

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings in this study are discussed in relevance to the statement of problem mentioned in chapter 1, there are: (1) The English assessment for ADHD student, (2) The strategy of English assessment for ADHD student, (3) The result of English assessment for ADHD student. Each of findings described and provided with supporting data. The following section presents the details findings of the study.

1. Profile of School

a. Historical and Geographical Location.

SMP Negeri 5 Surabaya was established on July 1, 1951. SMPN 5 Surabaya is the oldest public schools in Surabaya, which is located in the middle of the city center.¹ This public school is located on the Rajawali No. 57 districts Krembangan Surabaya. SMPN 5 Surabaya gets 314, 93 for the accreditation. The accreditation indicates that the quality of education at this school is very good. The amount of SMPN 5 Surabaya student in 2012/2013 is 911, it is included 45 students from grade 1 to grade

¹ The result of interview with English teacher 5 June 2014

3. The amount of inclusion student in the first grade is 18 students. Among those 18 inclusion students, and there are 3 students who are categorized as ADHD student.²

b. Resource State

SMPN 5 wide is 5,425 m² which involves several buildings. In the SMPN 5 Surabaya consists of classrooms, library, inclusive room, laboratory space biology, physics laboratory space, chemistry laboratory, computer laboratory, language laboratory and multimedia laboratory space. There are also some rooms for management and other facilities, such as the boardroom, staffroom, administrative room, a place of worship, counseling room, UKS room, student organization room, toilet, storage, circulation space or hall, space server or control IT, art spaces, halls, cooperative space or store, print room or unit production, archive room, cafeteria, parking, space skills, caretaker's house, and a place to play or exercise.³

² Document of the profil of smpn 5 surabaya

³ Document of the profil of smpn 5 surabaya

2. Profile of ADHD students.

There are three students with ADHD in the SMPN 5 Surabaya. Those three students are A, B, and C. Student “A” has been diagnosed for ADHD system. It is because the result of psychological test explains that the student gets difficulty to pay attention or focus on something. Student “A” gets the difficulty to understand the lesson, it is because he cannot focus to the lesson. The student “B” shows the inability of learning in the classroom. He often plays the broom in the classroom; it really makes the classroom noisy, and automatically disturbs his classmates. Then, he gets the difficulty in finishing the assessment. The student “C” is also hyperactive. She often gets the problem in focusing and paying attention to the lesson. All three of these student become samples for researcher to conduct Knowing that condition, the researcher is very interested in analyzing the problem that occur to ADHD student, especially in the English class.⁴

3. Syllabus of Student with Learning Disability

In this research, the researcher focuses in one basic competence (KD). That basic competence is transactional greeting. That basic competence has three meetings to know the English quality

⁴ The observation checklist of student with ADHD in smpn 5 surabaya, 4 april 2014

learning in the classroom. The first meeting is assessment for reading, the second is for writing, and the third is for speaking.

The reason why the researcher takes transactional greetings is that because this material has been observed in the preliminary research, and the English teacher just gives occasion to observe this topic.⁵

4. The Result of Observation and Interview

a. The Process of English Learning in The Inclusive School

1. Problem of English teaching in The Inclusive School

There should be four skills that included in the English assessment. They are speaking, reading, writing, and listening. However, there are three English skills assessment only that student gets from the teacher. Those skills are speaking, reading, and writing.

The first is the problem faced by teaching reading of ADHD. The problem that arises when the English teacher teaches reading to student with ADHD is the teacher giving explanation directly without props that can be effective in helping student to memorize vocabulary.⁶ Props are also used together with other students. The use props such as pictures,

⁵ The interview between researcher with english teacher, 4 april 2014

⁶ The result of observation in the reading class of the first grade of junior high school 4 april 2014

card, and other tools. The principle of the inclusive school is not discrimination but it will be difficult for the ADHD students who have memorized every word that teacher used in the class. The teacher uses a simple method that cannot be used for children with ADHD. The researcher analyzes that the English teacher no different preparation between normal student and student with learning disability.

When the researcher give question in the interviewing section, the English teacher explains that there is no time to prepare different tools between normal student and student with learning disability.⁷

The second is the problem faced by teaching writing of ADHD students. Teaching writing in the classroom for student with ADHD is very difficult. Form the result of interviews about the problem that occur when teaching writing in the classroom. The teacher just gives the example of the new word directly and gives the meaning of the new words directly again. If the teacher has no modification of teaching writing, The ADHD students showed less focuses in learning English. The ADHD student feel bored because in their mine always

⁷ The result of interview with the English teacher about reading , 4 April 2014

thinking about the interest moment. The reason why the English teacher just use the traditional method to teach writing, because the English teacher answer that it is just the one way that teacher are always use in providing writing skill. The teacher cannot fine the modification to teach writing.⁸

The third is the problem faced by teaching speaking of ADHD students. Based on the observation in the class, teach of speaking in the classroom for the student of ADHD does not use the efficient techniques for children with ADHD. Teacher does not teach speaking with expression vocalizing gestures, facial expression, and body movement. If the teacher introduces the new word of the topic, teacher does not the use of picture and other object, as well as a formal system such as signs, signs language, and communication symbols. English teacher in the classroom just giving an example of a new word form of pronunciation, and children with ADHD should directly imamate what the teacher had taught previously. This is a great affects the ability of students with ADHD in acquiring new material. To find out the meaning of new words in the English language, a teacher gives direct meaning

⁸ The result of interview with English teacher about writing skill 4 april 2014

without using symbols, the student with ADHD are not accustomed to analyze themselves what they actually get in new material.

2. Teaching English in the Inclusive School

Generally English teaching way to the normal student and ADHD student is not different. It can be proven by the same syllabus that is given by the teacher. The difference is only in the difficulty of assessment. The comprehension of assessment difficulty between normal and ADHD student are 80% and 20%.⁹

One of English teachers explained that there is no discrimination in teaching. It is because all human have the same right in getting the education. Giving the lesson to ADHD student is only different on the difficulty of assessment. It is caused by the ability of ADHD student in understanding the lesson is slow. In addition, teaching ADHD student needs more patience, it is because when the English teacher is teaching in the classroom, ADHD student always

⁹ Interview with English Teacher in SMPN 5 Surabaya

plays in the classroom without paying attention to the teacher explanation.¹⁰

3. Evaluation of Teaching English in the Inclusive School

The government policy in giving the same right to the ADHD student is very good, but the weakness is the preparation in handling the ADHD student. One of the weak preparations is the book which is not appropriate for ADHD student.

Therefore, teacher also teaches using the available usual book. The effect of this problem is that the ADHD student cannot study English well.

b. English Assessment in the Inclusive School

Based on the interview and observation section of English teacher in SMP Negeri 5 Surabaya, the assessment that teacher uses for ADHD student such as, reading assessment, writing assessment, and speaking assessment. The English teacher always uses three skills in English lesson. There are two reasons why the teacher uses three reasons for English lesson. The first is that listening skill is the difficult thing for ADHD student, because the impulsivity that the student has. It causes that he or she cannot get

¹⁰ The observation of the teacher in smpn 5 surabaya, 5 april 2014

good English listening skill. The second is that the English teacher gets confused to find the method to give listening assessment in the English.¹¹

Therefore, in this section, the researcher writes the result of observation and interview based on the first and second research question. The first is what the English assessment that teacher uses for ADHD student. The second is what the strategy of English assessment that teacher uses for ADHD students.

1. Reading Assessment and Strategy of Reading Assessment for ADHD Student in SMPN 5 Surabaya.

Reading assessment for ADHD uses reading text on the greeting topic. One of the English teachers who had the initials “E” says that teaching the reading is very difficult to do. It is because reading English text needs the ability in translating the meaning of the text, and every word should be pronounced correctly.¹²

The example is that the student reads the reading text which is given by the teacher. Teachers assess the reading skill of students by seeing how student read the text directly.

¹¹ The result of interview with English teacher, 5 April 2014

¹² The interview result of English teacher, 7 April 2014

Reading assessment which is used is very simple, student gets the duty to memorize the words in the text only, it is the modeling method. Student works on reading assessment in the form of answering questions from a text that have been given by the teacher. Other strategy of reading assessment is giving the bold in the text. The function of this bold is to make ADHD student easy to know the answer the questions based on the text.¹³ This is the example of reading text:

Table 1: Reading Assessment

<p>Hello, my friends. My name is Ali. If I see my mother in the morning, I say good morning. And then, if I see my sister in the afternoon, I say good afternoon.(the observation of reading text).¹⁴</p>
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But in the final examination, the student A, B, and C gets bad mark with the bold words like on the text.¹⁵

2. Writing Assessment and Strategy of Writing Assessment for ADHD Student.

The assessment is used to know how far the student understands the topic. In writing assessment, the teacher gave instructions to translate greeting into the English language to

¹³ The interview with English teacher, 8 April 2014

¹⁴ The observation of reading text, 8 April 2014

¹⁵ The result of final examination, 7 June 2014

the student. Strategy that is used in translating Indonesian into English is example of how writing “good morning” and student only picked papers that have been written by the teacher.

The second writing assessment is the teacher asks for student to re-write based on the example of the sentence, in this assessment the teacher used white and black color in the sentence. There is no intervention to make the student with ADHD know the different word and the meaning of each word. It is just one of the strategies that teachers are always in use in providing the writing assessment.¹⁶ Without giving the strategy and providing a direct answer, ADHD students are not able to do the great writing assessment.

Table 2: Writing Assessment

Assessments of Writing	
Name:	
Class :	
Fill the blank with greetings, leaving talking, and apologize expression based on the example!	
A. <u>Dialogue 1 about greeting</u>	
Bella	: Good morning , Andre
Andre	: (1) Bella
Bella	: How are you today?
Andre	: I am fine thank you , and you?
Bella	: I am (2)

¹⁶ The result of interview with the English teacher, 4 June 2014

3. Speaking Assessment and Strategy of speaking Assessment for ADHD Student.

Speaking assessment which is used by teacher in English classes is the dialogue about transactional greeting. Giving lesson about greeting transactional dialogue for student with ADHD is very difficult, because ADHD student feels difficult to pronounce each word correctly. The problem indicates that the modeling way is less efficient way for ADHD speaking. In the modeling way, there has the strategies of speaking assessment, the teacher gives example of each conversation to say in a dialogue then students imitate the example of the teacher. ADHD student is less on focus and always looks outside the classroom. The ADHD students less focus, because the dialogue is not interesting. The ADHD students always get lost the attention to the teacher so he or she cannot answer this question.

Table 3: Speaking Assessment

Assessment of Speaking	
Name	:
Class	:
Make in pair to practice the dialog about greetings, leave talking	
A. Dialog 1 about greetings	
Bella	: Good morning , Andre
Andre	: Good morning, Bella.
Bella	: How are you today?
Andre	: I am fine thank you, and you?
Bella	: I am very amazing

5. The Result of English Assessment

The first result is reading assessment. After researchers conducted observations about reading assessment, that has been done by students with ADHD. There are errors in the ADHD students do when working on reading assessment. The first, student A, B, and C with ADHD cannot answer the question that is given teacher on a text. In fact, the English teacher has to provide answers to the words in bold.¹⁷ ADHD student has difficult to answer the question of reading the text, although has been demonstrated previously.

The second result is writing assessment. Students' A has difficulties in writing a greeting, is seen by the lack of one or two letters in the word write greetings. Student B has the lack of focus in working on a writing assessment he always saw something outside the classroom. Student C same with

¹⁷ The document of reading assessment

student A, they have difficulties in writing a greeting, is seen by the lack of one or two letters in the word write greetings.

The third result is speaking assessment. Student A are not able to say what the appropriate dialogue that has been demonstrated, and most students ADHD speak something he likes, like advertising on television, on the other beverage products and others. Student B same with student A, they have a able to say what the appropriate dialogue that has been demonstrated, and most students ADHD speak something she likes, like her hobby.

B. Discussion

1. Strategy of Reading Assessment

ADHD students in SMPN 5 Surabaya get the difficulty in finishing the reading assessment. It is because they get problem to focus in finishing the assessment. The uninteresting way can make student bored to finish the assessment. It means that they are treated as the normal student. However, it should be known that they have psychological disorder, so they also need the different way.

The example of English Reading assessment given to student can be seen below:

Table 4: Reading Assessment

<p>Hello, my friends. My name is Ali. If I see my mother in the morning, I say good morning. And then, if I see my sister in the afternoon, I say good afternoon, and If I go to the bed, I say good night with my mother .(the observation of reading text).¹⁸</p>
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The strategy that the teacher uses for ADHD students is the modeling way. Based on teacher's opinion, modeling way in reading assessment is the effective way to transfer knowledge to make ADHD student understand how to do the reading assessment. However, modeling way is not enough to be the effective assessment.

¹⁸ The result of final examination



One of the question example is “What does Ali say to his mother in the morning? The answer should be ‘good morning’”. The words good morning actually has been written in the bold text, it is to make ADHD student know that it is the answer. However, he cannot focus on finishing the assessment; finally the assessment cannot be done well.¹⁹

Based on the above explanation, it can be concluded that the strategy of English teacher is still traditional. The theory of word recognition (WRD) shows that ADHD student has deficit in word recognition and oral language skill. The student with ADHD has difficulty to memorize something, there must be strategy in giving the assessment to ADHD student. The strategy of reading assessment is logographic cues. The logographic cue is the one of the working memory strategy in reading assessment. A logographic cue is the simple symbol or picture that acts as visual reminder of an important literary element in the text.²⁰ The example of logographic cues can be seen below;

¹⁹ the final examination result number 1

²⁰ Dawn tolsma, thesis : “*Reading Compression Deficit in Student with ADHD : Causes Send Intervention Strategies*”, (Master of the Art in Education at Northen Michigan University, 2012) 1

Table 5: reading assessment use logographic cue

Hello, my friends. My name is Ali. If I see my mother in the morning, I say	
	(good morning) And then, if I see my sister in the afternoon, I say
(good afternoon) and if I go to bed, I say	
(good night) to my mother .	

Logographic cue is to make the student with ADHD easy to remember the new word with the symbol or picture. The use of logographic cues will make the student more interested to pay attention to the text. Other strategy that needs to be used is reading loudly. Reading loudly can make them focus to the text. When the ADHD students read loudly, the condition around him will not influence the focus. The possibility to be sleepy can be reduced. What they he listens and what he thinks are only about the text.

2. Strategy of Writing Assessment

The ADHD student has poor handwriting. There are many false that they make in writing. In this case, the innovation should be applied to create the effective assessment. In addition, to make effective assessment is better to be started from the first grade. The English teacher in SMPN 5

Surabaya uses the modeling way in English writing assessment. The example of modeling way can be seen below:

Table 6 : Writing Assessment

Assessments of Writing	
Name:	
Class :	
Fill the blank with greetings, leaving talking, and apologize expression based on the example!	
B. <u>Dialogue 1 about greeting</u>	
B ella	: Good morning , Andre
Andre	: (1) Bella
Bella	: How are you today?
Andre	: I am fine thank you , and you?
Bella	: I am (2)

Based on the above writing assessment example, ADHD student has been shown the answer of first question, it is the bold words. The ADHD student's duty is to rewrite them. It is an easy question, but not for the ADHD student, because they get problem in managing the focus.

Specific aspects of ADHD may contribute to difficulty in written expression skills. Symptoms of inattention may include difficulty in attending to detail, sustaining attention over long periods of time, listening to directions, organizing tasks, keeping materials organized, and putting forth sustained mental effort. Symptoms of hyperactivity and impulsivity may include fidgetiness, difficulty in remaining seated, blurting out answers in class, excessive impatience, and inadvertence. A

preponderance of ADHD symptoms puts children with ADHD at risk for difficulty in acquiring written expression skills. Written expression is a complex process that requires someone to attend to many facets of the task at the same time. When children are producing a paragraph, they need to pay attention on handwriting, spelling, punctuation, word choice, grammar, and the idea. Furthermore, those aspects are not easy for ADHD student.

The problem that ADHD student faces is that he gets the difficulty in focusing something. Using the modeling way is not enough. Another way to make ADHD student concentrated is needed, it is using the music. Listen the music when ADHD student is finishing the writing assessment can help him to build the focus. It can be the favorite music, so it makes him enjoy in finishing the assessment. Listening to the music has many therapeutic applications, including the development of attention and memory. In addition, it is easy to be applied²¹

3. Strategy of Speaking Assessment

The speaking English assessment for ADHD student that is used should be more interesting. It is to motivate the student to finish the assessment. The way that is used can be using the tape record. By using the tape record the student will feel that it is something new for them.

²¹ Joni erin wiebi, “*thesis :ADHD the classroom and music : a case study*” (2007) 3

Therefore, they will have more focus to the assessment. It can be imitate the simple dialogue that is played on the tape record. Imitating the dialogue is hoped that the student will practice how to pronounce the word and how to speak well.²²

Unfortunately, the English teacher in SMPN 5 Surabaya just uses the modeling orally. Modeling way in speaking assessment is that the teacher speaks English then ADHD student repeat it. However, it causes the ADHD student does not feel the assessment is not the special thing for him, because it is something usual for him. Furthermore, he will not be interested and the focus is not maximal. It has been stated that the ADHD student is not easy to focus on something, so the interesting-innovative way should be used.

4. Strategy of Listening Assessment

There are four assessments that the student do in the English learning process, such as reading, writing, speaking, and listening assessment. However, the English teacher in SMPN 5 Surabaya only uses three assessments for ADHD student. Those assessments are reading, writing, and speaking. The reason why the teacher only focuses on the three skills, because based on the teacher opinion, those three assessments are enough to measure the student capability.

²² Interview with English teacher 3 june 2014

However, in learning the language, the ability of listening is also important. Because without good listening, the message cannot be received clearly, and the English communication cannot be done well, it is because there will be many misunderstanding.²³

The way to make the English listening assessment effective is focus. Focus can make student's listening better than before. The example activities that can help the student focused are keeping the hands and feet quiet, saying the important word to himself, and writing it.²⁴

ADHD student's behavior is hyperactive, so the teacher should remind the student to make hands and feet quiet for a moment. The way hoped that he will force himself to be quiet. Saying the important thing to him is also important, because it will make the student active and more concentrated. The same thing as writing something important. It is to help the student to memorize something important. It is hoped that the assessment of listening can be more effective. Therefore, the ADHD student will be getting the better score and he can prove that he can answer the question.

²³ Babita Tyagi, "*Listening: An Important skill and Its Various Aspects*" 2011, 1 accessed 8 august 2014
<http://www.the-creation.com/VA/n1/Babita.pdf>

²⁴ Victoria Groves Scott, "*Teaching Students with ADHD to Focus : A learning Strategy*", (John Hopkins School of Education, 2011) 5