

## APPENDICES

### Appendix 1. Translitory

No	Chapter	Page	Surah/Verse	Translation
1	1	4	An-Nur/61	<i>No blame is there upon the blind nor any blame upon the lame nor any blame upon the sick nor on yourselves if ye eat from your houses, or the houses of your fathers, or the houses of your mothers, or the houses of your brothers, or the houses of your sisters, or the houses of your fathers' brothers, or the houses of your fathers' sisters, or the houses of your mothers' brothers, or the houses of your mothers' sisters, or (from that) whereof ye hold the keys, or (from the house) of a friend. No sin shall it be for you whether ye eat together or apart. But when ye enter houses, salute one another with a greeting from Allah, blessed and sweet. Thus Allah maketh clear His revelations for you, that haply ye may understand.</i>

## Appendix 2

### RESEARCH INSTRUMENT

#### OBSERVATION GUIDELINE

Dalam pengamatan (observasi) yang dilakukan adalah mengamati proses pembelajaran bahasa Inggris di kelas..

1. Tujuan :

Untuk memperoleh informasi dan data baik mengenai kondisi fisik di kelas, dan seperti apa strategi guru dalam mengajar di kelas.

2. Aspek yang diamati : (strategi guru dalam mengajar Bahasa Inggris untuk anak ADHD)

No	Aspects of observation	Classification	Yes	No
1	Make the class stimulating but not too distracting.	Make the class stimulating but not too distracting, for example, seat students with ADHD away from high-traffic, distracting areas of the class.		

2	Use visual tools	Use visual tools that identify what is happening when and what will be achieved throughout the day or class, for example, a daily organiser or planner for the board.		
3	Reduce class noise as the teacher's get started.	Reduce class noise as the teacher's get started. A quiet classroom is a less distracting environment. Keep your verbal instructions simple and clear and slow down the teacher's speech.		
4	Verbally prompt students to settle	Verbally prompt students to settle in start 10 minutes before class and repeat the		

		teacher's message every few minutes as a reminder.		
5	Improve students' awareness of time.	Improve students' awareness of time by having a clock in class, verbalising the passing of time (for example, by saying: 'it's been 10 minutes since you started, you have five minutes to go') and practising time estimation (for example, by asking a student to guess and write down how long their homework will take, then comparing that to the actual time it took).		
6	Set achievable goals.	Set achievable goals.		

		Set a small number of examples to be completed initially and then gradually increase them to increase motivation for learning.		
7	Note key times for maintaining attention.	Note key times for maintaining attention, for example, around a quarter of the way through a task may be a good time to check understanding, provide teaching or direction. About three quarters of the way through reinforcement may need to be increased to maintain focus.		
8	Allow fewer written tasks.	Allow fewer written tasks and more		

		opportunity to present ideas visually or orally		
9	gain student's attention and use visual cues and gestures such as pointing to where the student should be.	If a student hasn't started a task, gain their attention and use visual cues and gestures such as pointing to where the student should be. Use eye contact and get down to their level to engage with them, tell the student simply what is required and model what is expected if necessary.		
10	The English lesson should be very interactive.	The English lesson should be very interactive; emphasis must be placed on singing, playing, dancing, drawing		

11	Consistently and clearly reinforce the class rules and boundaries.	Consistently and clearly reinforce the class rules and boundaries, for example, write them down, verbalise them and regularly restate what is acceptable and not acceptable		
12	Develop some private cues with students.	Develop some private cues with students that will signal such things as when they need to refocus or take some time out from the task or situation.		
13	Praise students who settle into class and maintain focus .	Praise students who settle into class and maintain focus , the teacher's praise will help them stay on task and persevere.		

14	Follow up general classroom .	Follow up general classroom or group instructions with a check of understanding or one-on-one instruction.		
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## **Appendix 3**

### **Research Instrument**

#### **Interview Guideline**

**Nama Sekolah : SDN BenuaAnyar 8 Banjarmasin**

**Alamat Sekolah : Benua Anyar street RT.1 No.4. Kec. Banjarmasin Timur, South Kalimantan.**

**Nama guru mata pelajaran : Hildayanti, S.Pd**

**Hari/tanggal wawancara : April 15 and 16, 2019**

**Tempat : SDN BenuaAnyar 8 Banjarmasin**

#### **The questions :**

1. How do you make the class stimulating?
2. Are you using visual tools that identify what is happening when and what will be achieved throughout the day or class?
3. How do you reduce class noise as the teacher's get started?

4. Are you verbally prompt students to settle in start 10 minutes before class and repeat the teacher's message every few minutes as a reminder?
5. How do you improve students' awareness of time by having a clock in class, verbalising the passing of time and practising time estimation?
6. Do you set achievable goals?
7. Do you note key times for maintaining attention?
8. Do you allow fewer written tasks and more opportunity to present ideas visually or orally?
9. Are you use visual cues and gestures such as pointing to where the student should be?
10. How you make the English lesson should be very interactive?
11. Are you consistently and clearly reinforce the class rules and boundaries?
12. Do you develop some private cues with students that will signal such things as when they need to refocus or take some time out from the task or situation?
13. Do you praise students who settle into class and maintain focus?
14. How do you follow up general classroom or group instructions with a check of understanding or one-on-one instruction?

### Appendix 3. Observation Report

#### Conclusion of Observation

No	Aspects of observation	Classification	Yes	No	Description (Results)
1	Make the class stimulating but not too distracting.	Make the class stimulating but not too distracting, for example, seat students with ADHD away from high-traffic, distracting areas of the class.	✓		The teacher does this aspect. She separates seats between hyperactive students and normal students, where the students with special needs seats two row on the left and the normal students two rows on the right.
2	Use visual tools	Use visual tools that identify what is happening when and what will be achieved	✓		The teacher does this aspect. Before entering the learning material, the teacher tells students what

		throughout the day or class, for example, a daily organiser or planner for the board.		they will learn today.  The teacher said : “today we learn about the things in the classroom, ok let’s see what i hold, you know what this is? (the teacher hold a ruler)  Students : “yes, it’s ‘penggaris’.”  Teacher : “ok, ‘penggaris’ in English is ruler”.
3	Reduce class noise as the teacher’s get started.	Reduce class noise as the teacher’s get started. A quiet classroom is a less distracting environment. Keep your verbal instructions simple	✓	The teacher doesn’t this activity. The teacher is very difficult to make the class quiet, and some verbal instruction can’t make the class quiet and the

		and clear and slow down the teacher's speech.			students calm down. Because the hyperactive students are very difficult to manage.
4	Verbally prompt students to settle	Verbally prompt students to settle in start 10 minutes before class and repeat the teacher's message every few minutes as a reminder.	✓		The teacher does this aspect. Before students doing the task, the teacher reminds them that the students just have within 30 minutes to finished the task, and every few minutes the teacher repeats the message, such : "we only have 10 minutes left, has anyone finished?"
5	Improve students'	Improve students' awareness of time	✓		The teacher does this aspect. When students

	awareness of time.	by having a clock in class, verbalising the passing of time (for example, by saying: 'it's been 10 minutes since you started, you have five minutes to go') and practising time estimation (for example, by asking a student to guess and write down how long their homework will take, then comparing that to the actual time it took).			doing the task, the teacher always reminds students how long it takes to do the task and how much time will run out, and it is done continuously.  When there is a homework, the teacher asks students to guess about what day the homework will be collected and notify students to gather homework at the next meeting.
6	Set achievable	Set achievable		✓	The teacher does not

	goals.	goals. Set a small number of examples to be completed initially and then gradually increase them to increase motivation for learning.			this aspect. Because the teacher does not set achievable goals, she does the material or learning process in the sense of “flowing/following the abilities of students”, if the material can not be completed on that day, it will be continued in the next meeting, with no time limit for achievement.
7	Note key times for maintaining attention.	Note key times for maintaining attention, for example, around a quarter of the way through a task may	✓		The teacher does this aspect. When the learning process in quarter way and there are some students who are out of focus, the

		<p>be a good time to check understanding, provide teaching or direction. About three quarters of the way through reinforcement may need to be increased to maintain focus.</p>		<p>teacher says : “ok, look in front of the class, look at the whiteboard. Today we learn about the vocabulary of things in the classroom, now i want to check your understanding of our material.”</p> <p>The teacher appoint students one by one to make sentences based on the material verbally.</p>
8	Allow fewer written tasks.	Allow fewer written tasks and more opportunity to present ideas visually or orally		<p>✓ The teacher does not this aspect. The teacher always gives both at home and school in writing when she finished to</p>



				<p>explain the material.</p> <p>And only conducts verbal test sometimes when the students do not pay attention to the teacher.</p>
9	<p>Gain student's attention and use visual cues and gestures such as pointing to where the student should be.</p>	<p>If a student hasn't started a task, gain their attention and use visual cues and gestures such as pointing to where the student should be. Use eye contact and get down to their level to engage with them, tell the student simply what is required and model what is expected if</p>	✓	<p>The teacher does this aspect. when there is one or more students who does not do the task and they busy with their own world, the teacher comes to the students and ask : "why are you not doing the task? is something not understood? "</p>

		necessary.			
10	The English lesson should be very interactive.	The English lesson should be very interactive; emphasis must be placed on singing, playing, dancing, drawing		✓	The teacher does not this aspect. The teacher does not use interactive method such singing, playing, dancing, and drawing. The teacher only focus on written task and sometimes using the real media or media visual.
11	Consistently and clearly reinforce the class rules and boundaries.	Consistently and clearly reinforce the class rules and boundaries, for example, write them down, verbalise them and regularly restate what is acceptable		✓	The teacher does not this aspect. From the beginning the researcher took part in learning process for several meetings in two classes (class 1 and class 2), the teacher did not tell the

		and not acceptable			rules and when the students made class noise, the teacher did not say that “the rules in this class you should be quite, if you are noisy i will get you out from this class”.
12	Develop some private cues with students.	Develop some private cues with students that will signal such things as when they need to refocus or take some time out from the task or situation.	✓		The teacher does this activity. When students are not focused on learning process, the teacher will ask students based on the material of the day, and the teacher will say “anak-anak, let’s duduk rapi”, and immediately the

				students will answer with singing and practicing how the way “duduk rapi”. Then the teacher again instructs them to the task well.
13	Praise students who settle into class and maintain focus .	Praise students who settle into class and maintain focus , the teacher’s praise will help them stay on task and persevere.		✓ The teacher does this aspect. When there is one student who in every learning process is very rarely able to complete the task on time and correctly, and on that day he does his job well, then the teacher will praise by name, such as :”ok, ilham today is great, he can complete the task well and on time,

					and when i ask about today's vocabulary, ilham can answer it. keep it on the next meeting, and other friends must also be able to focus and complete the task on time.”
14	Follow up general classroom .	Follow up general classroom or group instructions with a check of understanding or one-on-one instruction.	✓		The teacher does this aspect, but she did not group instruction, she just did cheching understanding one by one, such as giving a student instruction to make a sentence, she did this thing especially for students with Attention Deficit Hyperactivity

					Disorder.
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#### Appendix 4 :Observation Report

No	Aspects of observation	Classification	Yes	No	Description (Results)
1	Make the class stimulating but not too distracting.	Make the class stimulating but not too distracting, for example, seat students with ADHD away from high-traffic, distracting areas of the class.	✓		The teacher does this aspect. She separates seats between hyperactive students and normal students, where the students with special needs seats two row on the left and the normal students two rows on the right.
2	Use visual tools	Use visual tools that identify what is happening when and what will be achieved throughout the day or class, for	✓		The teacher does this aspect. Before entering the learning material, the teacher tells students what they will learn today. The teacher said :

		example, a daily organiser or planner for the board.			<p>“today we learn about the things in the classroom, ok let’s see what i hold, you know what this is? (the teacher hold a ruler)</p> <p>Students : “yes, it’s ‘penggaris’.”</p> <p>Teacher : “ok, ‘penggaris’ in English is ruler”.</p>
3	Reduce class noise as the teacher’s get started.	Reduce class noise as the teacher’s get started. A quiet classroom is a less distracting environment. Keep your verbal instructions simple and clear and slow down the teacher’s		✓	<p>The teacher doesn’t this activity. The teacher is very difficult to make the class quiet, and some verbal instruction can’t make the class quiet and the students calm down.</p> <p>Because the</p>



		speech.			hyperactive students are very difficult to manage.
4	Verbally prompt students to settle	Verbally prompt students to settle in start 10 minutes before class and repeat the teacher's message every few minutes as a reminder.	✓		The teacher does this aspect. Before students doing the task, the teacher reminds them that the students just have within 30 minutes to finished the task, and every few minutes the teacher repeats the message, such : "we only have 10 minutes left, has anyone finished?"
5	Improve students' awareness of time.	Improve students' awareness of time by having a clock in class, verbalising	✓		The teacher does this aspect. When students doing the task, the teacher always

		<p>the passing of time (for example, by saying: 'it's been 10 minutes since you started, you have five minutes to go') and practising time estimation (for example, by asking a student to guess and write down how long their homework will take, then comparing that to the actual time it took).</p>		<p>reminds students how long it takes to do the task and how much time will run out, and it is done continuously.</p> <p>When there is a homework, the teacher asks students to guess about what day the homework will be collected and notify students to gather homework at the next meeting.</p>
6	Set achievable goals.	Set achievable goals. Set a small number of		✓ The teacher does not this aspect. Because the teacher does not

		examples to be completed initially and then gradually increase them to increase motivation for learning.			set achievable goals, she does the material or learning process in the sense of “flowing/following the abilities of students”, if the material can not be completed on that day, it will be continued in the next meeting, with no time limit for achievement.
7	Note key times for maintaining attention.	Note key times for maintaining attention, for example, around a quarter of the way through a task may be a good time to check	✓		The teacher does this aspect. When the learning process in quarter way and there are some students who are out of focus, the teacher says : “ok, look in front of the

		<p>understanding, provide teaching or direction. About three quarters of the way through reinforcement may need to be increased to maintain focus.</p>			<p>class, look at the whiteboard. Today we learn about the vocabulary of things in the classroom, now i want to check your understanding of our material.”</p> <p>The teacher appoint students one by one to make sentences based on the material verbally.</p>
8	Allow fewer written tasks.	Allow fewer written tasks and more opportunity to present ideas visually or orally		✓	<p>The teacher does not this aspect. The teacher always gives both at home and school in writing when she finished to explain the material. And only conducts</p>

					verbal test sometimes when the students do not pay attention to the teacher.
9	Gain student's attention and use visual cues and gestures such as pointing to where the student should be.	If a student hasn't started a task, gain their attention and use visual cues and gestures such as pointing to where the student should be. Use eye contact and get down to their level to engage with them, tell the student simply what is required and model what is expected if necessary.	✓		The teacher does this aspect. when their is one or more students who does not do the task and they busy with their own world, the teacher comes to the students and ask : "why are you not doing the task? is something not understood? "
10	The English	The English lesson		✓	The teacher does not

	lesson should be very interactive.	should be very interactive; emphasis must be placed on singing, playing, dancing, drawing			this aspect. The teacher does not use interactive method such singing, playing, dancing, and drawing. The teacher only focus on written task and sometimes using the real media or media visual.
11	Consistently and clearly reinforce the class rules and boundaries.	Consistently and clearly reinforce the class rules and boundaries, for example, write them down, verbalise them and regularly restate what is acceptable and not acceptable		✓	The teacher does not this aspect. From the beginning the researcher took part in learning process for several meetings in two classes (class 1 and class 2), the teacher did not tell the rules and when the students made class

					noise, the teacher did not say that “the rules in this class you should be quite, if you are noisy i will get you out from this class”.
12	Develop some private cues with students.	Develop some private cues with students that will signal such things as when they need to refocus or take some time out from the task or situation.	✓		The teacher does this activity. When students are not focused on learning process, the teacher will ask students based on the material of the day, and the teacher will say “anak-anak, let’s duduk rapi”, and immediately the students will answer with singing and

					<p>practicing how the way “duduk rapi”.</p> <p>Then the teacher again instructs them to the task well.</p>
13	<p>Praise students who settle into class and maintain focus .</p>	<p>Praise students who settle into class and maintain focus , the teacher’s praise will help them stay on task and persevere.</p>		✓	<p>The teacher does this aspect. When there is one student who in every learning process is very rarely able to complete the task on time and correctly, and on that day he does his job well, then the teacher will praise by name, such as :”ok, ilham today is great, he can complete the task well and on time, and when i ask about today’s vocabulary,</p>



					ilham can answer it. keep it on the next meeting, and other friends must also be able to focus and complete the task on time.”
14	Follow up general classroom .	Follow up general classroom or group instructions with a check of understanding or one-on-one instruction.	✓		The teacher does this aspect, but she did not group instruction, she just did cheching understanding one by one, such as giving a student instruction to make a sentence, she did this thing especially for students with Attention Deficit Hyperactivity Disorder.

## **Appendix 5. Script of The Interview**

### **Script of Interview with the Teacher**

#### **A. INTERVIEW DAY 1 (APRIL 15, 2019)**

Interviewer : Assalamualaikum bu, maaf mengganggu waktu ibu. Apakah saya bisa mewawancarai anda terkait dengan penelitian saya?

Teacher : Waailaikumssalam. Iya silahkan.

Interviewer : Apakah setelah ini ibu mempunyai kelas lagi?

Teacher : Iya saya mau masuk di kelas 6, maybe ada waktu sekitar 20 menit untuk kita wawancara.

Interviewer : Baik bu karena pertanyaan saya ada 14 pertanyaan, mungkin saya akan menanyakan separuh dari pertanyaan, sekitar 7 pertanyaan, dan 7 pertanyaan lagi akan di lanjutkan di lain hari. Apakah besok ibu ada waktu?

Teacher : Iya besok saya bias pada jam 10.30. Anak-anak akan dipulangkan lebih awald ikarenakan para guru akan mengadakan rapat.

Interviewer : Baik bu, saya akan mulai ya bu?

Teacher : Silahkan.

Interviewer : For the first question is about make the class stimulating. How do you make the class stimulating? Apakah ibu memisahkan

antara anak yang berkebutuhan khusus seperti ADHD students atau apakah ibu menggabung mereka?

Teacher : Iya i uses the simple technique of course, because the students with special need especially ADHD students they cannot stay with normal students, so they must be separated and can not be combined. Seperti yang kamu lihat, di 2 barisan itu merupakan anak yang normal, dan 2 barisan itu merupakan anak yang berkebutuhan khusus, dan itu merupakan anak ADHD (menunjuk kearah siswa)

Interviewer : Apakah ibu pernah menggabungkan tempat duduk mereka?

Teacher : Oh tidak pernah (ketawa kecil)

Interviewer : Baik bu, for the second question is about using visual tools that identify what is happening when and what will be achieved throughout the day or class. Apakah ibu menggunakan visual tools dalam pembelajaran?

Teacher : Yes, i uses visual tools in learning process, for example when i teach about fruits, sometimes i bring the real media like bring an apple or the other fruits in the class, but sometimes i just using pictues that i has brows a photo of apple and then show the picture to students alternately. Biasanya saya membawa media langsung seperti membawa buah apel atau buah pisang secara

langsung, tapi kalau saya ingin yang simple biasanya saya browsing nih diinternet cari gambar-gambar buah-buah an kemudian saya save, dan saat mengajar saya akan memperlihatkan gambar tersebut kepada murid satu persatu.

Interviewer : Biasanya kapan waktu yang ibu gunakan untuk memperlihatkan gambar atau real media tersebut kepada murid?

Teacher : Pastinya sebelum pembelajaran, saya menampilkan gambar tersebut ke kemudian meminta siswa menebak pelajaran apa yang akan di ajarkan pada hari itu.

Interviewer : Baik bu, for the third question is about reduce class noise as the teacher's get started. Apakah ibu mmebuat kelas menjadi tenang dulu sebelum memulai pembelajaran?

Teacher : As you have seen during the several times in the learning process took place, i could not implement it, because this is a lower class and there are many hyperactive students in the lower classes, so i am very difficult to do that. Jadi saya begitu kesusahan untuk membuat kelas tenang sebelum pelajaran dimulai. Saya pernah mencoba, when i rebuke to using a high a high voice to make the class queit, but their voice more louder than me. So i can not do this strategy in lower class such class one and class two. Saya melakukannya dikelas tinggi mulai kelas

4, 5, dan 6.

Interviewer : Ok bu, anda mengatakan pernah mencoba untuk melakukan strategi ini, ketika anda melakukan strategi ini, bagaimana respon anak-anak?

Teacher : Ya mereka tidak memperdulikan ketika saya memerintahkan untuk diam, atau jangan ribut. Mereka sibuk dengan dunia mereka sendiri.

Interviewer : Baik bu, for the four question about verbally prompt students to settle in start 10 minutes before class and repeat the teacher's message every few minutes as a reminder. Apakah ibu melakukan hal tersebut?

Teacher : Iya sebelum masuk ke pembelajaran, saya menuliskan kosakata yang akan dipelajari hari itu dan ask students to repeat the word after me. Dan setelah 15 atau 20 menit pembelajaran berlangsung, saya akan menanyakan kembali tentang materi, biasanya saya mengulangi atau menanyakan tentang kosakatanya kembali, ini hanya sebagai pengingat sih.

Interviewer : Apakah itu sama untuk anak normal dan anak yang hyperaktif?

Teacher : Yya sama, saya tidak pernah membedakan perlakuan baik untuk anak yang normal ataupun anak ADHD, semua sama.

Interviewer : Ok bu, for the five question about improve students' awareness

of time by having a clock in class, verbalising the passing of time and practising time estimation. Apakah disetiap kelas mempunyai jam bu? Dan bagaimana cara ibu menerapkan kedisaran siswa akan waktu?

Teacher : Iya disetiap kelas mempunyai jam walaupun ada beberapa mungkin yang tidak berfungsi karena baterainya belum diganti, and i always teel them how much time they get to complete the task, and always remind them again of their time to complete the task, it is to train their awareness of the time, and so that make they more concentrate on the task. When there is a homework i always emphasixe that they must gather a homework on time.

Interviewer : Biasanya berapa lama ibu memberikan mereka waktu untuk pekerjaan rumah/PR?

Teacher : Biasanya saya memberikan mereka waktu selama satu minggu, jadi pertemuan selanjutnya harus dikumpulkan.

Interviewer : Ok bu, for the six question about set achievable goals. Apakah ibu menetapkan pencapaian, misalnya hari ini materi harus sampai sini dan pencapaian murid harus seperti ini?

Teacher : I not use it, it is very difficult for me to set an achievement goals because this is an inclusive class which there have students with special needs and normally students in one class. If a had to set a

goal like today the material about the vocabulary of the things in the class must be finished, so in the next meeting will proceed to the vocabulary of fruit. I did not specify it because for one material i could spend several meetings, because it was very difficult for them to understand the material. Jadi saya mengajar itu seperti air yang mengalir, saya tidak memaksakan pencapaian, karena untuk anak ADHD tentunya sangat sulit jika saya menerapkan pencapaian, oleh karena itu untuk satu materi yang seharusnya habis dalam satu atau dua pertemuan, untuk dikelas saya bisa menghabiskan tiga atau lebih pertemuan untuk satu materi.

Interviewer : For the seven question about note key times for maintaining attention . Apakah ibu mempunyai waktu-waktu tertentu untuk mengembalikan perhatian mereka?

Teacher : Iya i use this strategy. I will ask students attention when explaining the material. Every few minutes i always check their understanding , if they pay attention they will be able to answer and if they don't pay attention they will not be able to answer. I usually ask one by one, if someone can not answer her question, then i will repeat the material again.

Interviewer : Ketika kapan ibu akan mengembalikan perhatian mereka?

Teacher : Mungkin ketika saya melihat mereka sudah kehilangan fokus mereka, maka saya akan menerapkan hal tersebut.

Interviewer : Baik ibu, mungkin hari ini hanya 7 pertanyaan yang saya tanyakan, dan kita akan lanjutkan besok lagi ya bu?

Teacher : Iya, mohon maaf atas keterbatasan waktunya dikarenakan saya akan mengajar kembali setelah ini.

Interviewer : Tidak apa-apa bu, terimakasih banyak atas waktunya hari ini bu.

Teacher : Iya sama-sama

## **B. INTERVIEW DAY 2 (APRIL 16, 2019)**

Interviewer : Assalamu'alaikum bu, maaf bu minta waktunya untuk melanjutkan wawancara yang kemarin bu.

Teacher : Iya silahkan.

Interviewer : For the eight question, do you allow fewer written tasks and more opportunity to present ideas visually or orally?

Teacher : Ok, saya tidak menggunakan ini di kelas rendah, I mean I often ask students to write in lower class, when I teach in first grade until four grade I gives a task in writing, because I have difficulty



to doing verbally or orally task especially for hyperactive students.

But in five grade and six grade, I give task more orally because based on my opinion they were easily arranged.

Interviewer : Jadi tidak semua kelas ibu menggunakan visual or orally untuk pemberian tugas?

Teacher : Iya tidak semua, for first grade until four grade saya focus kewritten task.

Interviewer : Ok bu for the ninth question, are you use visual cues and gestures such as pointing to where the student should be?

Teacher : I used it. When there are students who are busy with their own world when learning process or when they doing the task, and this often happens to childrens with Attention Deficit Hyperactivity Disorder (ADHD). So, i will come to their seats and will ask several questions, I use eye contact that is intended so that they listen more to me.

Interviewer : Apakah cara itu efektif bu membuat anak ADHD kembali focus ketugas dan pembelajaran?

Teacher : Ya ini cukup efektif, walaupun tidak berselang lama mereka kembali seperti itu, ya seperti itulah anak ADHD. Jadi kita harus mealakukannya secara konsisten.

Interviewer : Ok bu, for the tenth question, apakah ibu membuat pembelajaran

menjadi interactive dengan nyayian atau bermain? And how you make the English lesson should be very interactive?

Teacher : Oh saya tidak menggunakan itu, i rarely do it and almost never, because based on my opinion, I feels difficulty to handle them to calm and make classes not noisy, especially when I uses interactive lesson such as singing or playing I think the class will be even more noisy and find it increasingly difficult to organize. So, I focused on written task and using media such as real media and pictures. For example when I teach vocabulary about vegetables, sometimes I bring the real media such bring carrot, or just bring a picture of a carrot from my phone or I print out the picture.

Interviewer : Ok bu, for the eleventh question, are you consistently and clearly reinforce the class rules and boundaries?

Teacher : Saya tidak menggunakan strategi ini in lower class, I used to do it before, I gives some rules in the class. If the students not sit on their chair or make noise and it can disturb learning process so I will give them punishment, if their do things that can interference a learning process or their other friends , I will give them punishment too. And some of rules that I tell at that time, as you can see in the lower class they don't pay attention to me when i

give rules, especially for hyperactive students were very ignorant, they were still noisy, walking and run in the class, disturbing their friends, and for now i didn't apply the rules anymore.

Interviewer : Jadi ibu sudah pernah mencoba menggunakan aturan dikelas 1 dan 2 akan tetapi mereka tidak menghiraukan ya bu?

Teacher : Iya dan saya rasa itu tidak efektif dan saya tidak menggunakannya lagi.

Interviewer : Ok bu for the twelfth question, do you develop some private cues with students that will signal such things as when they need to refocus or take some time out from the task or situation?

Teacher : Iya saya menggunakan strategi ini. When they are out of focus I usually say let's "duduk rapi" or ask them about the material today. For hyperactive students, they are very difficult to focus on learning process, maybe they will last 10 minutes when I explain and then they will be in their own world, so I will do a few things when they don't focus by doing "duduk rapi" for one example. Mereka sangat antusias melakukan itu.

Interviewer : Apakah semua siswa mengikuti perintah ibu untuk duduk rapi?

Teacher : Iya mereka semua melakukannya bahkan terlihat senang ketika melakukan itu.

Interviewer : Ok bu for the thirteenth question, do you praise students who

settle into class and maintain focus?

Teacher : Iya I always praise my students if they focus on learning, when I test them about the material by asking or ask them to make a sentence and they can do it, then I will praise them by saying :”Great, Good, or Excellent”. And for hyperactive student I usually ask them to read the words in the white board and when they can do it, I will praise them like “Good Job”. I think when they can answer my questions correctly automatically it show that they are focused on learning, and the lessons on that day can be well received.

Interviewer : Apakah ibu memuji setiap siswa atau hanya siswa yang pada hari itu focus terhadap pembelajaran saja?

Teacher : Tidak semua, hanya untuk siswa yang pada hari itu focus terhadap pembelajaran, menguasai materi dengan baik dan mereka yang tertib di kelas. Jadi siswa yang lain dapat termotivasi ketika temannya melakukan hal yang bagus.

Interviewer : Ok bu for the last question, How do you follow up general classroom or group instructions with a check of understanding or one-on-one instruction?

Teacher : Iya saya melakukan itu, when half the material or after completing the material , I always follow up to check their understanding,

usually I do it one by one, for example she appoint one student: “Ilham, today we learn about the things in the class, I want to ask, does ilham have a book?”. When he answered yes, then she will order him to make a sentence, such as :”please make a sentence based on the thing that Ilham has (saya mempunyai sebuah buku). When he can answer correctly “I have a book” then I will ask other friends about the material.

Interviewer : Apakah ibu melakukan itu secara individu per individu atau ibu melakukannya dengan cara membagi kelompok atau membuat mereka berpasang-pasangan?

Teacher : Saya melakukannya secara individu saja, karena saya kesulitan untuk membagi anak-anak dalam kelompok atau berpasangan.

Interviewer : Baik bu, terimakasih banyak untuk waktu ibu, Alhamdulillah semua pertanyaan sudah terjawab bu.

Teacher : Iya sama-sama, good luck ya buat kedepannya.

Interviewer : Inggih bu, aamiin.

## **Appendix 6. General Description of the Research**

### **General Description of the Research Location:**

#### **1. Brief story of SDN Benua Anyar 8 Banjarmasin**

In the fourth chapter, based on observation and interview to the headmaster and the teachers of SDN Benua Anyar 8 Banjarmasin, the researcher would like to describe the brief story of the school, teachers, students, vision and mission.

SDN Benua Anyar 8 is an inclusion primary school with a dosmetic and accredited B status. The school is led by a school principical who expects this inclusion school to continue to improve. This elementary school first received students with special needs in 2013 with 1 student and began to stand up to publish itself as an inclusive elementary school from 2005 until now.

SDN Benua Anyar 8 headed by a headmaster named Hj. Aminah, S.Pd., MA., which has 194 students. This school has 8 PNS teachers and 28 honorary teachers. This school is an inclusive school that accepts all types of children with special needs.

The researcher has been done this reserach in SDN Benua Anyar 8 Banjarmasin on Benua Anyar street RT.1 No.4. Kec. Banjarmasin Timur, South Kalimantan.

#### **2. The Vision of SDN Benua Anyar 8 Banjarmasin.**

The vision of SDN Benua Anyar 8 Banjarmasin are *menjadi sekolah terpercaya dimasyarakat untuk mencerdaskan bangsa dalam rangka mensukseskanpendidikan untuk semua (education for all).*

### **3. The Missions of SDN Benua Anyar 8 Banjarmasin**

The Missions of SDN Benua Anyar 8 Banjarmasin are :

- a. menyiapkan generasi unggul yang memiliki potensi dibidang imtek dan iptek,
- b. membentuk sumber daya manusia yang aktif, kreatif, inovatif sesuai dengan perkembangan jaman,
- c. membangun citra sekolah sebagai mitra terpercaya di masyarakat,
- d. mewujudkan pendidikan bermutu, aman, nyaman, dan tanpa diskriminasi.

### **4. Description about English teacher in SDN Benua Anyar 8 Banjarmasin**

Based on the research, there are 36 teachers of SDN Benua Anyar 8 Banjarmasin that is divided in headmaster, administration, teachers, and accompanying teachers for students with special needs. SDN Benua Anyar 8 Banjarmasin has one teacher for teaching English that is Miss Hildayanti, S.Pd. She teach English for one, two, three, four, five and six grades.

### **5. The students of SDN Benua Anyar 8 Banjarmasin**

The total numbers of students are 194 students that is divided into one, two, three, four, five, and six grades.











PEMERINTAH KOTA BANJARMASIN  
DINAS PENDIDIKAN  
SDN BENUA ANYAR 8 BANJARMASIN

Jl. Benua Anyar, Rt 1 No 4 Benua Anyar Kec. Banjarmasin Timur  
BANJARMASIN

Kode Pos 70239

SURAT KETERANGAN SELESAI RISET

Nomor 431.2/098 - SDN. BANY Dipendik/ 2019

Yang bertanda tangan di bawah ini Kepala Sekolah Dasar Negeri Benua Anyar 8 Kota Banjarmasin menerangkan bahwa:

Nama	:	RAHMATIA ROZANA
NIM	:	1501241529
Jurusan	:	Tadris Bahasa Inggris
Tempat	:	SDN Benua Anyar 8 Banjarmasin

Telah melaksanakan penelitian dengan judul **“The English Teacher’s Strategies to Teach English for Students with Special Needs at SDN Benua Anyar 8 Banjarmasin”**.

Demikian surat keterangan ini kami buat, untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 13 Mei 2019

Kepala Sekolah



Aminah, S.Pd, MA

NIP. 196204031982022005





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT KETERANGAN**

Nomor: 169/Un.14/III.1.t/02/2019

Yang bertanda tangan di bawah ini, menerangkan bahwa:

Nama : Rahmatia Rozana  
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Jurusan/Prodi : TBI  
Alamat : Jalan Manunggal II Gg.8, Kelurahan Kebun  
Bunga Banjarmasin Timur. RT 28 RW 02,  
Kode Pos 70235

adalah benar telah melaksanakan Seminar Desain Operasional Skripsi yang berjudul:

**ENGLISH TEACHER'S STRATEGIES IN MANAGING STUDENTS WITH  
ADHD AT SDIT UKHUWAH BANJARMASIN**

Pada Hari/Tanggal : Jum'at, 15 Februari 2019

Tempat : Perpustakaan jurusan PBI (SAC)

Demikian surat keterangan ini dibuat, untuk dipergunakan sebagaimana mestinya.

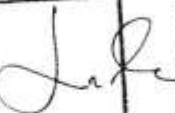
Banjarmasin, 19 Februari 2019

Ketua,



Mahmudah, M.Pd.I

NIP. 198708212015032004

Bimbingan ke-	Tanggal	Catatan Pembimbing Bahasa dan Teknik Penulisan	Tanda Tangan
	8/6/19	Revise your abstract, make it short but cover all information. Try to write 200 - 250 words for abstract.  Ready for exam, good luck!	

## CURRICULUM VITAE

1. Name : Rahmatia Rozana
2. Place and Date of Birth : Kotabaru, January 22th, 1997
3. Gender : Female
4. Religion : Islam
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7. Address :  
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8. Education :
  - a. TK Pembina Amuntai year 2003
  - b. SDN 2 Dirgahayu Kotabaru year 2009
  - c. SMPN 1 Kotabaru year 2012
  - d. MAN Kotabaru year 2015
  - e. S1 English Department of Tarbiyah and Teacher Training Faculty of  
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2018/2019.
9. Parents
  - Father's Name : Rachman
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  - Address : Jl. Raya Stagen Km. 5,5 Sungai Taib.
  - Mother's Name : Syamsu Marti
  - Occupation : Merchant
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10. Sibling : Alpina Rachmawati  
Erlina Inayati  
Ahyatur Riza  
Adin Nur Rizky