

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the following sub topics: (1) findings, and (2) discussion

4.1 Findings

As the researcher wanted to investigate teaching English for hyperactive learners at SLB Gentaralam Palembang: Problems and strategies. The researcher started to gather information by conducting interview session with an English teacher at SLB Gentaralam Palembang. After interviewing the participant, then transcribing the interview process, the researcher made the code of the data then used for the process of describing the theme for analysing and interpreting the data. In addition, as described in previous chapter, the result of data gained in interview session were described as follows.

4.1.1 The Teacher's Problems in Teaching English for Hyperactive Learners.

After analysing the data gained from interview session, the researcher found out that there were several problems in teaching English for hyperactive learners. The themes and code gained from thematic analysis were described in Table 1 in following section:

Table 1: Themes and codes the teacher's problems in teaching English for hyperactive learners.

Theme	Code
1. Attention Problem	<p>A. Hyperactive learners did not focus on the learning process.</p> <p>B. Hyperactive learners were busier with their own activities.</p>
2. Memory Problem	<p>A. Hyperactive learners had lack of memory in understanding the material.</p>
3. Temper Problem	<p>A. Hyperactive learners had emotional instability.</p> <p>B. Hyperactive learners' class was unexpected.</p>
4. Hopeless	<p>A. Hyperactive learners got frustrated in doing the exercise.</p>
5. Socialization Problem	<p>A. Hyperactive learners with severe type had anti-social behaviour.</p> <p>B. Hyperactive learners with mild type had a lack of communication and social relation.</p>

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| 6. Teaching Strategies Problem | A. The teacher's difficulties in giving instruction about the material. |
| | B. The teacher's difficulties in delivering the material by using body movement. |
| | C. The teacher's difficulties in controlling hyperactive learners in standing position. |
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The themes and codes described in Table 1 above were explained as follows

4.1.1.1 Attention Problem

According to the data collected from the interview session with an English teacher at SLB Gentaralam Palembang. The first problem faced by the teacher in teaching English was attention problem. Hyperactive learners had difficulties in attention the material which was delivered by the teacher.

The English teacher at SLB Gentaralam Palembang explained that one of the difficulties faced by the teacher during the teaching process was attention problem. An English teacher at SLB Gentaralam Palembang said that, *“Hyperactive learners did not focus on the learning process. The point was that if the learners have been in trained, hyperactive learners could focus on the learning process. Besides, the other important thing was the cooperation with parents who help the performance of hyperactive learners”* (Personal communication, August 9th, 2021).

The English teacher also explained that it was very difficult for hyperactive learners to be active in learning with their behaviour disorders. The teacher stated that, *“Hyperactive learners were dominant in behaviour disorders and busier with their own activities than being active in learning”* (Personal communication, August 9th, 2021). To sum up, training to focus on learning for hyperactive learners was the most difficult thing because of the lack of focus, it can make difficult for hyperactive learners to absorb the lessons that have been given during the learning process.

4.1.1.2 Memory Problem

The second problems in teaching English for hyperactive learners at SLB Gentaralam Palembang was memory problem. The learning language requires a good memory in understanding the language at school. At SLB Gentaralam Palembang, hyperactive learners that often forget the learning material and it is necessary to repeat periodically in learning.

The researcher found out that hyperactive learners were very difficult to learn the lessons that have been learned, therefore hyperactive learners cannot study only once a day but must have regular repetitions every day. The teacher said that, *“There must be repetition, even though at school, it had taught again, the role of parents was still more important. For example, if there was homework from school but it was not done, it was useless. The most important thing was the repetition of learning at school and at home in order to be better in memory the material”* (Personal communication, August 9th, 2021). These problems arise with the behaviour disorders of hyperactive children, so effort was needed in repeating the material in hyperactive children. It can be concluded that the reduced memory possessed by hyperactive learners makes teachers more active in repeating the material that has been given regularly.

4.1.1.3 Temper Problem

The third problem in teaching English for hyperactive learners at SLB Gentaralam Palembang was problem in temper. Temper problem could

be experienced by every learner. However, having a high sense of problem temper in hyperactive learners caused unwanted things and the class was not conducive.

Additionally, the researcher found out that hyperactive children were also affected by some erratic emotions when learning takes place. In one class there were 10 hyperactive learners in the classroom. Sometimes there was experienced by hyperactive learners who feel annoyed and angry in class and make teaching and learning activities not conducive. The teacher said that *“In managing hyperactive learners’ emotions, it was about 7 or 10 students containing different emotion and learning portions. For example, if there were students who were angry”* (Personal communication, August 9th, 2021).

The researcher also found out that hyperactive learners have 2 different types. It was the type of severe and mild. If hyperactive learners have a severe type, they experience bad emotional disturbances during the learning process, it was very difficult for teachers to control and made hyperactive learners calm and then make the teaching process hampered. However, on the other hand, the school provided a special room so hyperactive learners did not disturb other students. However, with the light type on the hyperactive learner, it was very easy to handle it. The teacher said that, *“Automatic learning process was not effective. For example, a student was emotionally disturbed by being angry, didn't want to be controlled, crying, biting a friend, or biting a teacher, we must be able to*

make the learner calm first, then be able to continue the learning process in class. So here, hyperactive learners could be seen from two types, mild and severe types. If the learner was hyperactive with mild type, then it was not too difficult to calm down. But if the hyperactive type was severe such as biting people around, then hitting someone, pinching someone, injuring the head, going around then the learner should be separated and placed in a quiet room. If the learner was calm, then the learner can join with her/his friends and learn". (Personal communication, August 9th, 2021). Based on the explanation given by the teacher of English subject at SLB Gentaralam Palembang, it could be concluded that the different emotions of hyperactive learners in each individual, the teacher must know each student's character and act as a problem solver when something was wrong. occurs in the teaching and learning process takes place.

4.1.1.4 Hopeless

The fourth problem in teaching English for hyperactive learners was hopeless. The difficulties faced when doing exercises at school could be seen from the abilities possessed when doing the exercises.

The researcher found out that the student was difficult to understand the material given by the teacher in learning and make hyperactive learners easily give up in learning activities. The emotions generated could be vented to people around hyperactive learners. the teacher stated that, *"If the learners could not do the exercise, the learner would be automatically feel*

annoyed and then vented his frustration on his own friend or getting angry with the teacher or hitting a friend or pulling his friend's hair” (Personal communication, August 9th, 2021). In summary, the difficulties faced by hyperactive learners when doing the exercises from the teacher made the hyperactive learners despair and did not want to continue the given exercises.

4.1.1.5 Socialization Problem

The fifth problem in teaching English for hyperactive learners was socialization problem. One of the difficulties of hyperactive learners in the school environment was establishing good communication and social relationships with teachers and their friends.

The researcher found out that Social relations were an important role that hyperactive learners must have at school, not only in the learning process carried out at school but also communication between individuals must be established, in this case hyperactive learners had limitations in communicating and socializing. With the presence of behavioural disorders that could interfere with social relations between hyperactive learners. The teacher stated that, *“Socialization was very important for hyperactive learners in the future. For example, there was once one of our learners who had disappeared from home because he was playing a bicycle with his father but did not know which way to go home. Fortunately, the parents provided identification. Therefore, at school, they were taught to*

communicate about themselves. Such as, what's your name? What's your father's name? What is your mother's name? What was your address? And others)" (Personal communication, August 9th, 2021).

Hyperactive learners were divided into 2 types, namely severe and mild type. Hyperactive learners who severe type had difficulties in communicating and socializing between students because of existing limitations. But if the hyperactive learner was mild type, then communication and social relations will occur. The distinguishes between two types of social relations at school. The teacher said that, "*Socialization with school environment was very lacking for hyperactive learners. Because, based on my experience teaching at this school, hyperactive learners were hampered in communication problems. Such as talking to their friend Therefore, the way they got along was different from normal children. If hyperactive learners a mild type, then socialization occur. But if the hyperactive learner had a severe type, then socialization was difficult and had a world of his or her own*" (Personal communication, August 9th, 2021). In summary, the socialization for hyperactive learners is very important for hyperactive learners, not only useful for expanding friendships at school but also very useful in the future if things happen that are not desirable in the future.

4.1.1.6 Teaching Strategies Problem

The first strategies in teaching English for hyperactive learners was verbal technique. Strategy is the method used by the teacher in solving a problem in the teaching and learning process in the classroom, verbal techniques in teaching hyperactive learners are difficult to apply.

Hyperactive learners are learners who have behavioural disorders and could be divided into two types that could be seen from the behaviour of hyperactive learners. An English teacher said that, *“In this school, there were 2 types of hyperactive learners, namely mild and severe. If communicating or giving instruction hyperactivity for mild type, then it could still happen. But if the learner was severe, it was difficult to give instructions through verbal technique”* (Personal communication, August 9th, 2021).

English learning which was carried out by means of verbal techniques or giving instructions to hyperactive learners and was well received could be seen from the behaviour caused, hyperactive learners who had severe type disorders can cause unwanted things such as anger, disappointment, disturbing friends and others. However, if they were hyperactive learners with mild type, there will be a possibility that you could do the learning well. The teacher stated that, *“The difficulty faced with giving instructions with verbal techniques if the learner was hyperactive who had a severe type. So, the learner felt annoyed and angry*

and then vent his frustration with people around him” (Personal communication, August 9th, 2021). In summary, the existence of 2 different types of hyperactive learners. The teachers had to focus more on providing subject matter. If the instruction given with non-verbal techniques was not understood by hyperactive learners, then hyperactive learners would feel annoyed because they confused and vent in an angry way or annoy people around them.

The second strategies in teaching English for hyperactive learners at SLB Gentaralam Palembang was non-verbal technique. Non-verbal technique was one of the strategies in the teaching and learning process, not only could be applied to students at school, but also be applied to hyperactive learners based on the type of hyperactive learners.

The researcher found out that on-verbal technique was very difficult for hyperactive learners to receive learning with non-verbal instructions due to very active behaviour disorder that made concentration and focus on learning greatly reduced, hyperactive learners were more active in moving and doing activities in the classroom. It made hyperactive learners uncontrollable so that the focus on hyperactive learners must be trained with some therapy. The teacher said that, *“Hyperactive learners were more dominant with behavioural disorders or active in activities so that if he was active in body movement in the learning process in class was very difficult and makes the class was not conducive”* (Personal communication, August 9th, 2021).

Additionally, hyperactive learners were very active in their activities, move their bodies and cannot be calm so that it was very difficult for teachers to control hyperactive learners in class. The role of the teacher was needed in creating a conducive classroom situation in order to create a good learning environment. The teacher stated that, *“Hyperactive learners were very active in moving their bodies and cannot learn in standing position, so it was very difficult to control. But again if the type was severe then the learner could be controlled but if the type was severe. It was very difficult for them to be calm. Therefore, the role of the teacher was very important so that hyperactive learners adapted with the learning environment”* (Personal communication, August 9th, 2021). It can be concluded that non-verbal technic had difficulties in controlling hyperactive learners in the learning process, because hyperactive learners have active behaviour disorders with learning activities that had elements of moving their bodies and actively making hyperactive learners uncontrolled and the learning environment situation was not conducive.

4.1.2 The Teacher’s Strategies in Teaching English for Hyperactive Learners.

After analysing the data gained from interview session, the researcher found out that there was strategy in teaching English for hyperactive learners. The theme and code gained from thematic analysis were described in Table 2 in following section:

Table 2: Theme and code the teacher's strategies in teaching English for hyperactive learners.

Theme	Code
1. Group Discussion	<p>A. Hyperactive learners could be active in learning with group.</p> <p>B. Hyperactive learners could learn while playing with group discussion.</p>

4.1.2.1 Group Discussion

The strategy in teaching English for hyperactive learners at SLB Gentaralam Palembang. The strategy in teaching English for hyperactive learners was group discussion.

The researcher found that there were several learning activities that can be used by hyperactive learners in the classroom, but one alternative learning that was suitable for hyperactive learners was group discussion. In learning English with group discussion, hyperactive learners became active in learning together in a sitting position in their respective seats and worked together in learning, the teacher said that *“At school, group discussion was usually called a play group. For example, if the teacher gave cards to*

hyperactive learner then the hyperactive learners answered some questions from the teacher and tried to write down the answer given by the teacher. This method was also good so that each hyperactive learner established a good communication. The response was good. Because, the discussion system carried out by hyperactive learners like learning while playing so that hyperactive learners tend did not to feel bored while learning” Personal communication, August 9th, 2021).

Group discussion did not only focus on learning but the teacher could create an atmosphere of learning while playing so that hyperactive learners did not feel bored in learning process. The teacher said that *“The learners could learn while learning, and helped their friends to answer the question from the teacher”* Personal communication, August 9th, 2021). It could be concluded that hyperactive learners who had behaviour disorders could learn by using a group discussion strategy in their respective seats and teachers could make learning methods while playing so that hyperactive learners did not feel bored during the learning process.

4.2 Discussion

After The researcher analysed the result of data analysis by using thematic analysis, the researcher found that there were several informations about problems and strategies in teaching English for hyperactive learners faced by the teacher. The problems in teaching English for hyperactive learners were divided into (a) Attention problem, (b) Memory problem, (c)

Temper problem, (d) Hopeless, (e) Socialization problem and (f) Teaching strategies problem. The strategy in teaching English for hyperactive learners faced by the teacher was (a) Group Discussion.

The first, attention problems were often experienced by hyperactive learners when the teacher explained the material in front of the class, thus making hyperactive learners not focus on learning and experiencing difficulties when doing exercises or homework. According to Villabolos (2011), by training to focus on hyperactive learners, it could be facilitated by the presence of creative ideas when the learning process took place, which was by using highlighting. Turketi (2010) stated that highlighting on learning materials could trigger and stimulated learning performance in hyperactive learners and focus on learning for the better. It opposed to Ostoits (1999) suggested that hyperactive learners regulated focus and attention in learning by reading quietly during reading time, it can be done by hyperactive learners when studying in class and supported by quiet situations so that hyperactive learners can stay focused and pay attention while learning. Ostoits (1999) also suggested that hyperactive learners do not have problems focusing on learning if hyperactive learners are not easily distracted by situations and conditions during the learning process. In summary, attention problems greatly affect the performance of hyperactive learners in class so that they could interfere with the achievement of a good learning system for hyperactive learners.

The second, hyperactive learners often forget the material that had been taught by the teacher because of their short memory so that the teacher provided several repetitions of the material on a regular basis so that hyperactive learners could understand the learning that had been given. According to Turketi (2010), forgetting the learning material often occurs in normal students and hyperactive learners. Parker (2006) stated that repetition of material on a regular basis is the best solution if hyperactive learners. It opposed to Tanock and Martinussen (2001) stated that although hyperactive learners have 9% in reading disability, hyperactive learners still struggle and try their best and train their memory by reading. Ostoits (1999) suggested that there were several strategies in teaching hyperactive learners, one of which was by reading, there was a recommendation in providing bookmarks, namely hyperactive learners in guarding when reading a sentence or word. It could be concluded that short memory in hyperactive learners must be repeated about the material taught by the teacher so that the material that has been taught could be remembered by hyperactive learners for the next meeting.

The third, hyperactive learners who had behavioural disorders could release different emotions in each condition and vent their feelings on those around them, it could cause teaching and learning conditions to be disrupted because teachers must be able to calm hyperactive learners emotionally so that the learning process could continue. Parker (2006) argued that if hyperactive learners felt uncomfortable with the situation around them, then

hyperactive learners could express their frustration by using emotions. Turketi (2010) argued that there were several things that hyperactive learners could do if they feel uncomfortable and made the situation uncomfortable. It opposite to Ostoits (1999) who stated that if the study room had a comfortable feel for hyperactive learners, it was unlikely that hyperactive learners felt uncomfortable and disturbed because the comfort that existed in hyperactive learners can reduce the frustration that made hyperactive learners cause high emotional feelings at the time. learning process took place. Hyperactive learners must be accompanied by teachers so that teachers can control and monitor hyperactive learners activities so that unwanted things did not happen and the teaching and learning process is conducive (Ostoits, 1999). Furthermore, emotional hyperactive learners must be able to overcome with quick solutions so that teaching and learning activities were effective and create a good learning environment.

The fourth, the sense of hopelessness could be felt by everyone, including hyperactive learners, there were several things that could allow hyperactive learners to feel hopeless when learning such as not being able to do the exercises, forgetting explanations from the teacher, feeling tired, not focused and so on. Hopelessness that occurs in hyperactive learners could be overcome by providing motivation to foster enthusiasm and self-confidence (Parker, 2006). Anhalt et al (1998) explained that motivation could be done in several ways, such as giving words of encouragement or verbal appreciation and giving something that makes someone happy. It

opposited to Salend and Rohena (2003) who stated that hyperactive learners had many contributions apart from teachers in providing motivation to hyperactive learners, namely from parents, and friends around to foster a sense of enthusiasm in learning. Salend and Rohena (2003) also stated that giving motivation to hyperactive learners must have different responses, some get positive or negative responses because if the response was negative, hyperactive learners can do things that can disturb people around them. Therefore, the teacher's role was very needed to support hyperactive learners with a sense of despair experienced by hyperactive learners by providing motivation to learn and enthusiasm for learning.

The fifth, the researchers found that hyperactive learners had shortcomings in socializing in the surrounding environment, it was due to the existence of communication by hyperactive learners very rarely occurs in hyperactive learners with heavy types, but hyperactive learners with mild types could allow communication to occur. Parker (2006) explained that socialization at school environment was very important in order to create good communication between individuals. Landau and Milich (1990) argued that hyperactive learners had a lack of communication, so that hyperactive learners had different socialization from normal students. It opposited to Graham (2005) who stated that strategies with effective communication methods can be carried out not only for hyperactive learners but also normal students who did not have limitations because good communication can make social relationships according to parents'

expectations. Tanock and Martinussen (2001) stated that one of the important elements in learning in hyperactive learners improves skills in socializing in the environment because the presence of elements in increasing social sense in hyperactive learners can provide benefits to all students. common class. In summary, socialization in hyperactive learners must be taught to hyperactive learners who have heavy and light types so that social life can be useful for hyperactive learners in the future.

The sixth, the researchers found that verbal and non-verbal strategies that were not suitable for hyperactive learners, the responses received by hyperactive learners during learning greatly affect learning performance in class, such as conducive situations in the classroom, learning materials that were suitable for hyperactive learners, hyperactive learners understood the explanations provided. given by the teacher, good response hyperactive learners regarding the material and others. It could be seen from the achievements achieved by the teacher during the teaching process. Rief (1993) stated that verbal and non-verbal could be applied to normal students but not necessarily applicable to hyperactive learners who had severe type of behavior disorder at school. Wang et all (2004) explained that the giving of material by means of verbal and non-verbal techniques can be done slowly but it could be seen from the results generated by hyperactive learners, whether hyperactive learners could understand the instructions that were carried out or cause a good learning response. not enough. It opposed to Tannock and Martinussen (2001) who pointed out that giving drugs and

therapy to hyperactive learners only lasts temporarily and cannot fully support academic achievement or learning achievement in the classroom. .Ostoits (1999) argued that verbal and non-verbal techniques can be done on every student but not for hyperactive learners who had severe behavioural disorders because hyperactive learners may not understand what was being conveyed about the learning material. It could be concluded that, the response of hyperactive learners to verbal and non-verbal strategies showed a poor learning response with some activities beyond the teacher's expectations in the classroom during the teaching and learning process.

In addition, the researcher found out one teaching strategy that could be used by hyperactive learners and had a good response during the learning process, namely a group discussion which was usually called a play group at SLB Gentaralam Palembang. Group discussion could be conducted in a sitting position in their respective benches so as to make the class more conducive, in contrast to the standing position which made hyperactive learners more active in moving so that the class becomes ineffective. The teacher focuses more on learning vocabulary by making image media such as animals, flowers, objects, transportation, colours, numbers and others. So that hyperactive learners knew vocabulary in English and learnt while playing. Allen (2009) stated that the group discussion could be conducted by more than 2 students. Allen (2009) stated that group discussion conducted by hyperactive learners could create a sense of cooperation and help each other in doing the exercises given by the teacher. It opposite to

Ostoits (1999) who stated that group discussion can be used as technique in teaching for every level of education so that the students can work together. Graham (2005) also argued that discussing in learning can help the students and working together to develop their ideas in order to achieve a good learning. In summary, group discussion with positions in their respective places and learning together were effective learning activities for hyperactive learners who had behavior disorders and were active during learning.