

ABSTRACT

Twin, Kartining. 2014. *An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Students at SMPN 5 Surabaya*. English Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University Surabaya. Advisors: Nur Fitriatin, S.Ag. M.Ed. Ph.D and Dwi Ariani Fitri, M.Pd.

Key Words : *English assessment , Attention Deficit Hyperactive Disorders, and exploratory research*

The research is An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) student at SMPN 5 Surabaya. The research tries to answer the following questions ; 1) What are the English assessment that teacher uses for Attention Deficit Hyperactive Disorders (ADHD) students at SMPN 5 Surabaya? 2) What are strategies of English assessment that teacher uses for Attention Deficit Hyperactive Disorders (ADHD) students at SMPN 5 Surabaya? 3) What are the results of English assessment for Attention Deficit Hyperactive Disorders (ADHD) students at SMPN 5 Surabaya? The research design of the study uses exploratory qualitative research analysis. The purpose of qualitative research is to compare with other literature to know whether the strategy that teacher used for ADHD at SMPN 5 Surabaya run well or not. The data of this research is based on the collected documentation (English assessment of ADHD students), checklist for student, and teacher interview. The result of analysis is that there are three assessments which teacher uses for Attention Deficit Hyperactive Disorders (ADHD) student, those are: reading, writing, and speaking assessment. The English assessment for ADHD student used by teacher is using modeling way. In the modeling way have some strategies for three English assessments. The first is reading assessment; the English teacher use black color for the text of reading and ask the ADHD students to read the text directly. The second is writing assessment; the English teacher ask for ADHD students to re-write based on the example of sentence and the teacher uses bold word of sentence. The third is speaking assessment: the teacher gives the example to practice the dialog and ADHD student imitate the example of English teacher. The result of English assessment for ADHD students is that the students with ADHD cannot do difficult English assessment because the way used by teacher is usual. The researcher suggest to the English teacher to apply another invention for the better innovation. Therefore, the teaching and learning process can run better and more effective.