

## 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.