

**ENGLISH TEACHER'S STRATEGIES TO TEACH ENGLISH FOR
STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL
BANJARMASIN**

BY

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**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
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ANTASARI

BANJARMASIN

**ENGLISH TEACHER'S STRATEGIES TO TEACH ENGLISH FOR
STUDENTS WITH SPECIAL NEEDS IN INCLUSIVE SCHOOL
BANJARMASIN**

AN UNDERGRADUATE THESIS

**Presented to
Faculty of Tarbiyah and Teacher Training
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**by
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VALIDATION

English Teacher's Strategies to Teach English for Students with Special Needs in Inclusive School Banjarmasin



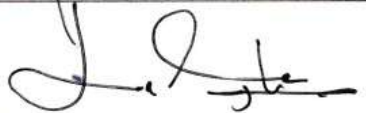
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STATEMENT OF AUTHENTICITY

I, the undersigned, Rahmatia Rozana, declare that this undergraduate thesis is my original work, gathered and utilized especially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, May 2019

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ABSTRACT

Rozana. 2019. English Teacher's Strategies to Teach English for Students with Special Needs in Inclusive School Banjarmasin. Thesis. English Education Department, Faculty of Tarbiyah and Teachers Training. Antasari State Islamic University. Advisors: (I) Rusnadi, S.Pd. I, M.Pd. I, MA. (II) Afifah Linda Sari, M.Pd

Key words: Strategies, Students with Special Needs, Attention Deficit Hyperactivity Disorder (ADHD)

This research describes the English Teacher's Strategies to Teach English for Students with Attention Deficit Hyperactivity Disorder (ADHD) at SDN Benua Anyar 8 Banjarmasin. In this research, the researcher used the theory from Ministri of Education New Zealand (2015). There are 14 strategies that the teachers much have to teach students with Attention Deficit Hyperactivity Disorder (ADHD) in English lesson.

The design of this research is qualitative method with descriptive qualitative approach. The subject in this research was the only one English language teacher for first and second grade at SDN Benua Anyar 8 Banjarmasin academic year 2018/2019. The object in this research was only focuses on the English teacher strategies to teach English for students with ADHD on first and second grade at SDN Benua Anyar 8 Banjarmasin. In data collection, the researcher used observation and interview techniques. Then, all of data that have been collected were analyzed in descriptive qualitative based on Sugiyono.

The result of this research is the teacher used amost all strategies such as make the class stimulating, using visual tools, verbally prompt students, use visual cues and gestures, note key times for maintaining attention, improve students' awareness of time, follow up general classroom or group instructions with a check of understanding, develop some private cues, praise students who settle into class and maintain focus.

ABSTRAK

Rozana. 2019. Strategi-strategi guru bahasa Inggris dalam mengajarkan bahasa Inggris untuk anak berkebutuhan khusus di sekolah inklusif Banjarmasin. Skripsi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan. UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Rusnadi, S.Pd. I, M.Pd. I, MA. (II) Afifah Linda Sari, M.Pd.

Kata kunci: Strategi, Siswa Berkebutuhan Khusus, Gangguan Pemusatan Perhatian dan Hiperaktivitas (GPPH).

Penelitian ini menjelaskan tentang strategi-strategi guru bahasa Inggris dalam mengajarkan bahasa Inggris untuk anak berkebutuhan khusus di SDN Benua Anyar 8 Banjarmasin. Di dalam penelitian ini, peneliti menggunakan teori dari kementerian pendidikan New Zealand (2015). Terdapat 14 strategi yang harus dimiliki guru dalam mengajar anak GPPH dipelajaran bahasa Inggris.

Desain dalam penelitian ini adalah metode kualitatif dengan pendekatan deskriptif. Subjek pada penelitian ini adalah satu-satunya guru bahasa Inggris untuk kelas satu dan dua di SDN Benua Anyar 8 Banjarmasin tahun akademik 2018/2019. Objek pada penelitian ini adalah hanya focus pada strategi bahasa Inggris dalam mengajarkan bahasa Inggris untuk anak GPPH kelas satu dan dua di SDN Benua Anyar 8 Banjarmasin. Dalam pengumpulan data, peneliti menggunakan teknik observasi dan wawancara. Kemudian, semua data yang telah dikumpulkan dianalisis dengan analisis deskriptif qualitative oleh Sugiyono.

Hasil dari penelitian ini guru menggunakan hampir semua strategi seperti membuat kelas stimulasi, menggunakan alat visual, meminta siswa secara verbal, menggunakan isyarat visual dan gerakan, mencatat waktu-waktu penting untuk mempertahankan perhatian, meningkatkan kesadaran siswa akan waktu, menindaklanjuti kelas umum atau instruksi kelompok dengan pemeriksaan pemahaman, mengembangkan beberapa isyarat pribadi, memuji siswa yang menetap dikelas dan mempertahankan fokus.

MOTTO

“Eat failure, and you will know the taste of success.”

-Anonymous

DEDICATION

I dedicate my thesis with sincerity to:

My beloved parents and my beloved family

Who always give me motivation and strength, who always pray, who always give me everything in this world.

I hope that I can make you happy in this world and hereafter.

All of my friends

Who help me much from the beginning till the end of this thesis

Thank you for everything.

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Finally, the researcher hopes that this research will be useful for the next researchers. The researcher admits that this thesis is not perfect yet. Therefore, the suggestion will be expected to make it better.

Banjarmasin, May 2019

Rahmatia Rozana

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