

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter would be present finding and discussion about English teacher's strategies to teach English for students with Attention Deficit Hyperactivity Disorder (ADHD) at SDN Benua Anyar 8 Banjarmasin.

A. Findings

This research was conducted at SDN Benua Anyar 8 Banjarmasin which is located on Benua Anyar number 4 Banjarmasin. This chapter present the result of research in the form a description of the English teacher's strategies to teach English for students with Attention Deficit Hyperactivity Disorder (ADHD).

The result of this research and the discussion are data analysis result gathered during the research process. It is collected based on the result of observation which has done inside classroom in learning process and interview which has done outside classroom to teacher of English at SDN Benua Anyar 8 Banjarmasin.

The researcher doing the observation in learning process on English subject at first and second grade and also doing the interview to the English teacher. Based on the result of the observation and interview

,the researcher found several strategies that the teacher used to teach English for students with Attention Defecit Hyperactivity Disorder (ADHD). Which is described one by one in the following paragraphs.

The teacher make the class stimulating but not distracting, she uses it all times when the researcher does observation. She seperates seats between hyperactive students and normal students. For example , the students with special needs seats two row on the left and the normal students two rows on the right. This is reinforced by the teacher's statement in the interview on April 15, 2019. The teacher said that she uses the simple technique, 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.

The teacher use visual tools, she uses 4 times when the researcher do observation. First time in first meeting on March, 8 2019. Second time in second meeting on March 14, 2019. Third time in seventh meeting on April 4, 2019. Fourth time in eight meeting on April 5, 2019. Before entering the learning material, the teacher tells students what 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". This is reinforced by the teacher's statement in the interview on April 15, 2019. The teacher said that in the learning process, the teacher use real media or picture. For example when she teach about fruits, sometimes she bring the real media

like bring an apple or the other fruits in the class, but sometimes she just using pictures that she has brows a picture of apple and then show the picture to students alternately.

The teacher not reduce class noise as the teacher's get started. She does not uses it all times when the researcher does observation The teacher was very difficult to make the class quiet, and some verbal instruction can't make the class quiet and the students calmdown. Because the hyperactive students are very difficult to manage. This is reinforced by the teacher's statement in the interview on April 15, 2019. The teacher said that she could not implement it, because this in lower class there are many hyperactive students, so she very difficult to do that. When she rebuke to using a high voice to make the class quiet, but the student's voice more louder than the teacher's voice. So the teacher can not do this strategy in lower class such first grade and second grade.

The teacher verbally prompt students to settle in start and repeat the her message every few minutes as a reminder. She uses 4 times when the researcher do observation. First time in fifth meeting on March 28, 2019. Second time in sixth meeting on March 29, 2019. Third time in ninth on March 29, 2019. Fourth time in tenth meeting on April 12, 2019. . The teacher write the vocabularies about the material today and then after entering the material, the teacher will remind about the material again every few minutes. And 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 just have 10 minutes left, has anyone finished?”. For example she tell them that for answering the task it takes only 30 minutes to finished or not they must to gather to her, and she always remind about time every few minutes after they doing the task. This is reinforced by the teacher’s statement in the interview on April 15, 2019. The teacher said that she gives the vocabularies before entering the material and repeat the vocabularies a few minutes as a reminder. And the teacher said that she do not distinguish between students with special needs especially students with Attention Deficit Hyperactivity Disorder (ADHD) and normally students.

The teacher improve students’ awareness of time, she uses 4 times when the researcher do observation. First time in fifth meeting on March 28, 2019. Second time in sixth meeting on March 29, 2019. Third time in ninth on April 11, 2019. Fourth time in tenth meeting on April 12, 2019. When students 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, she always emphasixe that they must gather a homework on time. This is reinforced by the teacher’s statement in the interview on April 15, 2019. The teacher said that she always teel them how much time they get to complete the task, and she 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.

The teacher not set achievable goals, she does not uses it all times when the researcher does observation because 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. This is reinforced by the teacher’s statement in the interview on April 15, 2019. The teacher said that it is very difficult for her 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.

The teacher note key times for maintaining attention, she uses 2 times when the researcher do observation. First time in fifth meeting on March 28, 2019. Second time in sixth meeting on March 29, 2019. Third time in ninth on April 11, 2019. Fourth time in tenth meeting on April 12, 2019. 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 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.” The teacher appoint students one by one to make sentences based on the material verbally, if someone can not answer her question, then she will repeat the material again. This is reinforced by the teacher’s statement in the interview on April 15, 2019. The teacher said that she will ask students attention when explaining the material. Every few minutes she 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. She usually ask one by one, if someone can not answer her question, then she will repeat the material again.

The teacher not allow fewer written tasks and more opportunity to present ideas visually or orally. She does not uses it all times when the researcher does observation The teacher always gives both at home and school in writing when she finished to explain the material and only conducts verbal test sometimes when the students do not pay attention to the teacher. This is reinforced by the teacher’s statement in the interview on April 16, 2019. The teacher said that she often ask them to write in lower class, it is mean that when she teach in grade one until grade four she gives a task in writing, because she have difficulty to doing verbally or orally task especially for hyperactive students. But in grade five and grade six, she give task more orally because based on her opinion they were easily arranged.

The teacher gain student’s attention and use visual cues and gestures. She uses 2 times when the researcher do observation. First time

in ninth meeting on April 11, 2019.. Second time in tenth meeting on April 12, 2019. 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?. This is reinforced by the teacher’s statement in the interview on April 16, 2019. The teacher said that she use this strategy. 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, she will come to their seats and will ask several questions, she use eye contact that is intended so that they listen more to her.

The teacher not make English lesson should be very interactive, she does not uses it all times when the researcher does observation. 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. This is reinforced by the teacher’s statement in the interview on April 16, 2019. The teacher said that she rarely do it and almost never, because based on her opinion, she feels difficulty to handle them to calm and make classes not noisy, especially when she uses interactive lesson such as singing or playing she think the class will be even more noisy and she find it increasingly difficult to organize. So, she focused on written task and using media such as real media and pictures. For example when she teach vocabulary about

vegetables, sometimes she bring the real media such bring carrot, or just bring a picture of a carrot from her phone or she print out the picture.

The teacher not consistently and clearly reinforce the class rules and boundaries. From the beginning the researcher took part in learning process for several meetings in two classes (first grade and second grade), 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”. This is reinforced by the teacher’s statement in the interview on April 16, 2019. The teacher said that she not use this strategy in lower class, she used to do it before, she gives some rules in the class. If the students not sit on their chair or make noise and it can disturb learning process so the teacher will give them punishment, if their do things that can interference a learning process or their other friends , the teacher will give them punishment too. And some of rules that she tell at that time, the teacher said to me :”but 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”.

The teacher develop some private cues with students, she uses 1 time when the researcher do observation in seventh meeting April 4, 2019. 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". The teacher ask students for "duduk rapi" when they refocus 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. This is reinforced by the teacher's statement in the interview on April 16, 2019. For hyperactive students, they are very difficult to focus on learning process, maybe they will last 10 minutes when she explain and then they will be in their own world, so she will do a few things when they don't focus by doing "duduk rapi" for one example.

The teacher praise students who settle into class and maintain focus. She uses 2 times when the researcher do observation. First time in fourth meeting on March 21, 2019. Second time in ninth meeting. on April 11, 2019. 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/she does his job well, then the teacher will praise her/his 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”. This is reinforced by the teacher's statement in the interview on April 16, 2019. The teacher said that she always praise her students if they focus on learning, when she test them about the material by asking or she ask them to make a sentence and they can do it, then she will praise them by saying :”Great, Good, or Excellent”. And for hyperactive student she usually ask them to read the words in the white

board and when they can do it, she will praise them like “good job”. She think when they can answer her questions correctly automatically it show that they are focused on learning, and the lessons on that day can be well received.

The teacher follow up general classroom with a check of understanding one by one. She uses 2 times when the researcher do observation. First time in fifth meeting on March 28, 2019. Second time in eighth meeting on April 5, 2019. The teacher does this strategy, 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. When half the material or after completing the material , the teacher always follow up to check their understanding, this is reinforced by the teacher’s statement in the interview on April 16, 2019. The teacher said that she checking understanding one by one, when half the material or after completing the material , 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 she will ask other friends about the material.

Beside the nine strategies used by the teacher based on New Zealand Ministry of Education (2015), the researcher also found two strategies used by the teacher, there are :

First, checking the material for students. The teacher checks the students understanding about the material for the ADHD students more than the normal students. If the teacher checks the understanding of normal students twice, but for ADHD students are four times. This is done by the teacher when the learning process has lasted several minutes.

Second, number of questions for normal students and ADHD students. If the teacher gives the task about ten questions for normal students, and gives the task about five until seven questions for students with ADHD. The teacher said that ADHD students are difficult to complete a task, so it cannot be equated in giving a number of questions for normal students and students with ADHD.

B. Discussion

In this chapter, the researcher displayed the result of this research on the observation and interview. The data analyzed and reported systematically based on problem statement about the English teacher's strategies to teach English for students with Attention Defecit Hyperactivity Disorder (ADHD) at SDN BenuaAnyar Banjarmasin. It

consisted of the English teacher's strategies to teach English for students with Attention Defecit Hyperactivity Disorder (ADHD).

There are 14 strategies that the teachers much have to teach students with Attention Deficit Hyperactivity Disorder (ADHD) in English lesson based on New Zealand Ministry of Education (2015), but just nine strategies that the teacher used in this research.

Based on observation and interview for the first strategy, the teacher seperates 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. It is same with the New Zealand Ministry of Education (2015), they say that for make the class stimulating but not too distracting, the teacher must seat students with ADHD away from high-traffic, distracting areas of the class. Dendy (2019) also said that always seat this student in a low-distraction work area in the classroom. The teacher in this resaecrh consistently do this strategy in every meeting.

Based on observation and interview for the second strategy, the teacher use visual tools. Before entering the learning material, the teacher tells students what they will learn today. Hamruni (2009), In education, there are the certain media used in teaching learning process to convey the knowledge to students, this called by the media education. The teacher used real media or picture for explained the material. It is same with New

Zealand Ministry of Education (2015), they say that for 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. This is better because the teacher used visual tools in a variety ways, both with real media or a picture that can make students understand what they will learn at the meeting.

Based on observation and interview for the third strategy, the teacher verbally prompt students to settle in start 10 minutes before class and repeat the teacher's message every few minutes as a reminder. Harpin (2005) contends that ADHD students usually have learning difficulties. The teacher gives the vocabularies about the material and write down in the board before starting the class, then after entering the material, the teacher will remind about the material again every few minutes. It is for remain the Students about the material, because the ADHD students are difficult in learning. It is same with New Zealand Ministry of Education (2015). It would be better if the teacher did consistently in each meeting and the time was more regularly.

Based on observation and interview for the fourth strategy, the teacher improve students' awareness of time. When students 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. According to U.S. Department of Education in a book of *Teaching Children With Attention Deficit Hyperactivity Disorder : Instructional Strategies and*

Practices (2008), children with ADHD often have difficulty finishing their assignment on time and can thus benefit from special materials and practices that help them to improve their time management skills. 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. It is same with New Zealand Ministry of Education (2015) said, improve students' awareness of time by having a clock in class, verbalising the passing of time and practising time estimation. In the school of this research, every class have a clock but there are several clock that do not work. It would be better if the clock is fixed and it makes the students accustomed to managing time.

Based on observation and interview for the fifth strategy, the teacher note key times for maintaining attention. when the learning process in quarter way and there are some students who are out of focus, the teacher appoint students one by one to make sentences based on the material verbally. It is same with New Zealand Ministry of Education (2015), for note key times for maintaining attention in around a quarter of the way through a task may be a good time to check understanding, provide teaching or direction. According to U.S. Department of Education in a book of *Teaching Children With Attention Deficit Hyperactivity Disorder : Instructional Strategies and Practices (2008)* , remind students to keep working and to focus on their assigned task. For example, you can provide follow up directions or assign learning partners. About three

quarters of the way through reinforcement may need to be increased to maintain focus. The teacher always does this strategy when the students are out of focus, and this is effective to restore the student's focus.

Based on observation and interview for the sixth strategy, the teacher gain students's attention and use visual cues and gestures. 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 what they do. It is same with the New Zealand Ministry of Education (2015). They say that 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. Baihaqi and Sugiarmun (2008) defines ADHD provides condition that makes individuals have difficulty controlling stimuli, inhibits behavior and does not support their attention. The teacher does this strategy when the ADHD students are busy with their world and does not do the task. The teacher does it well, with soft voices and good eyes contact making the students respond more to what the teacher says.

Based on observation and interview for the seventh strategy, the teacher develop some private cues with students. When students are not focused on learning process, the teacher will ask students based on the material of the day. It same with the New Zealand Ministry of Education (2015), about 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. According to U.S. Department of Education in a book of *Teaching Children With Attention Deficit Hyperactivity Disorder : Instructional Strategies and Practices (2008)*, establish simple, non intrusive visual cues to remind the child to remind on task The teacher understand the right time to restore student's focus and provide relaxation such as asking students to sit neatly, but it would be better if the teacher gave time out by singing and playing.

Based on observation and interview for the eighth strategy, the teacher praise students who settle into class and maintain focus. 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. It is similar with the New Zealand Ministry of Education (2015), for 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 strategy well, she praise students who focus on learning process and can answer correctly, it can motivate these students and their friends are also motivated. Students with ADHD respond best to feedback that is immediate. According to Dendy (2019), use positive praise, such as "You're doing a great job" or "Now you've got it.

Based on observation and interview for the ninth strategy, the teacher follow up general classroom with a check of understanding one by one. According to Hamruni (2009), evaluation is component to know the

result teaching learning process, so that teacher can know the result of expectation. The teacher did checking 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. It is similar with New Zealand Ministry of Education (2015), but the teacher just checking understanding one by one and not make group discussion. According to Gardner (1991), the types of interaction used can be individual or group work. It would be better if the teacher make group discussion and checking their understanding about material in group.

Based on New Zealand Ministry of Education (2015) describe that teachers must have 14 strategies in teaching students who are hyperactive, especially in language learning. Because, English is a foreign language, and elementary school students are beginner learners in English lesson, so teachers must have a good strategy so that language learning for students with Attention Deficit Hyperactivity Disorder (ADHD) can run smoothly.

There are 14 strategies that the teachers much have to teach students with Attention Deficit Hyperactivity Disorder (ADHD) in English lesson based on Ministri of Education. First, make the class stimulating. Second, using visual tools, Third, reduce class noise as the teacher's get started. Four, verbally prompt students to settle in start 10 minutes before class and repeat the teacher's message every few minutes as a reminder. Five, improve students' awareness of time by having a clock in class, verbalising the passing of time and practising time estimation. Six, set

achievable goals. Seven, note key times for maintaining attention. Eight, allow fewer written tasks and more opportunity to present ideas visually or orally. Nine, use visual cues and gestures. Ten, make the English lesson should be very interactive.

Eleven, consistently and clearly reinforce the class rules and boundaries. Twelve, develop some private cues with students. Thirteen, praise students who settle into class and maintain focus. Fourteen, follow up general classroom or group instructions with a check of understanding or one-on-one instruction. U.S. Department of Education in a book of *Teaching Children With Attention Deficit Hyperactivity Disorder : Instructional Strategies and Practices (2008)* , it also emphasizes with Ministry of Education , that the teachers must do it to teach student with Attention Deficit Hyperactivity Disorder (ADHD) in English lesson. First, simplify instruction, choices, and scheduling. Second, help students to focus. Third, work with a homework partner. Four, assisting students with ADHD with time management. Five, use visual cues. Six, provide low distraction work areas.

The teacher in this research used almost all strategies that mentioned by New Zealand Ministry of Education (2015) and also U.S. Department of Education in a book of *Teaching Children With Attention Deficit Hyperactivity Disorder : Instructional Strategies and Practices (2008)*, such as make the class stimulating, using visual tools, verbally prompt students to settle in start 10 minutes before class and repeat the

teacher's message every few minutes as a reminder, use visual cues and gestures, note key times for maintaining attention, improve students' awareness of time by having a clock in class, verbalising the passing of time and practising time estimation, follow up general classroom or group instructions with a check of understanding or one-on-one instruction, 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, praise students who settle into class and maintain focus.

The teacher just does not used some of strategies such as reduce class noise as the teacher's get started, set achievable goal, allow fewer written tasks and more opportunity to present ideas visually or orally, consistently and clearly reinforce the class rules and boundaries, and make the English lesson should be very interactive.

Finally, it can be conclude that the teacher used almost all of the strategies and just does not used some strategies.