

CHAPTER I

INTRODUCTION

This chapter would present background of the study, research question, objective of study, significance of study, and definition of key terms.

A. Background of the Study

Learning is one of the primary activities of teacher and students in the classroom. Learning is a mental and psychological activity carried out by someone. Learning English as an international language is a compulsory subject. Every education levels in Indonesia since junior high school until university make English as an important subject that has to be studied and passes. According to Wyrwicka (2001), English as a foreign language should be distinguished from English as a second language since a second language is studies as well as learned in the community which uses it.

English language material in elementary schools must cover all aspects of English skills, starting from reading, speaking, listening and writing. This aims to enable elementary school students to improve their overall English skills. However, English language material for elementary schools that have been running at this time only focus on mastering vocabulary. Learning vocabulary in the beginning is one of the important aspects in learning english as a foreign language. According to Harimurti

(2007), “Vocabulary is a component of language that had all information about meaning and using in language”. Vocabulary is list of words with their meanings, especially in a book for learning a foreign language. Vocabulary is a component of language containing information about the meaning and the use of word in language, without mastering vocabulary the students cannot communicate well with other people.

Teaching English for young learners is different with teaching English for adults. Because English as a foreign language, the English teacher in elementary school must have extra energy to teach English and need the varied strategies for elementary school students. However, the young learners to learn English are better than adults, because they are easier to get new vocabularies. According to Paradis (2004) and Johnstone (2009), there are several advantages of an early start : first, young learners acquire languages with greater ease, especially the sound system, and develop implicit competence since they can rely on natural acquisition processes. They are undeniably better at acquiring the sounds and rhythms of the target laguage. Then, they have lower affective filter than older learners do and they are also more intuitive and less anxious. Moreover, they have more time to learn the target language and larger capacity to gain awareness about the potential intercultural identity. Finally, if they start earlier, they will make use of the ultimate benefits for improvement overtime.

In the class, to create a good classroom atmosphere and appropriate method, teacher must create attractive methods and various types of strategies for the class. Nowadays, many teachers have the difficulties to manage the class, organize many students with the different characteristics and apply the strategies they want to use in the class. According to Moore (2005); DBE2 (2010), effective teachers keep students involved in their lesson and master a variety of effective teaching strategies.

Choosing a learning strategy is very important for a teacher. According to Oxford (1990), the word strategy comes from the ancient Greek word strategies which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away, but the control and goal directedness remain in the modern version of the word. The classroom atmosphere which sometimes is not conducive and difficult it's makes a teacher must have a strategy in learning process. A teacher must be able to choose the most effective and efficient strategy in learning process to create a good learning experience, it's can provide facilities for students to achieve learning goals.

In the school, there are various types of children's behavior. One of them is hyperactive children or ADHD. According to Wiyani (2014) ADHD is a popular term which stands for Attention Deficit Hyperactivity Disorder. If interpreted into Indonesian, it becomes a disturbance in concentration attention and hyperactivity. Teaching English for students with special needs is different with teaching English for normally students.

Teacher should make the lesson be very interactive, emphasis must be placed on singing, playing, dancing, drawing. Movement activities are extremely beneficial for children with special needs as most of them have difficulties in staying focused or sitting down.

In the Qur'an it is explained that everyone can get education, including childrens with sepcial needs. Moreover, they can get education as another normal childrens. This is explained in the surah An-Nur verse 61:

لَيْسَ عَلَى الْأَعْمَىٰ حَرْجٌ وَلَا عَلَى الْأَعْرَجِ حَرْجٌ وَلَا عَلَى الْمَرِيضِ حَرْجٌ وَلَا عَلَى أَنْفُسِكُمْ أَنْ تَأْكُلُوا مِنْ بُيُوتِكُمْ أَوْ بُيُوتِ آبَائِكُمْ أَوْ بُيُوتِ أُمَّهَاتِكُمْ أَوْ بُيُوتِ إِخْوَانِكُمْ أَوْ بُيُوتِ أَخَوَاتِكُمْ أَوْ بُيُوتِ أَعْمَامِكُمْ أَوْ بُيُوتِ عَمَّاتِكُمْ أَوْ بُيُوتِ أَخْوَالِكُمْ أَوْ بُيُوتِ خَالَاتِكُمْ أَوْ مَا مَلَكَتُمْ مَفَاتِحَهُ أَوْ صَدِيقِكُمْ ۗ لَيْسَ عَلَيْكُمْ جُنَاحٌ أَنْ تَأْكُلُوا جَمِيعًا أَوْ أَشْتَاتًا ۗ فَإِذَا دَخَلْتُمْ بُيُوتًا فَسَلِّمُوا عَلَى أَنْفُسِكُمْ تَحِيَّةً مِنْ عِنْدِ اللَّهِ مُبَارَكَةً طَيِّبَةً ۗ كَذَلِكَ يُبَيِّنُ اللَّهُ لَكُمْ الْآيَاتِ لَعَلَّكُمْ تَعْقِلُونَ (٦١)

On the basis of the sources of the Qur'an above, it is clear that the child is having abnormalities or special needs also has the same rights and degrees in life, especially obtaining what is called proper education for them. In a manner general education is an institution that needs to be taken by a child, because every citizen has the right to get an education decent and good. This is in accordance with Asbabunnuzul of Q.S. An-Nur verse 61, nemaly at that time the Arabs felt disgusted to eat together.

In the era of prophet Muhammad SAW, he never distinguished anything between normal humans and humans with special needs. In education, every human being has the same right to obtain a proper education, even though he or she has special needs, and we are not allowed to discriminate between them.

According to Cantwell (2006), learning a foreign language usually poses a problem for students with ADHD. As the statistics show, about 50% of them have different speech and language disorder caused by a central nervous system dysfunction. Swanson (2006) suggest that some recognize the root of the ADHD problem as an impairment or underdevelopment of the front lobe of the brain, which is responsible for the major language functions . Witton (1998) describes that some studies have shown that the language abilities of an ADHD child are affected by a deficit of working memory.

According to Sparks, (1992), whatever the medical underlying factors actually are, frequently the initial warning of language difficulty presents itself during the period in which a child with ADHD acquires his first language. Typically, both speech input and output are impaired making the process of language acquisition rather challenging and confusing for such learners. Many of them have difficulty in speaking, listening, reading and writing in their native language, struggles that usually carry over and have a negative impact on second language learning as well.

From pre-observation that was held by the researcher to teacher in English class on April, 2018. The researcher did interview with the English teacher and observation in the class. From the observation, the researcher saw that some students look very active than the other students. Even though childrens in their age were often active, but there some students were very active and make a teacher was difficult to manage them. They run around the class and leave the class, they did not listen the instruction from their teacher, they did not focus when the teacher give the explanation in front of the class, they disturbed their friend like taking or borrowing their friend's item without permission, and hitting their friends.

From interview, the researcher got the data by interviewing Ms. Hilda on February, 2019 as the English teacher at SDN Benua Anyar 8 Banjarmasin. This school has only one English teacher to teach all the classes in English subject, from first grade until six grade. She said that teaching English in an inclusive class is different than other class. Because in the inclusive class she had to teach normal students and special needs student in the same time and in one class, and make her feel difficulties.

Based on books and article that the researcher have been read, such books of *Pendidikan Anak Berkebutuhan Khusus (2017)*, *Anak Berkebutuhan Khusus (2010)*, the article of *Mengenal Anak Berkebutuhan Khusus (2010)*. There are types of students with special needs : Autism, Attention Defecit Hyperactivity Disorder (ADHD), Cerebral Paisy, Down syndrome, Emotional Disturbance, Epilepsy, Reading and Learning

Disabilities, Intellectual Disabilities, Pervasive Development Disorder, Speech and Language Impairments, Spina Bifida, Traumatic Brain Injury, Visual Impairments.

However, in this research, only focussed on Attention Defecit Hyperactivity Disorder (ADHD) students. Because, among all types of students with special needs, students with ADHD are difficult to manage, because they cannot sit on their chair and they like to run in the class, and they disturb their friend. Therefore, the teacher must use specific and good strategies for learning process. Mowever in this research, the researcher doing observation only in first and second grade, because among all classes, in first and second grade there are many students with Attention Defecit Hyperactivity Disorder (ADHD) more than other classes.

Some researcher have done the research about teacher's strategies and also about ADHD students. Firstly, the thesis by Nurmadia Sarjan (2017) from Alauddin State Islamic University of Makassar, entitled "*An Analysis on the English Teachers Strategies in Teaching Reading Comprehension at the Second Grade of Junior High School 1 of Wonomuly*". The result of his research he found that two strategies that the teacher used, Scaffolding and QARs (Question Answer Relationship). The similarity is the both researchers have choosen the teacher's strategies as the object of the research. However, the difference is the researcher investigated the teacher's strategies for students with ADHD, while the previous research in teaching reading comprehension.

Secondly, thesis by Meria Santy Sibarani (2017) from University of Jambi, entitled “*English Teachers’ Strategies in Managing A Large Class at SMP Negeri 4 Kota Jambi*”. The result of her research she found some strategies that used by teacher, there are organization, rules and communication. The similarity is the both researchers have chosen the teacher’s strategies as the object of the research. However, the difference is the researcher investigated the teacher’s strategies for students with ADHD, while the previous research in managing a large class.

Thirdly, thesis by Yayuk Yuliana (2017) from Maulana Malik Ibrahim Islamic University of Malang, entitled “*Teknik Guru Dalam Menangani Anak Hiperaktif*”. The result of her research she found the behavior of children with ADHD and techniques that wereby teachers in dealing students with ADHD. The similarity is the both researchers have chosen the the Students with ADHD. However, the difference is the researcher investigated the teacher’s strategies, while the previous research is teacher’s techniques.

Based on the explanation, the researcher interested to find out the teacher strategies when she teach English for Attention Defecit Hyperactivity Disorder (ADHD) students in inclusive class. Because ADHD students are types of children with special needs that are difficult to manage, so the teacher need specific strategies to teach language for them.

B. Research Question

By conducting this research, the writer wants to investigate a problem as follow :

What are the English Teacher's Strategies to Teach English for Students with Attention Defecit Hyperactivity Disorder (ADHD) at SDN Benua Anyar 8 Banjarmasin?

C. Objective of Study

To find out what are the English Teacher's Strategies to teach English for students with Attention Deficit Hyperactivity Disorder at SDN Benua Anyar 8 Banjarmasin.

D. Significance of Study

The results of this study are expected to provide good benefits that are practical as well as theoretical, among others, as follows:

1. Theoretically :

The results of the research was really expected to give the benefit, contribute, and to give some informative inputs for teacher to teach English for Students with Attention Defecit Hyperactivity Disorder (ADHD).

2. Practically :

- a. For Teacher: this research is expected to help the teacher to manage their students with Attention Defecit Hyperactivity Disorder (ADHD) in the class, so they can learn well and not disturb other students.
- b. For Researchers: this research is very useful as a reference to improve further research

E. Definitions of Key Terms

To avoid misinterpretation and misunderstanding to this research, the researcher feels necessary to explain some terms dealing with the title as follows:

1. Teacher's strategies means the strategies that the English teacher used to teach English for students with Attention Defecit Hyperactivity Disorder (ADHD) which consist of 14 strategies based on New Zealand Ministry of Education (2015) in the first and second grade class in inclusive school at SDN Benua Anyar 8 Banjarmasin
2. Students with special needs means the children who have differences with normal children both in terms of physical, mental and behavioral aspects. When entering this inclusive school, there was a series of tests carried out, namely psychology test and healthy test in the first and second grade in inclusive school st SDN BenuaAnyar 8 Banjarmasin.
3. Attention Deficit Hyperactivity Disorder (ADHD) Students means childrens with special needs that who have excess energy, they have many

activities, in situations that are clearly inappropriate, unable to stop when instructed, often only able to carry out tasks with a certain speed, and have other problems like difficulties in learning process, they behavior, in the first and second grade class in inclusive school at SDN Benua Anyar Banjarmasin.

4. Teacher in this research, refers to the English teacher who handle inclusive class on English subject at first and second grade that have students with Attention Deficit Hyperactivity Disorder (ADHD) at SDN Benua Anyar 8 Banjarmasin.