

CHAPTER I

INTRODUCTION

A. Background of the Study

Based on the data of statistic Agency (BPS) 2009, it shows that the lack of support for children with special needs in Indonesia is found. In Indonesia, there are approximately 1.48 million children with special needs. However, it is only for about twenty six percent of them who obtain get good educational service. In addition, the problem of access is still also found, because approximately 1.311 schools (SLB), which is only twenty three percent of them with the statue of the country and mostly concentrated in Java. It can be concluded that there are still fifty one percent children with special needs do not the right education.¹ This condition is not in line with the regulations in 2009 no 70 education roles of inclusive school for learners who have disorders and have the potential intelligence or special talents. This regulation explains that children should have the right to inclusive education for children with special needs.

Inclusive education is an educational innovation and strategies for expanding to educate children with special needs. Student with learning disability is the student who has differences in many aspects of physic, character, and talent. The differences probably will hamper the successful

¹ Dinas pendidikan, *Data Statistic Children with Special Need* (Jakarta, 2009)

learner in getting knowledge in the school.² The difference of character will influence the way of learners to interact one another. Student with learning disability such as, deaf, blind, mute, HIV, aids autism, Dyslexia, Dyspraxia, Dyscalculia, Dysgrafia, and Attention deficit hyperactive disorders. In the school, inclusive student also learn what the other students do, such as English lesson.

In addition, English is the lesson how to communicate in English, communicating can be in speaking and writing. The interactive communication skill also includes the listening ability. In this global era, English having been considered as the international language should be mastered. English language can make every people easy to getting information. Therefore, that English will be one of the modals in getting the good career. The getting good career cannot be denied that English should be learnt by everyone, included student with learning disability. There are several aspects that should be understood in English, those are listening, reading, speaking, and writing.

The aim of the learning process is to evaluate a social science curriculum in a local school district. There should be evaluation which is used to develop, to implement of the curriculum as the part of revision the student

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>, accessed on March 8, 2014)

skill.³ The researcher can be concluded that the evaluation is really needed. Because of the evaluation, the lack of student ability can be identified, so the teacher will be easier to create the strategy of learning improvement to get student's better understanding,

An evaluation is the process that the teacher collects the data to determine if the way of teaching needs the change, modification or not. In addition, evaluation is a must to determine the future strategies.⁴ Evaluation can help the teacher to know which part of lesson that student has not understood. After knowing the lack of student's ability, the function of the evaluation is hoped that teacher will give more explanation about the certain difficult lesson until the student understands.

The English assessment is the tool to know the progress of learners in English. The progress of learners has interpretation of assessment result and the achievement of learning outcomes.⁵ The researcher can underlying that assessment is really important for the learner because the assessment is the

³ Ferda Tunc, Thesis : “ *Evaluation An English Language Teaching at a Public University Using CIPP Model*” (The Department of Education Sciences, 2010), 1-2 (<http://etd.lib.metu.edu.tr/upload/12611570/index.pdf>, accessed on March 8, 2014)

⁴ Ibid., 3

⁵ Sarah Māriah Fisher, “*Assessing for English Language Learners for Learning Disability or a Language Issues*” (Journal of Psychology) 8 (http://www.hpu.edu/CHSS/LangLing/TESOL/ProfessionalDevelopment/200980TWPfall09/tesolwppssvol7issue2_Fall09/7_2Fisher.pdf, accessed on accessed on march 8, 2014)

process to evaluate the understanding of student in lesson. The purpose of assessment is to value the attitude, and knowledge of the student.

The English assessment can be divided into two kinds; those are formal assessment and informal assessment. Formal assessment consists of primarily of standardized test or performances reviews that have been validated and test using samples of intended test group. Informal assessment includes observations, interview, record review, and performances reviews that are less structure than formal assessment. In addition, informal assessment may not be validated or tested for reliability, such as portfolio and sample.⁶ This research focuses on analysis of assessment.

In focusing on analysis assessment, the researcher gives definition first. The researcher firstly explains the definition of analysis. Based on the migrant and seasonal head start technical assistance center of academy for educational development stated that analysis is an investigation of the component parts of whole and their relations in making up the whole.⁷ An analysis of assessment is the tool of the investigation which is also called as the output of learning process. Output of learning process means the improvement of student's ability before and after teacher gives the

⁶ Mairy Calphine, "*The Handbook of Principle The Assessment*", (Robert Clark Center for Technological Education, University of Glasgow, 2005) 7

⁷ Spring, "*Introduction to Data Analysis Handbook*", (University of Perth, 2010) 10

explanation. The ability improvement will never be known before teacher gives the evaluation.

Analysis assessment for learning disability is the tools of investigation in learning English for student with special needs. Not only for investigation in learning English, but assessment of the student with disabilities also needs more attention. The student with special need should not get the same assessment as the usual student gets.⁸

There are ten researchers that have done the research about assessment and learning disability. Five researchers focus on assessments for learning disability. One of them is Garret, the title is *Identifying And Assessing English Language Learners With Disabilities*. The result is that for evaluating English language Learning (ELL), the assessment that is given should be suitable as the lesson which they have learnt. It is to know how far the student really understands the lesson.⁹ The weakness of this research is no specification of the learning disability type. The five other researchers focus on the teaching English for ADHD students. In those researches, they just show the research in general objective of teaching ADHD.

⁸ Daniel M Koretz, Thesis: “*Assessing Student With Disabilities: Issues and Evidence*”, (Harvard School of Education, 2003) 25 (<http://www.cse.ucla.edu/products/reports/TR587.pdf>, Accessed march 8, 2014)

⁹ Sandy Garret, “*Identifying And Assessing English Language Learners With Disabilities*”, (Oklahoma State Department of Education, 2009) 16 (<http://ok.gov/sde/sites/ok.gov.sde/files/SpecEd-IdentifyingELL.pdf>, accessed March 8, 2014)

The research is really unique and different from the previous researches, because it focuses on analysis of English assessment for Attention Deficit Hyperactive Disorders (ADHD). English assessment for student with special needs is important to be analyzed because that student has the lack in learning process, their assessments should not be same as the other students have.

ADHD stands for Attention Deficit and Hyperactive Disorders. ADHD symptom is same as autism symptom, the difference is in the ability to communicate and interact; in this case ADHD students are better.¹⁰ There are three ADHD symptoms are in-attention, impulsivity, and hyperactive. The characteristic of students with AHDD is the student tends not to pay attention to the explanation of teacher, if the teacher explains the lesson. The student gets difficulty in sticking with one activity; Impulsivity is the symptom when the student is not patient to do 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 the classroom. The

¹⁰ Rahayu Ginintasasi, "*Proses Pembelajaran Anak Berkebutuhan Khusus*", (Bandung, Universitas Pendidikan Indonesia, 2009) 3 (http://file.upi.edu/Direktori/FIP/JUR_PSIKOLOGI/195009011981032-RAHAYU-GININTASASI/Proses_Pebelajaran_ABKx.pdf, accessed March 8, 2014)

student tends to run and climb. The student is seen very active and it is very difficult for him to stay and keep calm in the one place.¹¹

Based on the Preliminary Research in SMPN 5 Surabaya where the researcher does the observation. The ADHD student in the classroom always gets difficulty in one activity. The ADHD students of the research cannot focus in one activity. For example, if the researcher gives one activity to write down her name, the sample of ADHD students cannot focus to do that activity. They also difficult to get the assessments, because the ADHD students attention is interrupted. If the researcher asks her about her hobby or about daily activities, the ADHD students does not hear well or they answers the questions with the wrong answer. The result of observation is the characteristic of impulsivity. In the addition, the last characteristic is hyperactive. The ADHD students cannot sit down in the chair but always walks around the class and always gets out from the class.

The researcher chooses SMPN 5 Surabaya based on the theory of Antara. The theory of purposive method to choose the place of research based on certain considerations.¹² The reason is the first student with special need always get the winner in competition, the second is good model of the ten

¹¹ Steven V Faraone, "*Attention Deficit Hyperactive Disorders : Diagnosis And Management of ADHD in Children, Young People And Adult*", (London, The British Psychological Society and The Royal College of Psychiatrists, Alden Press, 2009) 2

¹² Antara,, "*Metode Purposive*",(Teknologi Pendidikan,2001) 3

inclusive school in Surabaya because the English teacher of SMPN 5 Surabaya as leadership of MGPK(Musyawarah Guru Pendamping Khusus) in Surabaya, and the last is SMPN 5 area 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. It can influence the quality of education.¹³ However, SMPN 5 Surabaya is able to stand up and become favorite junior high school in Surabaya.¹⁴

Therefore, the researcher takes the entitled “*An Analysis of English Assessment for Attention Deficit Hyperactive Disorders (ADHD) Students at SMPN 5 Surabaya.*”

¹³ ST Hasmiah Mustain, “*Faktor-Faktor Pengaruh Tingkat Pendidikan di Kota Kumuh*”, (UIN Alauddin Makassar, 2003) 1 (<http://www.uin-alauddin.ac.id/download-03%20Faktor-faktor%20Pengaruh%20Center.pdf>, accessed 23 may 2014

¹⁴ The result of the interviewing of headmaster in SMPN 5 Surabaya, 8 April 2014

B. Statement of The Research Problem

Based on the statement described previously, the researcher wants to analyze the assessment of ADHD student at SMPN 5 Surabaya. To be specific, the problem could be formulated as follows:

1. What are the English assessment that teacher uses for Attention Deficit Hyperactive Disorders (ADHD) student at SMPN 5 Surabaya?
2. What are the strategies of English assessment for Attention Deficit Hyperactive Disorders (ADHD) student at SMPN 5 Surabaya?
3. What are the results of English assessment for Attention Deficit Hyperactive Disorders (ADHD) student at SMPN 5 Surabaya?

C. Significance of The Study

The researcher aims to complete this research with having high expectation which bring much benefit to the school and several people. This research is about assessment for ADHD student. In addition, this research also analyze of the assessment that teacher use of ADHD student and the strategies the assessment for ADHD student. By completing this research, the researcher hope that the result give a good impact to the school at SMPN 5 Surabaya, because with the knowing the assessment that teacher use to ADHD student and knowing the strategies to use it, the school can anticipate if the assessment cannot do well for ADHD student. The result for this research if the strategies have run well in this school, the strategies can be

shared or applied to another school that have ADHD student. But if the strategies still failed the result of this research has to be information for another school and find another strategy. Furthermore, this research useful for student in English education Department at present, because by this research they can avoid the problem that might be happen at the future in real teaching, especially on give the assessment and strategies of assessment for ADHD in junior high school. In addition, this research as reference for further research about ADHD student in difference causes or which focuses on the similar with the research.

D. Scope and Limitation of The Study

The scope of this research is an analysis of English assessment for ADHD students. The researcher investigates how many kinds of English assessment that teacher use for ADHD students and investigate the strategies of assessment for ADHD students. The Limitation of this research is in SMPN 5 Surabaya, focuses on the first grade of junior high school, because the first grade of ADHD students have to high control to the English teacher in SMPN 5 Surabaya.

E. Objective of The Study

Based on the statement described previously, the research has formulated the major objectives of this study is to analyze the assessment that teacher use for ADHD student at SMPN 5 Surabaya in term of:

1. To know the English assessment that teacher uses for Attention Deficit Hyperactive Disorders
2. To identify what are the strategies of English assessment for Attention Deficit Hyperactive Disorder.
3. To know the result of English assessment for Attention Deficit hyperactive disorders.

F. Definition of Key Term

1. Analyze

Based on the migrant and seasonal head start technical assistance center of academy for educational development stated that analysis is an investigation of the component parts of whole and their relations in making up the whole.¹⁵ The research focuses to investigate assessment that teacher use to ADHD student and strategies to apply of assessment.

2. Assessment

Assessment involves anything you do gather information to make decisions about student learning. The purpose of assessment is let you and

¹⁵ Spring, "Introduction to data analysis handbook,(University of Perth, 2010) 10

the student know the quality and depth of learning that is taking place.¹⁶ The improvement the student in the learning process whether the students can do exercise or no with the assessment that teacher given.

In the other hand, definition of assessment is a general term used to describe the process of collecting, analyzing, and interpreting information (data) for an intended purpose.¹⁷ Airasian tries to give knowledge of definition assessment based on their opinion that we can explain the process of learning with the collect the exercise of the student, then the teacher can investigate the data bases on the collect exercise of the student, the function of the investigate is to know how far the student can do exercise well but in general analyze, after that the teacher interpret the exercise of the student, the interpret exercise of the student is the last process to know all the achievement of the student in the learning process.

Based on two researcher of definition assessment, the researcher shows the definition assessment of in this research. Assessments is the tools that teacher use to know how far the level of understand English language learning in the class. So it can make the teacher to evaluate the teaching process based on the result of assessment.

¹⁶ Jan Thomas-Carol Allman, “*Assessment for the Diverse Classroom* , *Bureau of Exceptional Education and Student Services* (Florida : Department of Education, 2004) 1, (http://www.fl DOE.org/ese/pdf/assess_diverse.pdf, accessed 9 march 2014)

¹⁷ Ibid., 2

3. Attention Deficit Hyperactive Disorders (ADHD)

Attention deficit hyperactive disorders, hereafter referred as ADHD is one the common disorders in the classrooms.¹⁸ It means that the student of ADHD always disrupt in the classroom. Corky cited in Villalobos claim that children with a diagnosis of attention deficit hyperactive disorders commonly present with a wide range of characteristic and problem including academic underachievement and learning disabilities. It means that the underachievement in the learning process. The ADHD student cannot do exercise well and low achievement in the English learning.

¹⁸ Oledo Bula Villalobos, "*Attention Deficit Hyperactivity Disorders*", (University of Italy, 2001) 2