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

Aim: The purpose of this research was to detail how one English teacher analyzed the strengths of hyperactive students and then used those strengths to develop a strategy (role models) for teaching English to hyperactive students in a mainstream classroom.

Method: This study's information was gathered through semi-structured interviews and direct observation. The data were analyzed using a qualitative descriptive method of research. Studies have been done as a need analysis to learn the methods of teaching English to hyperactive students in an all-inclusive setting.

Findings: Results showed that an English teacher not only analyzed the students' needs (such as problem and barrier) but also in which more focused on the strengths of hyperactive students.

Implications/Novel Contribution: Based on the findings of the study's analysis of strengths, researchers were also able to draw important conclusions about how role models can be used to effectively instruct hyperactive students in English, and in particular, how to improve their speaking skills in an all-inclusive classroom setting. The positive outcome of the need analysis based on the strengths of students with Attention Deficit hyperactive Disorder (ADHD) in determining an appropriate strategy to teach English may have repercussions for students with other types of special needs in an inclusive classroom environment.

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

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INTRODUCTION

Human rights are the beginning of any effort to create an inclusive school worldwide. According to this line of thinking, every child should have the chance to go to school. First implemented in several Scandinavian countries, this program has since spread to the United States, Great Britain, Thailand, and other countries, including Indonesia (Nuchso, Tuntivivat, & Klayklueng, 2016; Saputra, 2016). In 2009, with Decree No. 70/2009, the Indonesian government officially recognized inclusive education in the country. The document guarantees that all children in Indonesia, including those with special needs, have the right to an improved standard of education.

For the most part, regular classroom settings characterize inclusive education in Indonesia, which begins at the secondary level and continues through the university level. Students with and without disabilities are co-located in a regular inclusive classroom, participating in the same pedagogical and curricular activities. Starting in the secondary years, inclusive schools in Indonesia followed the same curriculum as their non-inclusive counterparts (Darma & Rusyidi, 2015; Meidrina, Mawaddah, Siahaan, & Widyasari, 2017). The K13 Program, as it is commonly referred to. According to Fleming and Stevens (2018); Niamhom, Srisuantang, and Tanpichai (2018), the only supplementary lesson taught in Indonesian secondary schools is English language instruction history and current state from kindergarten through grade thirteen. This means that every school, including inclusive schools, has the freedom to choose whether English is an elective or mandatory subject.

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It's not easy to find qualified English teachers in Indonesia who can teach English in inclusive classrooms (Moser, Zhu, Nguyen, & Williams, 2018). Because of these constraints, many inclusive classrooms rely on volunteers from the general public to help teach English to students with special needs, most of whom have ADHD. It is difficult to teach in an inclusive classroom, especially for hyperactive students, because the teacher must teach and manage students with varying needs to achieve the class's educational goal, as cited in Pokrivčáková (2015). Aching is complex, so the teacher's contribution is crucial from day one.

To meet all students' needs, teachers must first take the time to assess what those needs are (Marshik, Ashton, & Algina, 2017). This allows them to personalize their lessons based on the interests and backgrounds of their students. It will facilitate English instruction and learning in an all-inclusive classroom, focusing on the needs of hyperactive students, who are a common observation. Teaching English to students with attention deficit hyperactivity disorder (ADHD) requires a teacher to adopt several specific pedagogical stances and strategies to create an environment where students can learn the language in a way that is both hyperactive and engaging (Hvozdikova, 2011; Prommaruk, 2016).

Several studies have been done in the past to determine the best approach to teaching English to students with attention deficit hyperactivity disorder. This results from a professional English teacher's analysis of the issues contributing to hyperactive students' behavior, such as a lack of focus and aversion to monotonous tasks. Previous research has found that using drama as a teaching technique for English can help create a more relaxed and fun learning environment for students (Hvozdikova, 2011; Unnanantn, 2017). Reading instruction for students with ADHD in an inclusive classroom can be facilitated by using strategies such as suggestopedia and total physical response as appropriate with hyperactive characteristics (Bodnar, 2015) and by reading aloud and following up with simple questions related to the text (Gersten, Fuchs, Williams, & Baker, 2001).

Since the use of a non-professional English teacher in teaching English at the inclusive school of secondary level has been an issue in Indonesia, and there have been relatively few studies reporting on a need analysis that focuses on the strengths of hyperactive students. Therefore, this study describes the author's experience as a non-professional English teacher teaching English and conducting a need analysis centered on the strength of hyperactive students' ability to learn English, followed by the development of a strategy for teaching English to hyperactive students in an inclusive classroom.

Objectives of the Study

This study aimed to describe how the experience of an English teacher who is a non-professional English teacher teaching English and doing a need analysis focused on the strength of hyperactive students in learning English, then finding a strategy based on the uniqueness that has been found from one non-professional English teacher in Indonesia who teaches English for hyperactive students in Inclusive class by seeing the strength of hyperactive students. Because of this, the research provides theoretical support for analysis that emphasizes the strengths of hyperactive students and practical support through applying a strategy for teaching English to hyperactive students in an inclusive class.

LITERATURE REVIEW

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 (Cruess, Cruess, & Steinert, 2008) then it could be as new ways of educational thinking to shape own practice as the role models (Lunenberg et al., 2007).

METHODOLOGY

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.
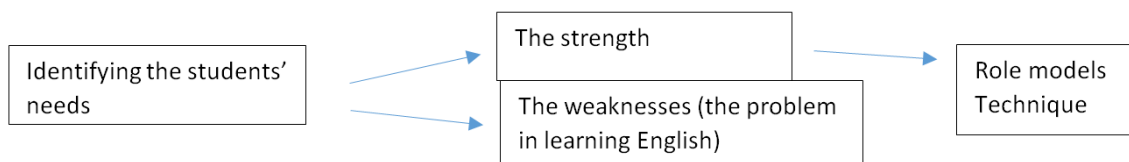

Figure 1. Research model

RESULTS AND DISCUSSION

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. Form 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 models 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 (Hvozdikova, 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 Hvozdíková 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, RECOMMENDATIONS AND IMPLICATIONS

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 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.

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