His strength is my strategies: Experience of an English teacher in Indonesia teaching English for hyperactive students in inclusive class

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Abstract

Need analysis had been conducted as studies to get the strategies of teaching English for hyperactive students in the inclusive class. Some of the studies wanted to see the problem of hyperactive students while others saw the barrier of hyperactive students in learning English. However, there were only a few studies giving attention to analyze the strength of hyperactive students in learning English. This study aimed to describe how an English teacher did the analysis of the strength of hyperactive students then used it to find a strategy (Role models) in teaching English for hyperactive students in the inclusive class. The data of this study were collected by semi-structured interview and observation. Descriptive qualitative approach as the research design of the research was used to analyze the data. The analysis of results showed that an English teacher not only did the analysis to the students needs such as problem and barrier but also in which more focused on the strength of hyperactive students. This study also provided the implication of role models strategy to teach English especially speaking skill for hyperactive students in inclusive class as the result of the analysis of the strength. The positive result from need analysis on the strength of Attention Deficit Hyperactive Disorder (ADHD) student in finding an appropriate strategy to teach English might also bring positive impact for the students with other types of special needs in inclusive class.

Keywords: Hyperactive, Need Analysis, Teaching English, Inclusive Class

Received: 13 February 2019 / Accepted: 8 March 2019 / Published: 22 April 2019

INTRODUCTION

The development of an inclusive school in the world begins with the main reason which is human rights. This reason believes that every child in the world has the same rights to get an education. Several countries in Scandinavia as the initiator of this program followed by many countries such as America, England, Thailand and the other countries including Indonesia (Nuchso, Tuntivivat, & Klayklung, 2016; Saputra, 2016). The government of Indonesia declared the inclusive school in Indonesia since 2009 with the decree number 70/2009. It states that every child in Indonesia has their own rights to get better education quality including the students with the special condition.

In Indonesia, the inclusive school starts form secondary school until higher education with the majority type of inclusive school is a regular class. The regular inclusive class includes the students who have special needs and the students who do not have special needs in the same class then they do teaching and learning process with the same curriculum (Darma & Rusyidi, 2015; Meidrina, Mawaddah, Siahaan, & Widyasari, 2017). In Indonesia, the inclusive school starting from secondary level used the same curriculum with non-inclusive school. It is known as the K-13 Curriculum. Based on the K-13 curriculum, the status of teaching and learning English in Indonesia as a foreign language is the only additional lesson at the secondary level (Fleming & Stevens, 2018; Niamhom, Srisuantang, & Tanpichai, 2018). It means that every school including inclusive school has its own authority to decide whether English is an additional lesson or compulsory lesson.

Teaching English for inclusive school in Indonesia also has some problems such as limitation of English teachers (Moser, Zhu, Nguyen, & Williams, 2018) who are able to teach English in inclusive class. This limitation
also made some of non-professional English teachers helping to teach English in Inclusive class with the most common type of students with special needs in inclusive class is ADHD. Teaching in inclusive class especially for students with hyperactive is not an easy task to do because the teacher should teach and manage the students with different educational needs to attain education objective (Pokrivčáková, 2015). Because it is not an easy task to do, the role of the teacher is very important from the beginning of the class.

Identifying students needs as the first important thing to do (Marshik, Ashton, & Algina, 2017) makes the teacher adjusting between the learner needs with materials, activities and classroom environment (Pokrivčáková, 2015). It will help the teaching and learning English process running well in the inclusive class especially for hyperactive students as the common case that have been found. Hyperactive active students have their own special needs in learning English as their foreign language, because of that an English teacher should provide appropriate and professional approaches in order to get enjoyable and playful atmosphere as the nature of teaching English for ADHD students (Hvozdikova, 2011; Prommaruk, 2016).

There are many previous studies that have been conducted in finding the appropriate strategy in teaching English for ADHD students. The strategies were used by professional English teacher as the result of problem analysis to hyperactive students such as lack of being a focus, dislike of boring activity. The strategies that have been found in previous studies are creative drama technique to teach English in order to get enjoyable and playful atmosphere (Hvozdikova, 2011; Unnanantn, 2017). Suggestopedia and total physical response as the technique that is appropriate with hyperactive characteristic (Bodnar, 2015) and reading based on text-structured, reading aloud then give simple question related to the text to teach reading for ADHD students in the inclusive class (Gersten, Fuchs, Williams, & Baker, 2001).

Since the use of a non-professional English teacher in teaching English for the inclusive school of secondary level had been a problem in Indonesia and only a few studies that reported about need analysis focuses more on the strength of hyperactive students. So this research presents a description the experience of an English teacher who is a non-professional English teacher in teaching English and doing need analysis focused on the strength of hyperactive student in learning English then finding a strategy based on the need analysis results to teach English for hyperactive students in inclusive class.

**Objectives of the Study**

Based on the uniqueness that has been found from one of non-professional English teacher in Indonesia who teaches English for hyperactive students in Inclusive class by seeing the strength of hyperactive students so this study aimed to describe how the experience of an English teacher who is non-professional English teacher in teaching English and doing need analysis focused on the strength of hyperactive student in learning English then finding a strategy based on the need analysis results to teach English for hyperactive students in inclusive class. Therefore, this research gives theoretical contribution in doing analysis focuses more on the strength of hyperactive students and practical contribution with the implication of a strategy in teaching English for hyperactive students in the inclusive class.

**REVIEW OF LITERATURE**

**ADHD Students**

Inattentive, impulsive, or both of them are the types of the characteristic of ADHD students that can be found in inclusive class. The inattentive is the condition of hyperactive students who have the difficulty of keeping concentration. They are easy to be disrupted and have a short-term memory. Meanwhile, the impulsive can be identified by seeing characteristics of the hyperactive students such as lost their self-control, having many body movements and being impatient. The combination of inattentive and impulsive will show characteristics from both of them (Hvozdikova, 2011; Pokrivčáková, 2015; Turketi, 2010).

**Teaching English for ADHD Students**

The main concern in teaching English for ADHD students is making the environment of learning to be enjoyable and playful atmosphere (Hvozdikova, 2011), providing suitable technique based on students needs to make teaching
and managing students with different educational needs easier (Pokrivčáková, 2015) and using positive psychology to encourage students self-esteem (Costello & Stone, 2012).

Needs Analysis

Need analysis is important things to do like the requirement of teaching and learning process in making instruction of certain subject, deciding the strategy of teaching and maintaining to manage the classroom activity (Czerniawski, Guberman, & Mac, 2017). The result of students needs analysis might be different because every student has his own needs to teaching and learning process (Caplan & Stevens, 2017).

Role Models

Role models as one technique of teaching is the condition where the teacher could be as the main example of teaching and learning process or the teacher can choose one student to be the resources of learning or role models then other students are considered to give attention to the role models (Lunenberg, Korthagen, & Swennen, 2007). This technique will give some positive effect such as increasing personal level to analyze the strengths and weaknesses as role models (Cruss, Cruss, & Steinert, 2008) then it could be as new ways of educational thinking to shape own practice as the role models (Lunenberg et al., 2007).

RESEARCH MODEL

Here is the model of this research where the need analysis can be done to the strength and the weaknesses of ADHD students in the inclusive class. The strength of ADHD students could be the reason to create appropriate teaching English. Strategy for ADHD students in the inclusive class.

![Research Model Diagram]

Figure 1. Research model

DATA ANALYSIS

This study aimed to describe how the experience of an English teacher who is a non-professional English teacher in teaching English and doing need analysis focused on the strength of hyperactive student in learning English then finding a strategy based on the need analysis results to teach English for hyperactive students in the inclusive class. The descriptive qualitative approach was chosen as the design of this study to describe in detail experience, opinion, and thought from the object of the research. The purposive sampling with some criteria that have been set before was used to choose the sample of this study. Only the most authoritative one had met the criteria to be the object of this research where the object should give the best information to achieve the goal of the research. In collecting the data, a semi-structured interview was used to get the object experience, opinion, and thought. The observation and documentation were used to see clearly teaching and learning the process in a natural setting. The researcher was the primary instrument of this study to analyze the data. To analyze the data, the interview results were made into the transcript then categorized based on the theme. The analysis of the data showed that three main point of doing need analysis which focuses more on the strength of hyperactive students, which are.

The Process of Need Analysis

This study focused on the experience of an English teacher in doing need analysis to the hyperactive students in teaching English. She said that need analysis is very important to do before she decided appropriate strategies in teaching English for hyperactive students.

At the beginning of the class, the hyperactive student in my inclusive class did not want to learn English. But I tried to introduce English by giving him a game. Start from that moment, my hyperactive students began to like
learning English. He showed his interest in English. I always tried to analyze his English every week then I decided that this boy has good ability in English especially for speaking.

The teacher tried to analyze the students behavior and attitude to the English as the foreign language in Indonesia. From the analysis, she found that the student has good capability in English especially speaking ability. After knowing that the teacher tried to focus on doing analysis on the strength of the students which speaking ability.

**Role Models Strategy as the Result of the Analysis of the Strength**

After getting and knowing well the strength of hyperactive student whom she taught. The teacher tried to find a strategy to teach the hyperactive student in the inclusive class.

I know the hyperactive student always ignoring the instruction, doing many movements in the class. He also does not want to do boring activities such as reading, listening and writing, but I know that he wants to get more positive appreciation from his friend and me. That becomes a reason to expose his English especially speaking ability, I always ask him as the role model to his friend. He always gives a positive response when he is a role model in speaking to their friend in front of the class. Seeing the progress that showed by her hyperactive students after she tried to make use of the strength of the hyperactive students to be a role model, she decided that the role model strategy is appropriate not only for the hyperactive student but also the other students in the inclusive class. From this strategy, they try to build an appreciation among their self.

**The Advantageous of Role Models Strategy**

The role models strategy that has been used by an English teacher as the result of analyzing the strength of her hyperactive students in the inclusive class brings a positive effect to the hyperactive students and non-hyperactive students in the inclusive class.

Being role models makes my hyperactive students more interest in learning English because he thought that he is the best one in speaking English. He felt that he had enough confidence, good pronunciation and had many vocabularies. The ability of his speaking is also shown by the result of a test from one of the English course in Malang. The evaluation showed that he could achieve level 3-4 in conversation class. Knowing his strength in speaking made me thought that I need to tell this to his parents and suggested them to provide additional English course for my hyperactive students. Since my suggestion is accepted by his parent, he followed an English course and now his ability in English especially speaking become better than before.

**The Implication of Role Models to Teach Speaking for ADHD Students**

Here is the implication of the role model technique as the result of the analysis of students strength that has been used by an English teacher to teach speaking for ADHD Students. According to the observation result, there are three steps how an English Teacher used this strategy which are pre-speaking activity, speaking activity, and post-speaking activity.

**Pre-speaking activity**

Teacher tries to introduce the topic for students by using media such vocabulary flash card. Then, the teacher invites the students to pronounce the word in flash card together. After that teacher gives simple sentence toward the topic such as I like banana and I do not like apple.

**Speaking activity**

Teacher invites the ADHD student to be a role model for speaking about the topic in front of the class. The teacher also gives instruction to the other students to listen and repeat after the ADHD students. The ADHD student being enjoyed and comfortable to show his strength in speaking English while the other students also are enjoyed with the teaching and learning process by using role models strategy. There is a peer learning process between ADHD students who have the strength in speaking English with non-ADHD students in the inclusive class.
Post speaking activity

Teacher directly gives appreciation to speaking performance of ADHD students and invites the other students also to give appreciation to the speaking performance of ADHD students. The activity of role models strategy is done behind certain reasons.

I think teaching speaking by using Role models strategy for ADHD students who have good ability in speaking English in inclusive class is one effective way. The strategy will help ADHD seeing their own strength and bring a positive effect to them in increasing self-esteem. Not only to ADHD students but also for the other students where they will get the peer learning process when the ADHD students able to give the correct the example of how to speak in English. They also learn how to give a positive attitude toward ADHD students so it will give a positive atmosphere in the teaching and learning process.

DISCUSSION

This study presents three main points of the finding which will be discussed below: the first finding is how an English teacher did the analysis especially focuses on the strength of hyperactive students in learning English. She believed that finding and focusing the analysis to the strength as the resource to make the instruction in teaching English of hyperactive students is an effective way besides knowing the barrier and problem faced by hyperactive students who sit in inclusive class. This finding in line with the theory from some studies states that when the analysis emphasis on the strength of students, it will make the more friendly atmosphere in the classroom, having appropriate instructional strategies in teaching and learning process (Hvozdíková, 2011; Department of Education, 2006). Knowing the strength of hyperactive students will help them to find applicable learning strategy because they are not able to find it by themselves (Turketi, 2010).

The second finding showed that how teacher analyzed the strength of ADHD student to be the strategy to teach speaking in inclusive class. Similar with like has been found in one study stated that finding a strategy to teach speaking is one of the important roles of teacher to provide opportunities to speak in a natural setting as many as possible (Koran, 2015). This finding also showed that to find roles model strategy, the English teacher tries to combine and adjust between the strength of ADHD students which is the ability to speak in English, the weaknesses of ADHD students such as being easy to get bored and unable to follow reading and writing activity and what is his preferences in learning English. Same with what has been found by a study which stated that adjustment and accommodation are needed to make ADHD students learning process be more productive and successful (Turketi, 2010). The teacher believes and the decision to make students strength to be strategy also implicate that the teacher has a positive attitude to ADHD student in the inclusive class. It supported the finding of one study which stated that the teaching and learning process cannot run well because some of the teacher felt underestimated and uncaring to ADHD students (Baurhoo & Asghar, 2019).

The role models technique brings many positive effects to all the students in the inclusive class, especially hyperactive active students. The positive effect can make new interaction and communication context, giving big opportunities to the hyperactive students, and including positive psychology to increase self-esteem of hyperactive students in the inclusive class. These advantages are supported by the theory of teaching language to the special needs states that providing the new interaction and communication context then giving opportunities to the special needs students such as hyperactive students will increase their social skills and self-esteem (European Commission, 2005). Role model strategy also brings a positive atmosphere to the inclusive class which consists of ADHD students and non-ADHD students. It is also stated this the finding of the study which conducted by Hvоздíková who claimed that teacher should find a strategy in teaching that will make friendly atmosphere not only for ADHD students but also other students who involved in the inclusive class.

CONCLUSION

The lack of ability from the teacher and the limitation of the number of teachers becomes the problem in teaching English for hyperactive students in the inclusive class. To solve those problems, an English teacher should do need analysis before doing a teaching and learning process. Need analysis not only can be done by seeing the problems that faced by hyperactive students in inclusive class but also by seeing the strength of the hyperactive students. This study has shown that need analysis which focused more on the strength of hyperactive students than
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the problem or their weaknesses is more effective. Knowing and understanding the strength of ADHD student will also help the teacher to design appropriate strategy such as role model strategy that has been used in teaching speaking for ADHD students. Role model strategy brings many positive effects and positive atmosphere to the ADHD students and non-ADHD students in the inclusive class. So being a focus on the strength of ADHD students and having a positive attitude to ADHD students will make teaching English more easily and effectively. This research could be an idea to conduct further research on the analysis of the strength from other types of students with special needs and then make use it as the strategy to teach special needs students in inclusive class because we have to believe that every student with special needs has their own strength.

ACKNOWLEDGEMENT

We would like to say thank you to Education Fund Management Institution of Republic Indonesia that have become the main sponsors of International conference funding which we have followed so that this article can be published in indexed journals.

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