

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) Definition of hyperactivity, (2) The problems in teaching hyperactive learners, (3) The strategies in teaching hyperactive learners, (4) Previous related studies.

2.1 Definition of Hyperactivity

Hyperactivity is behaviour disorder of ADHD (Attention Deficit Hyperactivity Disorder). Parker (2006) stated that ADHD learners greatly influence all matters related to the behaviour of children in school or at home and affect the focus of attention during the learning process at school with his teacher in the classroom. Nixon and Richardson (2004) stated that this disorder occurs in 1-3% of the population. Boys is found this disorder more than girls. ADHD has nothing to do with intelligence. In short, ADHD is often found in students whose parents or one parent has a history of ADHD (Attention Deficit Hyperactivity Disorder).

ADHD (Attention Deficit Hyperactivity Disorder) has symptoms in behaviour disorder. Parker (2006) stated that ADHD (also has 3 symptoms problem encountered which included inattention, hyperactivity and impulsivity symptoms). With the presence of several symptoms and ADHD problems encountered, it has been known by several psychologists, psychiatrists and paediatricians. By focusing on one of the symptoms of ADHD which is Hyperactivity. Barkley (2006) stated that ADHD as having

a neurobiological basis. This area is directly related to inattention, hyperactivity and impulsivity is less active in the learners' brain.

ADHD can be divided into 3 symptoms consist of inattention, hyperactivity and impulsivity. Mannuza et all (1998) found that the emergence of ADHD symptoms is likely to occur in learners entering kindergarten or elementary school and may change at any time.

The first symptom is inattention. Parker (2006) stated that learners with attention disorder are very difficult to hear someone speak and pay attention to someone in front of them, and have problems focusing on their attention. When they put in a lot of effort, can not focus on an activity or do a task for a long time, they get bored very quickly. Parker (2006) stated that often failed to provide attention to detail and made errors in some activities, learners who have an inattention disorder often forget about their daily activities. Parker (2006) stated that often these learners have difficulty paying attention more clearly or making mistakes on schoolwork, homework or other assignments due to the lack of focus on points that are made when the teacher explains about the material or instructions. Often also forget about one thing and the activity carried out. The inference, sometimes the teachers who know how to teach and attract ADHD learners' attention when learning can take a good role and help learners learn in class.

The second symptom is hyperactivity. De Armas (2001) showed that one theory of ADHD (Attention Deficit Hyperactivity Disorder) or

hyperactive behaviour results from impaired damage to the brain. Barkley (2000) stated that there is a relation between brain injury and ADHD. Barkley (2006) stated that hyperactive learners have several criteria or behaviours that are slightly different from inattention children. First, young learners who have hyperactive symptoms cannot sit in one place for long time. Second, while learning takes place in class, they walk around the classroom without the teacher's permission. Third, when they do assignments from the teacher and instructions from the teacher they don't accidentally move their arms or legs. Fourth, talk when not necessary or talk with friends when learning takes place. Fifth, play with things or objects that are around them and something that have nothing to do when learning. For example objects that are on the table. Sixth, they often try to do something continuously. For example, as explained before, they walk around the class when they have been warned by the teacher and do it again. Seventh, they do not complete one activity and start to do other activities when the first activity has not been finished. In short, the hyperactive symptoms in ADHD (Attention Deficit Hyperactivity Disorder) have 7 characteristics that can be categorized as hyperactive symptoms according to experts and can be seen by a teacher when teaching in class.

The third symptom is impulsivity, Komorowska (2005) stated that it is better if a teacher can know more and have a concern for learners who have ADHD problems, control student learning improvement, provide more encouragement for learners who have problems and help learners if needed.

Following Barkley (2006) stated that impulsivity has several different behaviours. First, learners don't think before they do something. Second, learners are usually not careful about the risks and dangers, they face after the activity occurs. Third, in this symptom learners have impatient character and this was caused by problems for example by waiting for their turn to play with toys with friends or waiting to lend the game. Fourth, they often look for problems and aversive with friends around them and this also greatly affects learners when having conversations with friends. In short, the teachers should be able to differentiate teaching techniques during lessons for ADHD learners and have good communication with parents in improving learners learning abilities.

2.2 The Problems in Teaching Hyperactive Learners

Teachers must know in every classroom can be found several learners with problems. Brophy (2003) stated that every learners has different personality, interests and needs. English teachers can plan by interacting directly in the classroom but the best teacher can also choose directions to learners as much as they can, especially knowing problems of hyperactive learners. Komorowska (2005) stated that teachers should be able to realize and pay attention to learners who have problems, support the learning process, can control the improvement of learning at school and help in learning process if needed. In short, when teaching and learning is carried out, learners can be aware of the problems they have but the important is the best method can bring positive results.

2.2.1 Inattention

Inattention is one of the characteristics of hyperactive learner which is related to short term memory. Villabolos (2011) found that highlighting in images can help focus on hyperactive learner better when learning English by using highlighter in school modules, in the teaching and learning process using highlighting is also very helpful for the hyperactive learner to be more focused on his reading in the classroom, this technique is usually used in writing and reading activities, generally hyperactive Learners who have attention in learning are also easily distracted. English processes tend to have a focal point that is not long and has been distracted by other activities. Turketi (2010) stated that the addition of underlining and highlighting can be an alternative to trigger a hyperactive learner mindset in learning development, development with attention problems must be addressed from the start and awareness of the hyperactive learner must be increased because the focus of hyperactive learners must be maintained when the teaching and learning process takes place, Therefore, attention has an alternative strategy to make learner's focus better with the use of highlighter.

2.2.2 Forgetfulness

Forgetfulness is one of the dominant symptoms of hyperactive learner and is a problem faced by teachers in continuing the next material. Turketi (2010) stated that hyperactive learner very often experience

forgetfulness in learning problems in class, hyperactive learner is very easy to forget, this is one of the problems faced by the teacher to continue the lesson or the next material, the teacher needs several days to explain the material repeatedly, in a situation especially in reading practice, it is very difficult for the hyperactive learner to remember vocabulary in English. Parker (2006) stated that forgetfulness is the reason why English teachers cannot teach more than 2 pages a day, therefore teachers can repeatedly explain material to hyperactive learners, by always doing repetitions such as dictation and writing in their practice, hyperactive learners generally have difficulty remembering one thing and this makes the teacher have to do repetitions. In short, the role of the English teacher is very important in the school environment in supporting learning with students who have behaviour disorders and repetition can help hyperactive learners to keep memories of the material in their minds so that in the next material the hyperactive learner can remember the previous vocabulary

2.2.3 Problem in Temper

The problem in temper usually appears in the hyperactive learner because of the inability to complete the task given by the teacher. Parker (2006) stated that hyperactive learners can get angry and cry easily because they can't answer questions correctly, but the role of the teacher must be to calm learners so that learner become calm down because it is found that hyperactive learner is angry, students can pinch and hit their hands . Several studies have also found that gesture in the classroom on hyperactive learners

were kinaesthetic learners and tend to be extremely active (Turketi, 2010). Therefore, activities with the use of appropriate gestures in the classroom are very good recommendations for hyperactive learners who tend to get irritated and cry very easily.

2.2.4 Easily Demotivated and Discouraged.

Frustration can make a hyperactive learner very easily demotivated and discouraged. Parker (2006) stated that giving expressions of praise and motivation directly when learners do assignments is highly recommended such as the sentence "Good Job" and 2 thumbs up are recommended for learner who are starting to give up learning, so that learner can be excited and forget about their failures. Anhalt et al (1998) showed that giving positive praise is also one of the uses in managing hyperactive learner behaviour. In short, the strategy of giving praise to hyperactive learners is one way for students to be active and not give up in doing something.

2.2.5 Difficulties with Social Relation

Hyperactive learners do not realize that there are problems with social functions in everyday life and are very difficult in peer relations and social rejection. Parker (2006) stated that social relations if not handled will be very difficult in later life. Landau and Milich (1990) stated that the problems faced by the hyperactive learner also indicate a significant risk of emotional and behavioral disturbances that arise in the future. In summary,

this problem should be known from the beginning so that the hyperactive learner can become a good person and have a high social sense.

2.2.6 Problems Aggressive and Anti-Social Behaviors.

Aggressive and anti-social behaviour are problems faced by hyperactive learners in the learning process. Barkley (1990) stated that in adolescence 40-60% will be diagnosed with a behavior disorder. Barkley (1990) stated that hyperactive learners can show a sense of aggressive and anti-social behavior at home, school and classmates. In short, problems with aggressive and anti-social behavior can arise because of behavior disorder, therefore before adolescence it would be better if the learner is educated so that things do not happen that make them aggressive and have aggressive characteristics in the future.

2.3 The Strategies in Teaching Hyperactive Learners

Teaching strategy is recommended to support hyperactive learner learning to be successful. Parker (2006) stated that providing an effective teaching strategy and repeated instructions can make hyperactive learners understand better. Parker (2006) stated that giving assignments regularly and students can complete them well, so the frustration experienced by the hyperactive learner in doing the assignments will disappear. In summary, teaching strategy is one of the efforts made by the teacher to facilitate learning well in schools.

In teaching English, hyperactive learner can learn English by using visual material. Turketi (2010) that putting pictures in English so that hyperactive learner's memory can be better. In addition to the visual media used, Bodnar (2015) explained that the hyperactive learner learning pattern is strongly recommended by using gestures or body movements in this learning, the hyperactive learner's sense of anxiety can gradually get better. In short, teaching strategy in learning English for hyperactive learner has several ways in making learning material and making hyperactive learner learn actively by using visual material and body movement.

2.3.1 Total Physical Response

Total Physical Response is the most recommended strategy for teaching hyperactive learners. Komorowska (2005) stated that Total Physical Response appeared in the 1970s and the author of the book is James Asher. Komorowska (2005) stated that Total Physical Response is one of the teaching strategies in teaching highly successful learners especially for learners who are beginners. Komorowska (2005) stated that an English Teacher should be able to understand and give a lot of attention to learners who have problems such as hyperactive learners, review learners' increasing needs and support the hyperactive learner learning process. Larsen (2008) stated that total physical response provides comfort by allowing learners to speak when they are ready to speak so that they don't feel anxiety in themselves. Therefore, all hyperactive learners can do total physical

response activities. This research focused on teaching strategy regarding total physical response.

2.3.2 Big, Small Discussion Group and Mentoring Approach

Big discussion group, small discussion group and the mentoring approach are very helpful strategies for designing learner learning processes. Allen (2009) stated that big discussion group, small discussion group and the mentoring approach strategy is a strategy that is broken down into 3 parts and each element is related to one another. Allen (2009) stated that big discussion group is a teacher's strategy to make hyperactive learner pay attention to learning by making group discussions and making small talk as a manifestation of group attention. For example, the English teacher focuses on literacy learning and the teacher allows the group to discuss a topic before starting the lesson, then the teacher can ask the group questions related to the material and give the hyperactive learner the opportunity to give their ideas. Allen (2009) stated that small discussion group of teaching techniques to break down hyperactive learners into small discussion group and discuss according to the material provided. Allen (2009) stated that the mentoring approach is a different concept from the previous group discussion, the mentoring approach gives the hyperactive learner the opportunity to return to their respective places from the previous group setting, hyperactive learner can begin to be linked with reaction beliefs, their feelings and thoughts. At this stage, hyperactive learner is trusted to answer questions from teachers so that communication skills occur between teacher

and learners. In summary, the three components of the strategy have a relationship with each other and provide benefits in the Hyperactive Learner learning process.

2.3.3 Verbal Technique

Verbal Techniques in learning English with hyperactive learners is one of the instructions used by the teacher. Rief (1993) stated that there are several methods of giving directions in teaching hyperactive learners. He (1993) stated that; First, he recommended that a teacher can wait until the class is completely silent and all learners are paying attention before instruction is carried out. Second, when directions are given by the teacher, the teacher should face the class and the directions given slowly and clearly without giving a lot of instructions that confuse hyperactive learners. Third, he also suggests that the English teacher must check that all learners can understand by asking some questions about the directions that have been given or asking the hyperactive learner to repeat the directions given. Finally, directions should be given completely and clearly. Therefore, with steps taken verbally to hyperactive learners, teachers can increase their success in teaching in the classroom. In this study focused on teaching strategy regarding verbal technique.

2.3.4 Non Verbal Technique

Non Verbal Technique aims to assist in the provision of in-learning English instruction carried out by teachers and create an active learning

environment. Wang et al (2004) conducted a study to see the effectiveness of using hand gestures in teaching hyperactive learners. Wang et al (2004) found that there are 5 types of hand movements; (a) Deictic, used for giving instructions and getting the attention of learners. (b) Representational, used to imitate movements and expressions given by the teacher, (c) Metaphoric, used to demonstrate ideas that have an abstract nature, (d) Emblematic, which is a certain movement that has been recognized by the public, (e) Beating, a movement that is carried out repeatedly to describe something. In summary, non verbal technique is a simple but effective strategy in teaching English to hyperactive learners.

2.3.5 Peer Collaboration

Peer Collaboration is a strategy by applying in pairs. The use of peer collaboration is recommended by Dupaul and Henningson (1993), they suggested that peer collaboration is very effective in ADHD learners and more effective when the teacher is used. Dupaul and Eckert (1998) assume that this strategy is intended for a pair of learners and takes turns learning discussion activities. Higgins (2007) reported that involving peer learners, one reads for a short time while the other follows and makes correction when needed and then the two pupils will role switch. Therefore, peer collaboration activities aim to create collaboration between one another.

2.4 Previous Related Studies

The first study was conducted by Lisa (2020). In this study was conducted to find out the difficulties in teaching hyperactive learners. In Indonesia, the handling of hyperactive learners must be considered by the teacher, What must be done by the teacher is an approach to get know the character and habits of hyperactive learners before carrying out the learning process, besides that the teacher also prepares the props and media needed during the teaching and learning process.

The study has similarities and differences between the investigation and the researcher, the similarity in the previous of the study was the same strategy by using the media for hyperactive learners in learning process. The difference was the teacher only focusses on the behaviour of hyperactive learners in the classroom.

First, the research written by Purnama (2019) entitled "Exploring Strategies for Teaching English as Second Language for Children with ADHD in Salatiga" reported that the author wanted to explore strategies that teachers might use in teaching ADHD learners, especially English. As for some of the results obtained and recommended as learning activities that can be applied. In addition, several learning activities carried out verbal and non-verbal can support good results, including visual aids, dictation, text copying, which are highly preferred by teachers and can support hyperactive learners to know the difficulties in learning English. There are several

problems faced by teachers in dealing with hyperactive learners in class. Such as, attention, forgetfulness, temper problem and demotivation. So that this problem can be resolved, teachers can apply alternative methods by using highlighting, repeating the lesson, body movement, hand gestures and complementing.

This study has similarities and differences between the investigation and the researcher. The similarity in the previous of the study and the written present study was the same strategic focus by using verbal and non-verbal strategies in the application of teaching English in the classroom. The difference between the investigation and the researcher are the focus of the discussion. The related of the study was more on the discussion of teaching English as foreign language and the researcher focuses on teaching English and vocabulary according to the learners' abilities.

Second, the research written by Geng (2011) entitled "Investigation of Teacher's Verbal and Non Verbal Strategies for Managing Attention Deficit Hyperactivity Disorder (ADHD) Student's Behaviour within a Classroom Environment" reported that teachers can initiate effective strategies in behaviour management strategies depending on each learner and have individuals with special needs in each learners. The two strategies used are verbal strategy and non verbal strategy. This verbal strategy, learners have to listen to what the English teacher says, the relationship between the English teacher and hyperactive learners has a poor communication relationship and it is revealed that it is very difficult to

communicate and changing the strategy will be effective. It was also found that the non-verbal strategy, namely by touching the heart of the student or pointing to one of the learners for important information by drawing and paying attention to what was obtained from the learners would easily be able to and regulate the learners' behaviour. In teaching, it can be found that the English teacher should use gestures, move the head or turn around is not a proper non-verbal strategy in the classroom. In addition, this strategy does not interfere with the characteristics, tolerance, patience, and understanding of hyperactive learners.

The similarity in previous of the related and researchers is to use effective strategies for hyperactive learners in managing student behaviour strategies in class. The difference in the previous of the study focused on verbal and non-verbal strategies only and the researcher focused on several strategies that included active activities for hyperactive students.

Third, the research written by Zentall (1985) entitled "Research on the Educational Implications of Attention Deficit Hyperactivity Disorder" found that the author wanted to explain the relationship between education and hyperactive learners. Hyperactive learners are more selective in movement and changes in every learning activity. Performance and behavioral dissolution are worse when sustained attention is required to attend to repetitive task responses. Researchers document some of the more specific results with hyperactive learner: (a) inability to sustain attention to repetitive stimuli (b) avoiding coercion from others (c) problems behaving

excessively when the information obtained is repeated. With this, the hyperactive learner has difficulty learning English in the classroom. Researchers emphasize more on skill lessons such as listening tasks, written language, reading and speaking.

This study has similarities and differences between the investigation and researcher. The similarities of the previous study discuss behavioral disorders that must be recognized by teachers so that some difficulties arise in the teaching and learning process. The differences between two is the study focuses on 4 skills in order to stimulate hyperactive learners in learning. The researcher only focuses on material that explains vocabulary or everyday language.

Fourth, the research written by Higgins (2007) entitled "Teaching Strategies for Student with Attention Deficit Hyperactivity Disorder" reported that the researcher wanted to explore teaching strategies for students who have been diagnosed ADHD. Hyperactive learners are children with smaller brains than children who did not have disorder; the size of the brain was 3-4% smaller than children who did not have behaviour disorders. Therefore hyperactive learners have some difficulties in learning. In this study, it has several teaching strategies that are applied: (a) verbal (b) non verbal (c) peer collaboration (d) classroom accommodation. It is hoped that by breaking down some of the teaching strategies into four groups of variations of teaching the teacher teaching in the classroom.

This study has similarities and differences between the investigation and researcher. The similarities of the previous of the study explain some teaching strategies for hyperactive learners from knowing some of the difficulties faced and can determine teaching strategies for hyperactive learners. The difference between the two is that in this study explains some verbal, non verbal, peer collaboration and classroom accommodation teaching strategies. And the researcher explained the focus on teaching strategies that included verbal technique and total physical response.