response was the same: All participants never took TEP preparation courses.

Student 6:

"No, Ma'am. I never joined the TEP preparation course".

Student 8:

"This is my first time joining the TEP course."

Student 10:

"Yes, I once joined an English course and learned TEP as a freshman. However, I did not finish my course. I rarely join the meeting. It was difficult for me."

The need for English use in every field force scholar to possess English skill (Hsu, 2007; Noora, 2008; Shen, 2012; Zhi-Liang, 2010). Researchers believe the TEP test is one way to check students' English proficiency (Light et al., 1987; Mahmud, 2014; Park, 1997). However, the subjects were treated specifically before administering the proficiency test. This was undertaken due to the students' specialty needing extra assistance (Ismaili & Ibrahim, 2017; Jobling* & Moni, 2004; Manzano-León et al., 2021). In this study, the researchers implemented the Single Bite Size (SBS) strategy during the TEP

preparation program. SBS strategy was done by giving learning material in parts or chunks. Chunking learning materials successfully engaged students' learning of Chinese characters and EFL (GuoDong, 2005; Xu & Padilla, 2013). Moreover, if the content of the learning material is rich and the pace of presentation is fast, learners may not have enough time to engage in the deeper processes of organizing their thoughts (Koh et al., 2018).

SBS strategy has similar characteristics to chunking in terms of the application to materials, in which learning materials are divided into several parts to make them easier to accept. Limiting information and repeating information delivery contribute to improving the information process (Munyofu et al., 2007). Moreover, the present study focused on English-based material, and the subjects were learning disabled from English majors and non-English majors. Thus, English would be more difficult to deliver since the subjects did not access English often. Another condition that positioned the SBS strategy as urgently needed was that the learning activities were conducted online.

Beforehand, the current finding does not support the study conducted by Koh et al. (Koh et al., 2018), who successfully improved the students' learning outcomes by implementing a bite-sized teaching approach. In this study, using single-size TEP materials is seen as an attractive strategy where non-native English learners cannot comprehend English material.

Furthermore, the result was also related to the students' self-different needs. Some of them face difficulty and lack concentration on the learning that co-occurs with the test time. One example was indicated during the online treatment time when they were hard to identify and comprehend the keywords in the reading text. This aligns with one of the highlighted ideas from Vrășmaș (Padurean, 2014), where special students need special treatment models.

Similarly, their lack of focus leads to limited listening audio access. They could not manage themselves well in the listening activities as they needed more time to listen to the audio. Conversely, a few students had problems with their social life, so they were communicative. It was proven that they need to be touched privately on chatting to get the message clearly and be involved in the meeting.

The implementation of Single Bite Size for TEP preparation materials, however, could benefit their understanding of the skills learned. The special screen and colorful power point and slow speed of explanation could enhance the slow learners, students with social interaction obstacles, and low vision students. Thus, they would be easier to comprehend and identify the targeted skills though not in full size.

IV. Conclusion

Promoting single bite size TEP preparation materials could assist students so that they could improve their comprehension of the materials. Pedagogically, the selection and applying of such a strategy would be highly recommended for teachers focusing on students with special educational needs. Having been explained earlier, giving more touch and time to such special students is also necessary to gain further and more in-depth observation of the learning process. Moreover, treating the learning disabled need more focus so online based treatment might not as good as offline treatment. Thus, it is suggested that further investigation be held and done more extended time and more intensively to confirm that the strategy or technique would work effectively.

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