

CHAPTER V

CLOSURE

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

A. Conclusion

Based on the research result of the teacher strategies to teach English for students with Attention Deficit Hyperactivity Disorder (ADHD) at SDN Benua Anyar 8 Banjarmasin, it can be concluded that there are nine strategies used by the teacher, involve make the class stimulating, using visual tools, verbally prompt students to settle, use visual cues and gestures, note key times for maintaining attention, improve students' awareness of time, follow up group instructions with a check of understanding one by one, develop some private cues with students, praise students who settle into class and maintain focus.

In SDN Benua Anyar 8 Banjarmasin, the English teacher used nine strategies naturally. The media that she uses in learning process are real media and media pictures. For the five strategies that she did not use, because she had difficulty to implementing the strategies in that class, either because unruly students or the limitations of the students's abilities.

B. Suggestion

From the result of research, discussion, and conclusion which is discussed above, the researcher wants to give suggestion as follows:

1. The teacher should reduce class noise as the teacher's get started, because when the class more calm it will be more effective for student especially for students with Attention Deficit Hyperactivity Disorder (ADHD).
2. The teacher should often reduce class noise as the teacher's get started, so she can know the extent of the abilities and goals especially what she wants to do in the next.
3. The teacher should allow fewer written tasks and more opportunity to present ideas visually or orally, because students with special needs especially students with Attention Deficit Hyperactivity Disorder (ADHD) do not like in written tasks, their more challenged if the tasks present with visually or orally.
4. The teacher should consistently and clearly reinforce the class rules and boundaries, although students do not like the rules and seem not to care, but students must be taught to discipline as early as possible.
5. The teacher should make the English lesson should be very interactive. Because students with special needs especially students with Attention Deficit Hyperactivity Disorder (ADHD) will be more interested in learning English through singing, playing, or drawing.

6. For English Education Department, should provide the courses about teaching English for students with special needs.