

CHAPTER I

INTRODUCTION

This chapter presents: (1) background of the study, (2) research problems, (3) research objectives, and (4) significance of the study.

1.1 Background of the Study

In Indonesia, English language must be mastered by the learners. Brown (2001) stated that English learning is not always learned to know and understand the values of British culture in English. Kirkpatrick (2007) stated that learning English in Asia is mandatory for communicating among countries, speak English becomes more important than the way native speakers speak English. It can be concluded that learning English is used in the Asian region including Indonesia and is a way of communicating between native speakers and non-native speakers.

Teaching English is the process of teaching language by the teacher to students in the classroom. Brown (2001) stated that teaching is the relationship between a student and a teacher, in another sense that between teachers and students have a relationship with each other and teachers as role models are good for students. Harpin (2005) found that teaching English or foreign language is a sequence for the development of student behavior habits and skills in English. Stern (1991) stated that language teaching can be defined as activities in language learning. From what has been explained previously, it can be concluded that teaching English does not only have a

relationship between teachers and students in the classroom, but also a series of student development processes in English language skills.

The teacher's strategy is a method in the teaching stages applied by the teacher in the classroom. Brown (2001) stated that teacher's strategy is a teaching technique that approaches problems and assignments to achieve learning objectives. Brown (2007) stated that the teacher should concern about the use of time, space and equipment, the interactional pattern observed in lesson, and the technique and strategy used by teacher and learners when the strategy is being used in the classroom. In short, the teacher's strategy is an action in the teaching process in order to achieve a better learning goal.

Teacher's strategies in teaching English are important to determine learners' learning abilities. Furthermore, Brown (2001) stated that an English teacher who is an expert in applying several teaching strategies, the teacher is also advised to bring personal behaviour both teaching process and be aware of the existence of discussions, discuss in groups, and determine some information and what the student needs. Brown (2001) stated that some of the English teachers were found to be less successful in achieving the existing curriculum. Lifrieri (2005) discusses that English teacher found some difficulties in determining teaching strategies that make achievement in teaching decrease. It aims to determine the success of a teacher's strategy in a language learning target is self-motivation. The conclusion of these sentences is that the teacher's strategy requires the right way according to the needs of

students and the good behaviour of a teacher in order to achieve the goals of a good English teaching process.

Teacher's strategies are needed in every school and a way to overcome learning problems. Salend and Rohena (2001) stated that two strategies that are often used are co-teaching and differentiated instruction. The co-teaching strategy is applied by providing a teacher and assistant teacher in the classroom, with this co teaching strategy one teacher can pay more attention to hyperactive students because of the range of attention in class, while other teachers can teach other students and answer questions from other students. The purpose of this co-teaching strategy is to help hyperactive learners learn in class and be able to learn better even though they have less attention and hyperactive learners in the class. The second strategy is the application of differentiated instructions, this strategy is carried out by the teacher to provide instructions that are suitable and appropriate to the needs of learners and the characteristics of these learners because hyperactive learners have problems with attention and cannot force learners to understand lessons like another learners. Then, Higgins (2007) found that explore teaching strategies for students in co teaching, in teaching and controlling the hyperactive learner is the role of teacher at school. Hyperactive learners are children with smaller brains than children who did not have disorder The goal of this strategy is that with different characteristics of learners, different instructions and more attention to lessons in order to make the learning process better.

As for the problems faced in learning English at SLB Gentaralam Palembang, the student with hyperactivity has behavior disorder and creates several problems faced by teachers in learning process, therefore the English teacher at SLB Gentaralam Palembang has determined the teacher's strategy in dealing with these problems. There are several possibility ADHD effects raised by ADHD learners (hyperactivity), the good and bad effects can be seen from the behaviour of the learner itself. As noticed by Faraone et al (2005), they found that ADHD is caused by genetic factors, ADHD genetic inheritance is estimated at 76% of genetic inheritance found. Harpin (2005) showed that ADHD has a slight effect on learners with ADHD that has similarities with family, parents or siblings. Therefore, ADHD learners can be caused by genetic inheritance and has similarities with family.

Hyperactive learners in learning English have behaviour disorder. Parker (2006) stated that the first theory of hyperactive behavior disorder results from brain damage. Meltzer et al (2000) stated that hyperactive learners have problems between social interaction relationships and sometimes difficult to accept in a new environment or in a classroom. Treloar (1992) reported that in her research that Hyperactive Learners in general can be interpreted as chronic difficulties in behaviour disorder with characteristics that are very different from ordinary learners. These sentences can be concluded that hyperactive learners tend to have behavioural problems in social interactions, new environments and the ability to learn English.

In the preliminary study, the strategy for teaching hyperactive learners was different. Hyperactive learner was very difficult to teach a lot of material about learning English because Hyperactive Learners cannot learn a lot of material with limited behaviour disturbances. So, learning English for the students with hyperactive learners were more focused on learning English vocabulary so that hyperactive learners could know what vocabulary was being learned. From the observation in learning and teaching process in class when the teacher taught hyperactive learners, the class conditions were less conducive and the teacher's role was very important in this situation (Personal communication, August 9th, 2021). It can be concluded that learning for hyperactive learners cannot be given like normal children's learning so that vocabulary material is one of the right ways to provide English material for hyperactive learners.

Furthermore, there were some researchers who have done the similar research about teaching English for hyperactive learners. Geng (2011) discusses the application of student learning strategies in special schools are different from ordinary school, the existence of different pattern of the behaviour makes the teacher more creative in teaching hyperactive learners and make material boundaries for hyperactive learners. Treolar (1992) discusses vocabulary learning can be studied by hyperactive learners as a language learning solution to the limitations of ADHD children because of short attention span and difficulties in memorizing information. vocabulary learning improves students' vocabulary retention ability, students learn the

word accurately and motivated them to learn the words. Purnama (2019) discusses vocabulary learning improves students' vocabulary retention ability, students learn the word accurately and motivated them to learn the words. Meanwhile, the previous research by Gaines (2012) discusses communicating effective teaching strategies. This study shows educators often find difficult when the teaching and learning process of hyperactive learners. Although, the need in discussing effective teaching strategies can be addressed by the communication process among educators, hyperactive learners and parents.

From the above facts and phenomena found, in teaching and learning process need the best strategy to solve the problem between the teacher and the learners, therefore the researcher interested to conduct a research study entitled: **Teaching English for Hyperactive Learners at SLB Gentaralam Palembang: Problems and Strategies.**

1.2 Research Problems

Based on the explanation above, the problems of the research formulated as follows:

The research problems were formulated:

1. What are the teacher's problems in teaching English for hyperactive learners at SLB Gentaralam Palembang?
2. What are the teacher's strategies in teaching English for hyperactive learners at SLB Gentaralam Palembang?

1.3 Objectives of the study

Based on the research problem above, the objectives of this study are to find out:

1. The problems faced by the English teacher in teaching hyperactive learners at SLB Gentaralam Palembang.
2. The teacher's strategies in teaching English for hyperactive learners at SLB Gentaralam Palembang.

1.4 Significances of the study.

By doing this research, the researcher found the useful information, knowledge, positive vibes for the researcher by visiting the school during the interview, seeing the learning atmosphere of hyperactive learners who must be treated specifically by the teacher at school and certainly has a positive impact on the reader regarding the teacher's strategies in teaching English for hyperactive learners who study English. The researcher hopes the study can be useful for English teachers who teach in special schools in dealing with hyperactive learners. By knowing some of the strategies that are applied, it can find the development of teaching to teach hyperactive learners in schools, help English teachers handle hyperactive learners in class learning and improve the quality of teaching and learning in the classroom. Besides that, The researcher hopes that the study can give a positive impact on hyperactive learners in learning English so that they are more interested in learning foreign language even though with existing limitations and it is hoped that hyperactive learners can apply vocabulary in

the classroom. The researcher hopes that this study the institution can improve teaching strategies by overcoming some of the problems faced by hyperactive learners and can implement these strategies for hyperactive learners so that the teaching strategies in this school will be better. For the next observer, the researcher hopes this study will provide inspiration and ideas for further research by conducting research with the same theme. Therefore, the aim of this research is generally to improve the quality of teaching English by using several teaching strategies for hyperactive learners.