

**ENGLISH LEARNING EXPERIENCES OF THE ATTENTION
DEFICIT HYPERACTIVITY DISORDER (ADHD) STUDENT AT
SMPN 5 SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
S U R A B A Y A**

By:

Lina Alfiani
D75214063

**ENGLISH TEACHER EDUCATION DEPARTMENT
FACULTY OF TEACHING AND TEACHER TRAINING
SUNAN AMPEL STATE ISLAMIC UNIVERSITY
SURABAYA
2020**

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini :

Nama : Lina Alfiani

NIM : D75214063

Semester : XII (Duabelas)

Jurusan/Prodi : Pendidikan Bahasa / Pendidikan Bahasa Inggris

Fakultas : Tarbiyah dan Keguruan

Dengan ini menyatakan sebenarnya bahwa skripsi yang berjudul "*English Learning Experiences Of The Attention Deficit Hyperactivity Disorder (ADHD) Student At Smpn 5 Surabaya*" adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambii-alihan tulisan atau pikiran orang lain yang saya akui sebagai tulisan atau pikiran sendiri.

Demikian pernyataan ini dibuat dengan sebenarnya, apabila pernyataan tidak sesuai fakta yang ada, maka saya selaku penulis bersedia dimintai pertanggung jawaban sesuai ketentuan undang-undang yang berlaku.

Surabaya, 10 Maret 2020

Pembuat pernyataan,



Lina Alfiani

D75214063

APPROVAL SHEET

This thesis by Lina Alfiani entitled "*English Learning Experiences Of The Attention Deficit Hyperactivity Disorder (ADHD) Student At Smpn 5 Surabaya*" has been approved by the thesis supervisor for further approval by the Board of Examiners.

Surabaya, 10th March 2020

Supervisor I,



H. Mokhamad Syaifudin, M.Ed., Ph.D.

NIP. 197310131997031002

Supervisor II,



Fitriah, Ph.D.

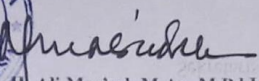
NIP. 197610042009122001

EXAMINER APPROVAL SHEET

This thesis by Lina Alfiani entitled "English Learning Experiences Of The Attention Deficit Hyperactivity Disorder (ADHD) Student At Smpn 5 Surabaya" has been examined on the 24th 2020 and approved by the board examiners.

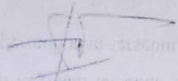


Dean


H. Ali Mas'ud, M.Ag, M.Pd.I

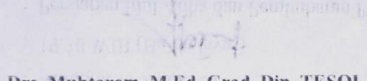
NIP. 196301231993031002

Examiner I,


Dr. M. Salik, M. Ag.


NIP. 19672121994031002

Examiner II,


Drs. Muhtarom, M.Ed, Grad. Dip. TESOL.

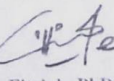
NIP. 196512201992031005

Examiner III,


H. Mokhamad Syaifudin, M.Ed.,Ph.D.

NIP. 197310131997031002

Examiner IV,


Fitriah, PhD

NIP. 197610042009122001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpustakaan@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Lina Alfiani
NIM : D75214063
Fakultas/Jurusan : Fakultas Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
E-mail address : lina.alfiani2195@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :
 Skripsi Tesis Desertasi Lain-lain (.....)
yang berjudul :

· ENGLISH LEARNING EXPERIENCES OF THE ATTENTION DEFICIT
HYPERACTIVITY DISORDER (ADHD) STUDENT AT SMPN 5 SURABAYA

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 13 Juli 2020

Penulis

(Lina Alfiani)

nama terang dan tanda tangan

ABSTRACT

Alfiani, Lina (2020). *English Learning Experiences Of The Attention Deficit Hyperactivity Disorder (ADHD) Student At Smpn 5 Surabaya.* A thesis, English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Supervisor I: H. Mokhamad Syaifudin, M.Ed, Ph.D, Supervisor II: Fitriah, Ph.D,.

Keywords: *English Learning Experiences, Attention Deficit Hyperactivity Disorder (ADHD) Student, Inclusive School, Resource Room.*

English learning experience is very important for students specifically for Attention Deficit Hyperactivity Disorder (ADHD) Student in inclusive school. Inclusive school means that school which has special program in the classroom and in the resource room class. In the Inclusive school the researcher gain her research about English learning experiences in vocabularies and in writing skills of Attention Deficit Hyperactivity Disorder (ADHD) Student to know how far their experiences in study English. The researcher interviewed an English teacher, a special educational needs teacher, and an Attention Deficit Hyperactivity Disorder (ADHD) Student. The findings show that the English learning experiences are: English learning experiences of ADHD in vocabularies activities divided into greetings, colors, numbers, animals, and some nouns topics while The English learning experiences of ADHD in writing activities divided into writing a letter, then combining be double letters, then writing a word, and the last writing some words. From those findings ADHD student has feeling reluctant and being absent in the class when the teacher doesn't use visual aids (picture, poster, flash card, video, and pointed the direct object around the class).

ABSTRAK

Alfiani, Lina (2020). *Pengalaman Belajar Bahasa Inggris Siswa Attention Deficit Hyperactivity Disorder (ADHD) di SMPN 5 Surabaya.* Skripsi, Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel, Surabaya. Pembimbing I: H. Mokhammad Syaifudin, M.Ed, Ph.D, Pembimbing II: Fitriah, Ph.D,.

Kata Kunci: *Pengalaman Belajar Bahasa Inggris, Siswa Attention Deficit Hyperactivity Disorder (ADHD), Sekolah Inklusif, Ruang Sumber.*

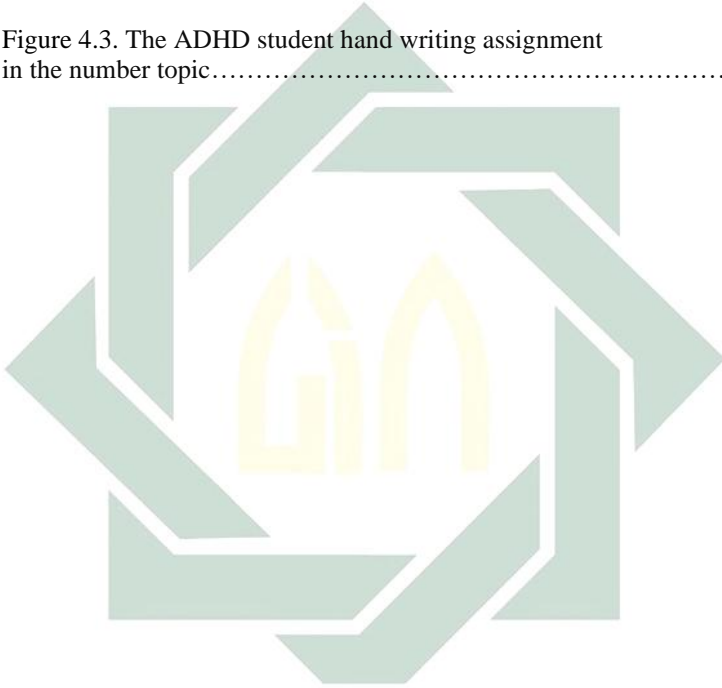
Pengalaman belajar bahasa Inggris sangat penting bagi siswa khusus untuk Siswa Attention Deficit Hyperactivity Disorder (ADHD) di sekolah inklusif. Sekolah inklusif berarti sekolah yang memiliki program khusus di kelas dan di kelas ruang sumber. Di sekolah inklusif, peneliti mendapatkan penelitiannya tentang pengalaman belajar bahasa Inggris dalam kosa kata dan keterampilan menulis siswa Attention Deficit Hyperactivity Disorder (ADHD) untuk mengetahui sejauh mana pengalaman mereka dalam belajar bahasa Inggris. Peneliti mewawancarai seorang guru bahasa Inggris, seorang guru kebutuhan pendidikan khusus, dan seorang Siswa Attention Deficit Hyperactivity Disorder (ADHD). Dalam hasil temuan menunjukkan bahwa pengalaman belajar bahasa Inggris oleh anak ADHD dalam kegiatan kosa kata dibagi menjadi beberapa yakni: salam, warna, angka, hewan, dan beberapa topik kata benda sedangkan pengalaman belajar bahasa Inggris dari anak ADHD dalam kegiatan menulis dibagi menjadi menulis huruf, kemudian menggabungkan menjadi huruf ganda, lalu menulis kata, dan yang terakhir menulis beberapa kata. Dari hasil temuan tersebut, siswa ADHD merasa enggan dan tidak hadir di kelas ketika guru tidak menggunakan alat bantu visual (gambar, poster, kartu flash, video, dan mengarahkan objek langsung di sekitar kelas).

TABLE OF CONTENTS

COVER	
PERNYATAAN KEASLIAN TULISAN.....	i
APPROVAL SHEET.....	ii
EXAMINER APPROVAL SHEET.....	iii
DEDICATION SHEET.....	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT.....	vi
TABLE OF CONTENTS.....	viii
LIST OF FIGURES.....	x
LIST OF APPENDICES.....	xi
INTRODUCTION.....	1
A. Background of Study.....	1
B. Research Question.....	5
C. Objective of the Study.....	6
D. Significance of the Study.....	6
E. Scope and Limitation of the Study.....	6
F. Definition of Key Terms.....	7
LITERATURE REVIEW.....	10
A. Literature Review.....	10
B. Previous Studies.....	17
RESEARCH METHODOLOGY.....	19
A. Research Design and Approach.....	19
B. Research Setting.....	20
C. Data and Source of Data.....	20
D. Research Instrument.....	21
E. Data Collection Technique.....	22
FINDINGS AND DISCUSSION.....	23
A. Findings.....	23
B. Discussion.....	28
CONCLUSION AND SUGGESTION.....	32
A. Conclusion.....	32
B. Suggestion.....	32
REFERENCESS.....	34

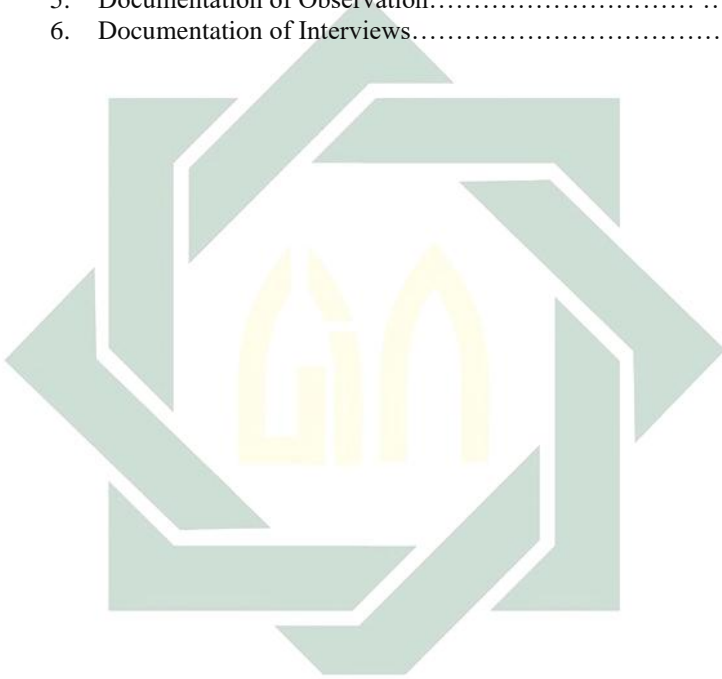
LIST OF FIGURES

Figure 4.1. The ADHD student handwriting in the notebook.....	32
Figure 4.2. The ADHD student hand writing assignment in the number topic.....	33
Figure 4.3. The ADHD student hand writing assignment in the number topic.....	34



LIST OF APPENDICES

1. Interview Guideline	43
2. The Result of interviews	44
3. Observation Checklist.....	50
4. Surat Balasan Sekolah.....	51
5. Documentation of Observation.....	52
6. Documentation of Interviews.....	54



CHAPTER I INTRODUCTION

A. Background of Study

Based on Declaration in Bangkok 1991 in the last decade inclusion schools have begun to accommodate students from various backgrounds with any obstacles. An inclusion school is different from regular schools and different from the Extraordinary Schools (*SLB*). The regular schools and the Extraordinary Schools (*SLB*) manifest themselves in a pattern with an inclusive learning model for all students. Inclusion schools are not just euphoria of the realization of human rights, but it has become a commodity of the needs of every human being, especially those who bear with special needed (*ABK*). Regular schools with an inclusive orientation are effective ways to destroy discrimination, create open societies, build an inclusive society, and achieving education for all. It also added by (*UU No. 4 Tahun 1997*) concerning Disabled Persons (*Pasal 10, Ayat 1*) states that "The equal opportunity for people with disabilities in all aspects of life and livelihood is carried out through the provision of accessibility".¹ Because of those thought, now days the children with special needed was allowed by the government to study in regular school with specific program for disabled.

¹ Abd. Kadir, "Penyelenggaraan Sekolah Inklusi di Indonesia" *Jurnal Pendidikan Agama Islam*, Vol. 03, Nomor 01, Mei 2015 Hal 8-22

Disabled students can be defined as students who have special or certain needs like in physic; mental; intellectual; social; and emotion. The differences condition probably will hamper the successful students in getting knowledge in the school.² However, some learning activities for disabled are conducted by their family under the school direction. From many characteristic of disable, Attention Deficit Hyperactivity disorder (ADHD) students one of disable students was allowed to study in regular school.

Attention Deficit Hyperactivity Disorder (ADHD) is common behavioral disorder which affects an estimated 8% until 10% children in school age stage.³ It has been suggested that most students with ADHD can be found within general education classroom settings, while they may need some accommodations, and don't require special education services.⁴ Attention Deficit Hyperactivity Disorder (ADHD) symptom is same as autism symptom, the differences is in the skill of communication and interaction with other people in his environment, in this case the student are better then autism.⁵ There are three ADHD symptoms are in-attention, impulsivity, and hyperactive. The characteristic of students is the student tends not to pay attention to the explanation of teacher, if the teacher

² Rahajeng Berlianingtyas Bethayana, Skripsi : "Deskripsi Karakteristik Anak Berkebutuhan Khusus Dalam Sekolah Inklusi". (Yogyakarta : Fakultas Psikologi dan Ilmu Social Budaya, 2007), 6-7

<http://psychology.uii.ac.id>

³ Oledo Bula Villalobos, "Attention Deficit Hyperactivity Disorders" (Journal of Psychology 2011,) 3

⁴ Stephen E Brock, Shane R Jameson, Robin L. Hansen, "Identifying, Assessing, and Treating ADHD at School"

⁵ Rahayu Ginintasasi, "Proses Pembelajaran Anak Berkebutuhan Khusus", (Bandung, Universitas Pendidikan Indonesia, 2009)

explains the lesson. The student gets difficulty in sticking with one activity; Impulsivity is the symptom when the student is not patient doing something. The student answers before the question has not been finished to ask. Hyperactivity is the symptom when the student often leaves the seat and walks around the classroom. So here this child needs suitable arrangements in regular schools.

The contributing factors from the family, teacher, government, and environment needed to enhance their capability in their academic and non academic achievement. Especially in the school which has certain rule and regulation. Here educator will be the important figure to improve the capability of Attention Deficit Hyperactivity disorder (ADHD) students in the school. Sometimes the teacher and the parents who have a child with special needs they will take responsibility for supporting and caring to them. Many regulations have been made for caring and keeping them from everything which can make them be down or disturb their live such as the United Nations Standard Rules on the Equalization of Opportunities of Persons with Disabilities have incorporated the human rights of people with disabilities. It is adopted from United Nations Convention on the Rights of Persons with Disabilities (CRPD) which documents the circumstances of persons with disabilities across the world and explores measures to encourage their social participation, ranging from health and rehabilitation to education and to employment.⁶

⁶ www.who.int/disabilities/world_report/2011/chapter1.pdf. Accessed on 17th June 2019 at 4 pm

Based on the Preliminary Research in SMPN 5 Surabaya where the researcher does the observation. The Attention Deficit Hyperactivity disorder (ADHD) student ever got many English learning experiences such as in the speaking and in the vocabularies activities. They can imitate what have English teacher said. In the writing activities, they can write alphabet letters, names of things, and others. But here, the sample of Attention Deficit Hyperactivity disorder (ADHD) student cannot be totally do these activities in a long time because they were being tiered when the teacher forced them to leaning in a long time. The results of observation are about the characteristic and the cognitive target of Attention Deficit Hyperactivity disorder (ADHD) student. The characteristic of student here is impulsivity because he can not be patient to do these activities and other characteristic here also hyperactive because he cannot sit down in the chair but always walks around the class and always gets out from the class. For the last result from preliminary research is about the cognitive target of ADHD student, here there are not specific English target of the student to rich the English cognitive target in the school same as regular students, it can see that there are not specific English lesson plan from the English teacher for Attention Deficit Hyperactivity disorder (ADHD) student. But here, the English teachers as facilitator also give him many English learning experiences to make sure that he is still learning English in the school.

The researcher chooses SMPN 5 Surabaya because this school got many award from International Conference on Special Education (ICSE) as the school achievement of Special Education which have built. It was located in the central of Surabaya. There are many industries and commerce in central Surabaya. It causes the large inhabitant and dirty area. Based on the Journal "Faktor Faktor Pengaruh Tingkat Pendidikan di Kota Kumuh by Mustamin", the result of the Mustamin's research shows the low education and low achieving skill of parents can influence the quality of education for their

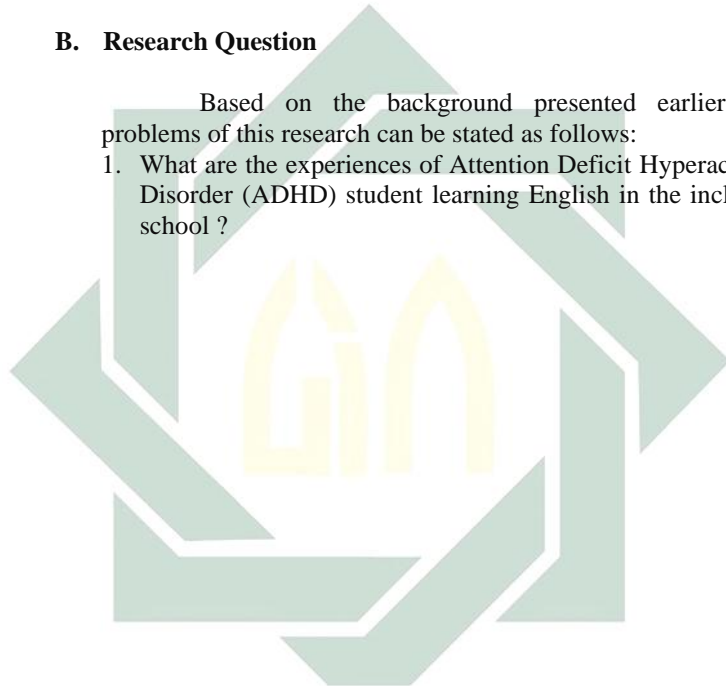
children.⁷ However, SMPN 5 Surabaya is able to stand up and become favorite junior high school in Surabaya.⁸

Therefore, the researcher needs to gain much information from the Attention Deficit Hyperactivity disorder (ADHD) student about his English learning experiences since he school in SMPN 5 SURABAYA.

B. Research Question

Based on the background presented earlier, the problems of this research can be stated as follows:

1. What are the experiences of Attention Deficit Hyperactivity Disorder (ADHD) student learning English in the inclusive school ?



⁷ ST Hasmiah Mustain, “Faktor-Faktor Pengaruh Ttingkat Pendidikan di Kota Kumuh”, (UIN Alauddin Makassar, 2003) <http://www.uin-alauddin.ac.id> accessed on 8th May 2019

⁸ Cited in Kartining Twin Thesis entitled “An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Students at SMPN 5 Surabaya”.....8

C. Objective of the Study

Related to the research questions stated above, the objective of this research:

1. To find out the English learning experiences of Attention Deficit Hyperactivity Disorder (ADHD) student at SMPN 5 Surabaya.

D. Significance of the Study

The result of this study is regard to give contribution for both teachers and students in inclusive school which have Attention Deficit Hyperactivity Disorder (ADHD) students.

For the non disable students this study can increase their awareness about there are not specific target of learning for Attention Deficit Hyperactivity Disorder (ADHD) and another disable students. ADHD student can get many experiences in learning English whatever and wherever they do in the class or in the resource room class.

For Attention Deficit Hyperactivity Disorder (ADHD) student this study will give them contribution to know English pronunciations, to know many vocabularies in English, to know good behavior in English based on his experiences in the classroom and in the resource room.

For the teacher this study can make teacher knows that student's which have special needed can not be force by one of activities and same activities with non-disable students. Knowing the different students' needed can be once strategies to make learning process be optimal.

E. Scope and Limitation of the Study

The scope and limit of this research are:

1. There are many kinds of students disability category by the expert, like mental retardation (MR), slow learner, cerebral palsy, autism, epilepsy, and, headtraumas. But, the researcher only focuses on Attention Deficit Hyperactivity Disorder (ADHD) Students.

2. There are many aspects on teaching English such as media English learning, managing classroom, method and strategy teaching English, and other. But, the researcher only focuses on English learning experience by Attention Deficit Hyperactivity Disorder (ADHD) student.
3. The researcher also limits the study on the English learning experiences for disability especially for Attention Deficit Hyperactivity Disorder (ADHD) student in the class and in the resource room class.

F. Definition of Key Terms

The researcher wants to avoid misunderstanding by defining the key terms of this research following here:

1. **English Learning Experiences**
Learning experience means that any interaction, course, program, or other experience in which learning takes place though it occurs in traditional academic settings (schools and classrooms) or nontraditional settings (outside of the school locations and outdoor environments).⁹ The research focuses to investigate the Attention Deficit Hyperactivity Disorders (ADHD) student English learning experiences in the classroom and in the resource room whether English learning experiences in writing and vocabularies activities included in his interaction during writing and vocabularies activities.
2. **Attention Deficit Hyperactivity Disorders (ADHD)**
An attention deficit hyperactivity disorder (ADHD) student is one of the familiar disorders in the classrooms.¹⁰ It means that the student always disrupt in the classroom. Based on the fact mentioned before,

⁹ <https://www.edglossary.org/learning-experience/> accessed on 27th August 2019 at 8.48 am

¹⁰ Oledo Bula Villalobos, "Attention Deficit Hyperactivity Disorders", (University of Italy, 2001) 2

this research will define attention deficit hyperactivity disorder (ADHD) student as a student in VIII grades which have qualification impulsive, hyperactive, and inattentive since he was qualify as ADHD student in the pre-test when he start to school at SMPN 5 Surabaya.

3. Student

Based on oxford dictionary the definition of student is a person who is studying at a university or other place of higher education.¹¹ Here the researcher will avoid misunderstanding by used word of student as interpretation of Attention Deficit Hyperactivity Disorder (ADHD) student. In this research only has a student who categorized as ADHD student.

4. Regular Students

The students who school at SMPN 5 Surabaya which are not included in the name list of special needed / disability students in the resource room.

5. Resource room

The resource room is a classroom where a special education program can be convey to a student with a disability and learning difficulty. It is for those students who appertain to a regular class but need some special instructions in an individualist or small group setting in their day. It is typically a big room in the main school building with lots of facilities for children with special needs.¹² In this research the resource room means that the room for Attention

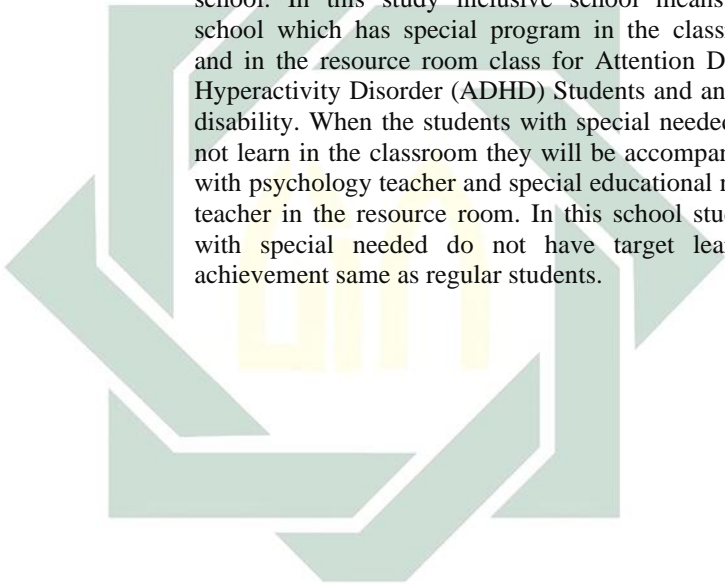
¹¹ <https://www.lexico.com/definition/student> Accessed on, 21st January 2020, at 11.37 am.

¹² International Journal of Education and Psychological Research (IJEPR) ISSN: 2279-0179 Volume 2, Issue 2, pp: 86-91, "Resource Rooms in Mainstream Schools ". April 2013.....86

Deficit Hyperactivity Disorder (ADHD) student and another disability to deal their activity with psychology teacher and special educational needs teacher if they can not be control in the class room.

6. Inclusive School

Inclusive school is the school which allowed students with special needed to study in the regular school. In this study inclusive school means that school which has special program in the classroom and in the resource room class for Attention Deficit Hyperactivity Disorder (ADHD) Students and another disability. When the students with special needed can not learn in the classroom they will be accompanying with psychology teacher and special educational needs teacher in the resource room. In this school students with special needed do not have target learning achievement same as regular students.



CHAPTER II LITERATURE REVIEW

A. Literature Review

In this literature will discuss five main discussions. These are Inclusive school regulation; learning method, approached, and strategy for disability; definition of Attention Deficit Hyperactivity Disorder (ADHD) Students; learning activities for Attention Deficit Hyperactivity Disorder (ADHD) student; learning experiences of Attention Deficit Hyperactivity Disorder (ADHD) student.

1. Inclusive School Regulation

The Law of the Republic of Indonesia *No. 20 Tahun 2003* concerning the National Education System provides another color in the provision of education for students with disabilities. In the explanation of (*Pasal 15*) and (*Pasal 32*) referring to special education, it is stated that special education is the education for students with disabilities or students who have extraordinary intelligence held in an inclusive system or in the form of special education units at the level of primary and secondary education.¹³ In this article we know that education in Indonesia start to built a good paradigm in society about students with special needed, start from family, school environment, then in the hole society until they can admit that students with special needed able to compete in the society.

¹³ Abd. Kadir, "Penyelenggaraan Sekolah Inklusi di Indonesia" *Jurnal Pendidikan Agama Islam*, Vol. 03, Nomor 01, Mei 20158-22

Then the other rule of inclusive education is Ministerial Regulation (*Permen*) of National Education No. 70 Tahun 2009 concerning Inclusive Education for Students Who Have Disabilities and Potential Intelligence or Talent Specialties. Here the student with special needed also has Potential Intelligence when they got optimal education, as a fact in some school that students with special need can win in the some competition, like region competition until international competition.

2. Learning Method, Approached, and Strategy for Disability

Disable students have potential achievement if they got potential teachers. The teachers can help prepare their students with special needed competing with other students in certain subject. There is a disable students can win a region competition around of three years ago in SMPN 5 Surabaya. It can proof that disable students able to compete in society. Here some strategy which can apply to educate the disable students especially for students with Attention Deficit Hyperactivity Disorder (ADHD). Teacher can apply the principles of Effective Teaching using Three-Pronged Strategy; Teaching One to One Class Strategy; Total Physical Response Approached; The Silent Way Approached. Here the explanation some of strategies and approaches above.

Teachers who are successful in educating children with Attention Deficit Hyperactivity Disorder (ADHD) use a three-pronged strategy. Based on Kelly Henderson's book three-pronged strategy are teacher begin by identifying the unique needs of the child. For example, the teacher establishess how, when, and why the child is inattentive, impulsive, and hyperactive. The teacher then choose another variation educational practices associated with academic instruction, behavioral interventions, and classroom accommodations that are suitable to meet that child's needs. Finally, the teacher merges these practices into an individualized educational program (IEP) or other individualized plan and integrates

this program with educational activities provided to other children in the class.¹⁴ In summary, the steps of three-pronged strategy are; the first, teacher must evaluate the child's individual needs and strengths. The second, teacher must select appropriate instructional practices. The third, for children gaining special education services, integrate appropriate practices in consultation with other educators like special educational needs teacher or psychology teacher and their parents.

Then, teaching one-to-one classes strategy, here this type of teaching might be significantly beneficial for students with Attention Deficit Hyperactivity Disorder (ADHD) who are easily distracted between their peers. Peer tutoring has been shown to be effective in facilitating academic and behavioral gains between students with Attention Deficit Hyperactivity Disorder (ADHD) students and regular students. It is recommended that peer tutors doing with regular student needs in the same gender, higher academic, and better behavioral skills than the student with ADHD. Further, the highest academic gains are made when students are presented with challenging material and when teacher feedback is frequent. As little as 20 minutes in each day doing peer tutoring has been found to result in significant increases in the task behavior.¹⁵ This way of teaching also sustain the teacher to get and to know his student better. Therefore he can make the lesson more suitable to the specific needs of the learner. Another positive aspect is that the teacher can adapt the speed of the lesson to the learner's demands which is not always possible in group teaching. A key factor to flourishing one to one teaching is positive rapport within the student and the teacher which means that the

¹⁴ U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, "Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices". Washington, D.C., 2006.

¹⁵ Stephen E. Brock, Shane R. Jimerson, Robin L. Hansen, "Identifying, Assessing, and Treatng ADHD at School", 2009, P.97.

teacher should not only work hard to make lessons enhancing and pleasurable for the learner, but the teacher should also taking care about the learner's feelings, emotions, and hobbies deeply.¹⁶

As a good model teacher, not only used the strategy to teach Attention Deficit Hyperactivity Disorder (ADHD) Students, but also used some approaches to build rapport between the teacher and the student, one of approached which can be used by the teacher is total physical response approached, it defines as process "a body language or gesture conversation" while a teacher speaks and a student "answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running and so forth" (Cook, 2001).¹⁷ If the teacher using this approached Attention Deficit Hyperactivity Disorder (ADHD) Students can reduce their stressed and lower affective filter, because as we know that students have much action and difficult to focus in one activity, but when the teacher using this approached they can start experiencing and inspiring them in their language learning experience.

The next approaches is silent way approached, it is based on visual and experiential (hands on) learning. It diverges from the standard practice by demanding no textbooks, with the teaching devices consisting of a set of colored rods (Cuisenaire rods), Word Wall Charts, a Sound or Color Wall Chart, a pointer, and pictures. A teacher utilizes these visuals to teach grammar, pronunciation, and vocabulary.¹⁸ It has many advantages for Attention Deficit Hyperactivity Disorder (ADHD) Students who have inattention type because it can make

¹⁶Kristýna Šulová, "Learning Strategies of a Student with ADHD in One-to-One English Classes" Masaryk University Faculty of Education, Brno 2016.

¹⁷ Turketi, Natalia, "Teaching English To Children With ADHD" (2010).MA TESOL Collection.Paper 483.

¹⁸ Ibid,

them be focusing using visual tools like color, picture, and sound.

3. Definition of Attention Deficit Hyperactivity Disorder (ADHD) Students

Attention Deficit Hyperactivity Disorder (ADHD) Students are the syndrome that interferes with and individuals' ability to focus (inattention), regulates activity level (hyperactivity), and inhibits behavior (impulsivity).¹⁹ It means that, the ADHD students in inattention type the students can not be focused in one activity, than the students with hyperactivity can not sit in their chair, for the last type is impulsivity, the students with this type always interrupts or intrudes on others.

According to the fourth edition of the *Diagnostic Statistical Manual of Mental Disorders (DSM-IV)* of the American Psychiatric Association (APA) (1994), Attention Deficit Hyperactivity disorder (ADHD) can be defined by behaviors exhibited. Individuals with Attention Deficit Hyperactivity disorder (ADHD) exhibit combinations of the following behaviors:

- a. Impassion with hands or feet or squirming in their seat (teenager with Attention Deficit Hyperactivity disorder (ADHD) may arise restless);
- b. Difficulty remaining seated when desired to do so;
- c. Difficulty assist attention and waiting for a turn in tasks, games, or group situations;
- d. Blurting out answers before the questions have been finished;
- e. Difficulty in following the instructions and in organizing tasks;
- f. Switching from one unfinished activity to another;
- g. Failing to give close attention to details and avoiding careless mistakes;
- h. Losing things necessary for tasks or activities;
- i. Difficulty in listening to others;

¹⁹ Oledo Bula Villalobos, "Attention Deficit Hyperactivity Disorders" (Journal of Psychology 2011,).....2

- j. Wide ranges in mood swings; and
 - k. Great difficulty in delaying gratification.
4. Learning Activity for Attention Deficit Hyperactivity Disorder (ADHD) Students

The researcher believes that between 25% until 30% of children with ADHD also have learning disability, learning disability can cause difficulties in vocabulary, grammar, reading, writing, and speaking. Here some activities which can ADHD Students do.

The first is vocabulary activities, based on Natalia Turketi's thesis vocabulary activities can give a great energy because the Attention Deficit Hyperactivity Disorder (ADHD) Students can move around and practicing the new vocabulary.²⁰ Here are some ways to practice vocabularies activity. The first is using short list of verb, the second using some names of animals and helping it using picture or gesture to make easier, not only animals but also can use some names of things, place, foods and other vocabularies which familiar around Attention Deficit Hyperactivity Disorder (ADHD) students environments, then another steps to teach vocabularies activities to the students using a games for example, the teacher can give each of group name's using animals name's. Those activities can stimulate the students remembering some vocabularies in the future.

The second is grammar activities, in her thesis Natalia turketi has written about this activity, the way to do grammar activity for Attention Deficit Hyperactivity Disorder (ADHD) Students are start with simple grammar sound activity, like make some example from "This is" phrase until the students be familiar with this phrase.²¹ The teacher must do it more than once, it can be 4 times or more to repeat one phrase. After the students understand

²⁰ Turketi, Natalia, "Teaching English To Children With ADHD" (2010).MA TESOL Collection.Paper 483.

²¹ Ibid

the teacher may teach another phrase to add some learning experiences in grammar topic of the students.

Next activity is reading comprehension activity, in her thesis, Kartining Twin has done observation with Attention Deficit Hyperactivity Disorder (ADHD) Students, one way to do this activity, and the students just read the text, then the duty of the students were memorizing the bold words or bold phrases in the text. Another activity in reading comprehension, the students must answer the teacher questions based on the text which has given bold words or bold phrases. The function of bold words or bold phrases is to make the students easy to know the answer based on the text. But when the Attention Deficit Hyperactivity Disorder (ADHD) Students did this activity, they feel difficult to do this activity then it can proof from bad score which they got.²² But this activity is important to do with students to give them reading comprehension learning experiences in English.

Another activity is writing activity, in this activity Kartining Twin observed in her thesis that Attention Deficit Hyperactivity Disorder (ADHD) Students ask to write the greeting into English language. Example in Indonesian translation, how to write “good morning” and the students only picked papers that have been written by the teacher. Another writing activity is the students re-write based on example of the sentences.²³ From those activities is important trying to practice for the students, although they are not great to do those activities, but as a English teacher must give some inputs to add their learning experiences in English.

The last is speaking activity, this activity has higher difficulty for Attention Deficit Hyperactivity Disorder (ADHD) Students, because they can not

²² Turketi, Natalia, "Teaching English To Children With ADHD" (2010).MA TESOL Collection.Paper 483.

²³ Turketi, Natalia, "Teaching English To Children With ADHD" (2010).MA TESOL Collection.Paper 483.

pronounce correctly and they can not focus to imitate what the teacher said.²⁴

5. Learning Experiences of Attention Deficit Hyperactivity disorder (ADHD) Student

Learning experience refers to any interaction, course, program, or other experience in which learning takes place, whether it occurs in traditional academic settings (schools, classrooms) or nontraditional settings (outside of the school locations and outdoor environments).²⁵ It means that learning experience of Attention Deficit Hyperactivity disorder (ADHD) student can get from interaction with their regular or disable friends around or outside the school. If learning experiences get from the course in the school, it still connected with learning activities students. Sometimes the course can be in vocabularies activity, grammar activity, reading comprehension activity, writing activity, and speaking activity. Then for ADHD students who add some activities outside the school environment, like join therapist activity, join the disable community, and so on. It will give them many learning experiences such as they will have more confidence to gather with their friends, they will be extrovert people, and they will be easily to adapt in the new places.

B. Previous Studies

There are some previous studies which supported this research, as follows:

The first study was done by Kartining Twin from UIN SUNAN AMPEL SURABAYA, under the title “*An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Students at SMPN 5 Surabaya*” present the result study of an English assessment

²⁴ Ibid

²⁵ <https://www.edglossary.org/learning-experience/> accessed on 24th October 2019 at 7.39 am

for Attention Deficit Hyperactivity disorder (ADHD) student which is used by teacher is using modeling way.

The second study was done by Troy A. Stevens from Regis University 2009, under the title "*Classroom Management Techniques for Adhd Students: a Teaching Guide for Secondary Teachers*". The result is to serve current educators with ways to reach students with Attention Deficit Hyperactivity disorder (ADHD) and provide an effective learning environment for all students.

The third study was done by Deslea Maxine Konza from University of Wollongong 1999, under the title "*An Effective Teaching Model Based on Classroom Observations of Students with Attention Deficit Hyperactivity Disorder*". The result of this research is confirmed the literature which argues that students with Attention Deficit Hyperactivity disorder (ADHD) have a predisposition to learning and behavioral difficulties.

The fourth study was done by Angela Walker from University of Alabama at Birmingham 2013, under the title "*Classroom Support Strategies for Students with ADHD: Frequency of Use, Level of Effectiveness and Roadblocks to Implementation*". Results from this study directly impact students with C (ADHD) by offering specific information about how to effectively support them in the classroom.

The last study was done by Kristýna Šulová from Masaryk University Faculty of Education Department of English Language and Literature at Brno 2016, under the title "*Learning Strategies of a Student with ADHD in One-to-One English Classes*". Result from this study is to show that facilitating of learning strategies in English classes makes the learning process more efficient for the learner.

The difference between previous studies and this study is more focused on analysing the learning experiences of Attention Deficit Hyperactivity disorder (ADHD) student at SMPN 5 Surabaya.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design and Approach

This study used qualitative approach to identify the ADHD students experience in learning English. This method is suitable as the researcher is able to obtain the information comprehensively. There are five characteristic of a qualitative research, such as : the first is natural setting, it means that in qualitative approach is more explore in human behaviour inside the context of their natural occurrence, the second is data gathering instrument, these data include field notes from participants observations like from (the English teacher, the special educational needs teacher, and the Attention Deficit Hyperactivity disorder (ADHD) student), notes from of transcriptions of interview with informants, and documentation from the research site or record related to the social phenomena under investigation, the third is Inductive data analysis, it means that qualitative researcher do not begin with null hypotheses to retain, the fourth is Reflectivity, it is understood that the act of studying a social phenomenon influences the characterization of that phenomenon.²⁶

This research focuses on the exploratory qualitative design. The intention of this study is to explore the English learning experiences of Attention Deficit Hyperactivity disorder (ADHD) student. Exploratory research is most useful in situations where limited information is available and the researcher's wishes to have the flexibility to future explore areas

²⁶ J, Maos, Hatch, "Doing Qualitative Research in Education Settings", (State University in New York Prees,2002)1-2

of research. The primary goal of exploratory research is to gain better understanding of an issues or situation and it is an appropriate way to provide ground work for next studies at a next date.

Cooper and Schindler define exploratory research is typically qualitative. Qualitative research is often referred to as interpretive research. The aim is to build an understanding of an issue rather than prove the theory. The type of this research has the potential way to provide the researcher with rich, useful data, and involves high level of researcher involvement and interpretation. The researcher is interested in the perspective and the belief of the respondent being interviewed and place being emphasis on their words and actions. The qualitative research is valuable for gaining quality data from relatively few people, by allowing the researcher to develop the research questions.

B. Research Setting

This research is taking place in SMPN 5 Surabaya on Jln. Rajawali No.57, Krembangan, Surabaya, Pos code 60175.

C. Data and Source of Data

1. Data

The data of this research is taken from teachers' responses in the interview and classroom observation in the class and in the resource room class.

2. Resource Data

Related to the data that are needed in this research, The primary source of data in this research are the document, the picture of notebook, and the result of the psychological test of Attention Deficit Hyperactivity disorder (ADHD) student; the English teacher in VII Grade at SMPN 5 Surabaya field notes; and the Special educational needs teacher at SMPN 5 Surabaya document and field notes of Attention

Deficit Hyperactivity disorder (ADHD) student. In this case, the researcher will gain much information from those primary sources to get many findings for this research.

D. Research Instrument

Data are required to undertake the findings of this study. Those data can be obtained by using these following instruments,

1. Observation Field Note: The purpose of observation is to understand the culture, setting, or social phenomenon being studied from the perspective of the participant. The observation through observational field note of the English teacher activities at VII grade, through observational field note of the special educational needs teacher, and through observational field note for Attention Deficit Hyperactivity disorder (ADHD) student to find the data.
2. Guided Interview: The researcher do interview with the ADHD student, interview with special educational needs teacher of the student, and English teacher at VII grade of ADHD student.
3. To make the research trustworthy, it should observe the credibility of the data. The data validity of this research is determined through triangulation. According to Moleong (2011, p.-332), triangulation is a technique to verify the validity of the data which exploit something else outside of these data. There are three activities which are done by the writer in analyzed the data. They are (1) data reduction, (2), data display, (3) conclusion or verification.

E. Data Collection Technique

The researcher will collect the data by phenomenon observation, field note, and interview. The researcher will do observation until the researcher got the same result of the phenomenon or it is about three times observation in the class or in the resource room. Then, in each of phenomenon observation, the researcher will take some field notes to gain in the next step of data collection. After that phenomenon's being collected by the researcher, the guided interview will be made by the researcher to clarify and to gain much information which was not getting when the researcher did the phenomenon observation. There are three steps of analysis data techniques in exploratory qualitative research, such as reduction data, show the data with transcript of interview, do verification to interpretation the data, and compare the data with literature about the subject to make the conclusion.²⁷

²⁷Cited Dini Ariani, Skripsi: “Pengembangan Program Pembelajaran Bahasa Inggris Untuk Siswa Disleksia di SMPN 15 Sukabumi”, (Universitas Pendidikan Indonesia, 2013)..... 7

CHAPTER IV FINDINGS AND DISCUSSION

These pages will show the result of the research about the English learning experiences of Attention Deficit Hyperactivity disorder (ADHD) student at SMPN 5 Surabaya. These pages will consist of two sections: the research finding and discussion.

A. Findings

The interview data were analyzed by the researcher descriptively. The result of data analysis are explored into two sections, namely the English learning experiences in vocabularies and the English learning experiences in writing.

1. The English Learning Experiences in Vocabularies

To find out the English learning experiences in vocabularies, the researcher has interviewed an ADHD student it self and his English teacher in VII grade who was given many experiences. The result of interview indicated that VII grade English teacher gave several themes in developing student vocabulary experiences. Those themes were: Greetings, numbers, and colors.

The first theme is about Greetings vocabularies. The teacher has not given the greetings vocabularies directly to the ADHD student, but he was doing pair study by himself with the regular students. In the beginning, the ADHD student only disturbed and bothered the regular students, but in the end, he imitated and did pair study in speaking and talking greetings. Here the VII grade English teacher said:

“At the beginning of the school year, he was asked to write anything he didn't want, just bothering his friend, at least he just imitated his friend talking, for example his friend said "Good Morning" he just imitated it, and so on. Then, he stayed in the class, for about more than 2 months. Then moreover, He stayed in the resource room.” (Excerpt 1)

The second theme is about Numbers vocabularies. The teacher gave numbers vocabularies to the ADHD student but, it was in speaking skill. He can not write the English of numbers independently, here the VII grade English teacher said:

“Yes, I did, but he can't write it, he just can say one, two, three, but he can't write it by himself.” (Excerpt 2)

The third theme is about colors. Besides greetings and numbers, the teacher was giving the colors vocabularies too. The teacher asked to the student to mention the name of colors for adding the new English learning experiences in his vocabularies. Here the VII grade English teacher said:

“I tried to give some vocabularies in Colors miss. Like mention some name's of colors.” (Excerpt 3)

Here the teacher not only gave themes about Greetings, numbers, and colors to the student but, the teacher have given daily English vocabularies about nouns too. Here the VII grade English teacher said:

“I do that, once I pointed out the objects in the class such as a marker then I held the marker. But well, the next day he forgot again.” (Excerpt 4)

When the researcher did the interview to ADHD student, the researcher asked him to mention some vocabularies in English that he was remembered.

“Could you try to mention the name's of animals that you remember please.”(Researcher, Excerpt 5)

“Monkey, rabbit, cat (ADHD student, Excerpt 6)

“Besides animals, what other English vocabulary do you know?” (Researcher, Excerpt 7)

“Chair” (ADHD student, Excerpt 8)

According to the interview above, ADHD student already had some vocabularies in his long term memories. Moreover he also can speak it fluently and independently without being helped. However, He felt reluctant to study English more because English was difficult, the student was said:

“I don't know, because I don't like it. Because English is difficult.” (ADHD student, Excerpt 9)

The ADHD student did not want to add his new vocabularies again although it was from English cartoon movie. He said that:

“Do you like to watch movies?” (Researcher, Excerpt 10)

“I like it.” (ADHD student, Excerpt 11)

“If you were watching an English cartoon. What do you like?” (Researcher, Excerpt 12)

“I do not like.” (ADHD student, Excerpt 13)

From the interviews above the researcher knew that the ADHD student does not have a lot of vocabulary in English. The vocabulary is only limited in greetings, colors, numbers, animals, and some nouns topics.

2. The English Learning Experiences in Writing

The next was ADHD student learning experiences in writing. Here the researcher took field note from the note book of student and interviewed the VII

grade English teacher and special educational needs teacher of Attention Deficit Hyperactivity disorder (ADHD) student.

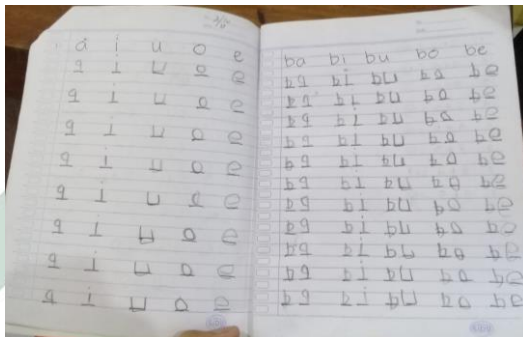


Figure 4.1. The ADHD student handwriting in the notebook

The researcher got picture 4.1 from the notebook of student. He started to learn from writing a letter, then combining be double letters, then writing a word, and the last writing some words. The special educational needs teacher has given it repeatedly to Attention Deficit Hyperactivity disorder (ADHD) student. The special educational needs teacher has used drilling method to Attention Deficit Hyperactivity disorder (ADHD) student. According to the interviewed, drilling method were effective ways to give some input knowledge for Attention Deficit Hyperactivity disorder (ADHD) student. Here the special educational needs teacher said:

“One day I ever taught him to write A, B, C, D until J. I continued to drill it. Then I introduce vowels writing A, I, U, O, E. I drilled it until 2 days later He still remembers, but now I have not tried it

again, I don't know, Catur still remembers it whether or not now."

(Special educational needs teacher, Excerpt 14)

The VII grade of English teacher also gave an input knowledge about writing numbers.

"I tried to teach writing some numbers of one, two, and three. Then I asked him to imitate my hand writing or to imitate from the media/papers. At that time, He can do that, but for tomorrow he will forget again and again. So he just had a short term memories."

(VII grade of English teacher, Excerpt 15)

According to the interviewed the VII grade of English teacher used imitation strategy. But, when the English teacher used imitation strategy, the student just had a short term memories to memories the numbers. See the picture 4.2 and picture 4.3. The pictures have gotten from the VII grade English teacher document.

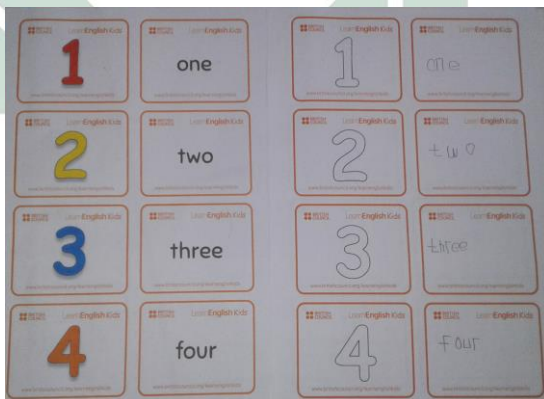


Figure 4.2. The ADHD student hand writing assignment in the number topic.

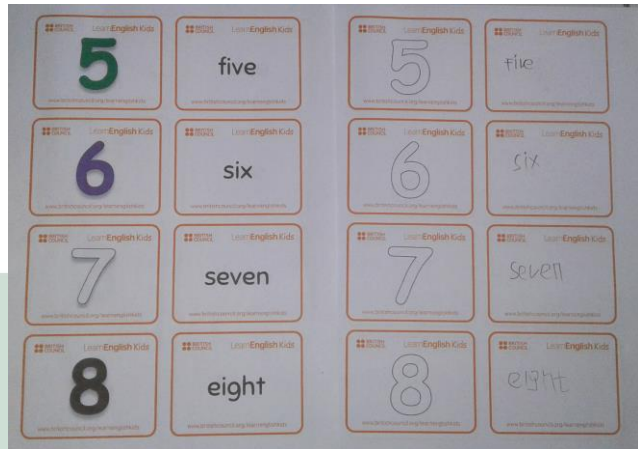


Figure 4.3. The ADHD student hand writing assignment in the number topic.

B. Discussion

There are two main findings regarding his experiences in learning English namely being reluctant to learn English and being absent. For the discussion, the researcher divided student experiences into two categories when student doing the activities and interaction during the activities. The details discussion on each classroom practices follows:

1. The ADHD Student Feels Reluctant to Study English

The researcher looked for causes in the analysis result about why the student feels reluctant to study English. It is because of the method, strategy, or media used in the learning process was not effective for him. He can not attract to study English if the teacher can not visualize the activity, method, strategy, or media in the class. It happened same as Natalia Turketi statement that majority the students with ADHD are good visual

learners, when the teacher doesn't use a picture or a video in the process of learning the student can not understand what the teacher taught.²⁸ Then he can not attract to the material immediately and can not grab his focuses into the material. Other disadvantages when the teacher doesn't use visual aids are the student has short term memories, it causes of material that is understood is not fully embedded in his memory or brain. It supported by Chris A. Zeigler Dendy, M.S. statement in his article that ADHD student in ages 14-20 years old has some weakness such as; Trouble planning ahead, unaware of test score, trouble working independently, feeling overwhelmed, and rote memory problem.²⁹ Therefore, the use of varying kinds of visual aids can be very effective in teaching English to ADHD students to reduce any possibility of failure of a teacher in conveying learning experiences, activities, and learning materials to him.

Based on the analysis result teacher only used some kind of visual aids, for example picture, real object, and flash card. The teacher doesn't totally use all of the visual aids while the student need more about it. So it means that the teacher can not understand what the student needs. This happened is not suitable with the steps of three-pronged strategy in the first principle that teacher must evaluate the child's individual needs and strengths.³⁰ Moreover, the detail implementations of visual aids need to explore more by the teacher. The English teacher may use the real object founded around the class, then the teacher pointed out the objects in the class. It is the easiest way how the teacher applies the visual aids to attract the

²⁸ Turketi, Natalia, "Teaching English To Children With ADHD" (2010).MA TESOL Collection.Paper 483.

²⁹ www.additudemag.com/download Accessed on, 31th May 2018 at 13.40

³⁰ U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs, "Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices". Washington, D.C., 2006.

student attention. It is same as Cook 2001 statement that a body language or gesture conversation when a teacher speaks and a student answers with a physical response such as looking, smiling, laughing, turning, walking, reaching, grasping, holding, sitting, running and so forth, can make the student reduce his stressed during the activities. So those, the learning process can run well according to the agreement between the teacher and the student.

However, those visual activities only attract his attention to learn English at that time. Same as Natalia Turketi said in her research that, although there are some difficulties caused by the disorder, the ADHD student has many characteristic like being spontaneous, enthusiastic, stimulating, creative, and others which make the process of acquisition more effective and exciting for whole the students in the class.³¹

2. The ADHD Student Does not Participate in Class

In addition to the ADHD student feels reluctant to learn English the other result of interview indicated that the student does not participate in the class. In the fact, the student only stayed in the class for about more than 2 months. Then moreover, He stayed in the resource room. It causes of he never obeys the rule in the class and study like others. It same as Natalia Turketi statement in her research that ADHD sensory receptors are consistently at work, he may unendingly touch, get excited with whatever gets into his hands and attracts his attention. Too much information often produces a chaotic express in his brain then makes him cannot resist the great number of distractions and process out the irrelevant.³² So it means that ADHD student can not control and manage himself according to the place he lived and difficult to

³¹ Turketi, Natalia, "Teaching English To Children With ADHD" (2010).MA TESOL Collection.Paper 483.

³² Turketi, Natalia, "Teaching English To Children With ADHD" (2010).MA TESOL Collection.Paper 483.

study in crowded situation like in the class. An ADHD child never feels guilty when he annoys his friend, all he knows is that he feels happy and can pour his anxiety. It is also being the big problems for the teacher when the ADHD student still stays in the class. So that's why he always quarantines in the resource room.

However, in the resource room the special needs teacher only gives him the materials about writing letters or words, reading some short reading texts, and counting numbers. During the learning process of writing letters, the teacher uses the drilling method. This happened as Natalia Turketi said in her research that ADHD students got certain advantages in this method provides comparison with more conventional language instructions.³³ Not only that, but the student also can focus in the situations where they have to learn and can know the target of learning such as words, phrases, or texts in order to accomplish a suggested task.

³³ Turketi, Natalia, "Teaching English To Children With ADHD" (2010).MA TESOL Collection.Paper 483

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter provides conclusion and suggestion that are gaining from the research findings:

A. Conclusion

Based on the data in research finding, there are two main discussions. It is English learning experiences in vocabularies and the English learning experiences in writing. The English learning experiences of ADHD in vocabularies activities are vocabularies in the greetings, colors, numbers, animals, and some nouns topics while The English learning experiences of ADHD in writing activities are writing a letter, then combining be double letters, then writing a word, and the last writing some words.

From those activities ADHD student prefer when the teacher used visual aids activities as like picture, poster, flash card, video, and pointed the direct object around the class, but when the teacher does not use visual aids method like drilling method the ADHD student has feeling reluctant and being absent in the class because he can not attract to study English and he only disturbed and bothered the regular students in the class. However, drilling method has some advantages for the student in focusing the site where they have to learn and to know the aims of learning.

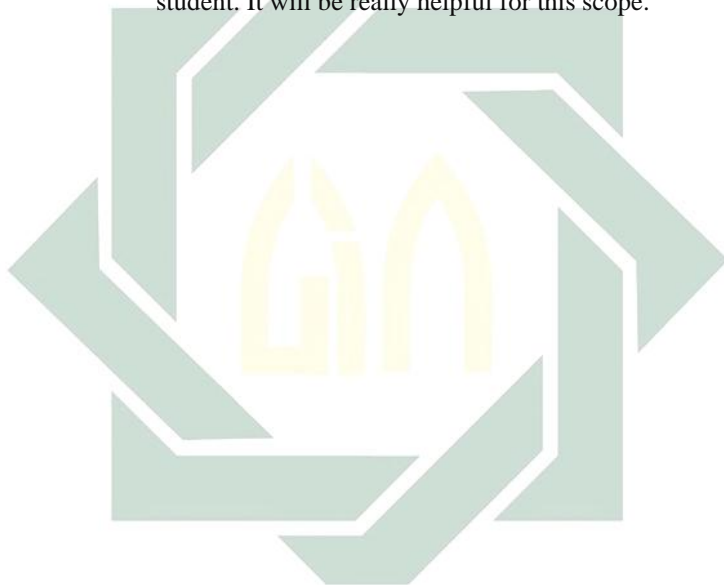
B. Suggestion

1. For English Teacher

Applying visual aids activity in the process of learning in the class for ADHD student is the effective ways to attract the student in studying English. As a teacher must know what are students need and preference. Then carry out the learning process according to the agreement between the teacher and ADHD student. So those, the student will being spontaneous, enthusiastic, stimulating, creative, and others.

2. For Future Researcher

The researcher hopes, that the future researcher will analyze this case deeper or analyze gap information which does not mention here, because this research only investigate about the English learning experiences in the course and the English learning experiences in interaction during the course for ADHD student. The next researcher may develop about English learning experiences outside the school program or outdoor environment for ADHD student. It will be really helpful for this scope.



REFERENCESS

- Kadir, Abd. *Penyelenggaraan Sekolah Inklusi di Indonesia. Jurnal Pendidikan Agama Islam*. Vol. 03 No. 01, Mei. 2015.
- Berlianingtyas Bethayana, Rahajeng. *Deskripsi Karakteristik Anak Berkebutuhan Khusus Dalam Sekolah Inklusi*. Fakultas Psikologi dan Ilmu Social Budaya, Yogyakarta. 2007.
- Bula Villalobos, Oledo. *Attention Deficit Hyperactivity Disorders. Journal of Psychology*. 2011.
- E Brock, Stephen, R Jameson, Shane, L. Hansen, Robin. *Identifying, Assessing, and Treating ADHD at School*.
- Ginintasasi, Rahayu. *Proses Pembelajaran Anak Berkebutuhan Khusus*. Universitas Pendidikan Indonesia, Bandung. 2009.
- Learning Disability. Accessing with blogs.
www.who.int/disabilities/world_report/2011/chapter1.pdf
 .2019.
- Hasmiah Mustain, ST. *Faktor-Faktor Pengaruh Tingkat Pendidikan di Kota Kumuh*. UIN Alauddin Makassar. 2003.
- Twin, Kartining. *An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Students at SMPN 5 Surabaya*. English teacher education department of Sunan Ampel Surabaya. 2014.
- Learning Experiences. Accessing with blogs.
<https://www.edglossary.org/learning-experience/> .2019.
- Definition of Student. Accessing with blogs.
<https://www.lexico.com/definition/student> .2020.

Resource Rooms in Mainstream Schools. International Journal of Education and Psychological Research. (IJEPR) ISSN: 2279-0179 Volume 2, Issue 2, pp: 86-91. 2013.

U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. *Teaching Children with Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices.* Washington, D.C. 2006.

Šulová, Kristýna. *Learning Strategies of a Student with ADHD in One-to-One English Classes.* Masaryk University Faculty of Education, Brno. 2016.

Turketti, Natalia. *Teaching English To Children With ADHD.* MA TESOL Collection. Paper 483. 2010.

Maos, Hatch, J. *Doing Qualitative Research in Education Settings.* State University in New York Prees. 2002.

Ariani, Dini. *Pengembangan Program Pembelajaran Bahasa Inggris Untuk Siswa Dislexsia di SMPN 15 Sukabumi.* Universitas Pendidikan Indonesia. 2013.

ADHD Student's Brain. Accessing with blogs.
www.additudemag.com/download .2018.