

**ATTENTION DEFICIT HYPERACTIVE DISORDERS (ADHD)
STUDENTS' READING COMPREHENSION OF JUNIOR HIGH
SCHOOL TO CENTRAL OF JAVA**

THESIS

**Submitted as A Partial Requirements
for Undergraduate Degree in English Language Education**



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DEDICATION

This thesis is lovingly dedicated to my parents, HerdikAgusSuprandito, S.Pd and JunitaWardhani, S.Pd who have been my constant source of inspiration. They have given me the drive and discipline to tackle a task with enthusiasm and determination, without their love and support this thesis would not have been made possible.

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Last but not least, this thesis is dedicated to my greatest advisor, Dr.ImroatusSolikhah, M.Pd for all the guidance, advice, and also support for finishing this thesis.

MOTTO

-Fall seven times, stand up eight-

Naoki Higashida

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Attention Deficit Hyperactive Disorders (ADHD) Students’ Reading Comprehension of Junior High School to Central of Java” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the references.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 19 Oktober 2020

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ABSTRACT

Nanda Indira. 2020. Attention Deficit Hyperactive Disorders (ADHD) Students' Reading Comprehension of Junior High School to Central of Java. Thesis. English Language Education, Cultures and Languages Faculty.

Advisors : Dr. Imroatus Solikhah, M.Pd.

Key words : Reading Comprehension in Recount Text, Attention Deficit Hyperactive Disorders (ADHD).

The main purpose of this study was to know Attention Deficit Hyperactive Disorders (ADHD) students' ability in literal reading on comprehending recount text at the eight grade of SMPN 1 Mojogedang. The study focused on literal comprehension. The study was conducted at the eight F grade of SMPN 1 Mojogedang.

This research is included in qualitative descriptive design. The instruments of collecting data are interview, questionnaire, and test. The interview was conducted with the English teacher and ADHD student to collect the data of ADHD students and ADHD students' reading comprehensions. The questionnaire was used to collect the data of ADHD students; while the objective test was used to collect the data of reading comprehension. The subjects of this research were 8 ADHD students from 27 students at the class that were chosen by purposive sampling by using The Diagnostic and Statistical Manual of Mental Disorders (DSM-V) questionnaire to diagnose ADHD students. It found 6 inattention students, and 2 impulsivity students of ADHD. Data from ADHD students' objective test was analysed based on indicators and became research findings. To prove the trustworthiness of the data, the researcher used the triangulation especially method triangulation, data triangulation and investigator triangulation.

The research findings showed that among the three subtypes of ADHD according to DSM-V, inattention type has more possibilities of presenting reading comprehension difficulties. The ADHD students' highest score was 76.00 and the lowest score was 38.00. There were 2 inattention students has high level of ADHD got low score reading comprehension category (25%), there were 3 inattentions and 1 impulsivity students has moderate level of ADHD got average score reading comprehension category (50%), there were 1 inattention and 1 impulsivity students has low level of ADHD got high score reading comprehension category. From the result of the above research, it can be concluded that ADHD students still experience many difficulties in understanding a text, especially in recount texts in accordance with applicable rules.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Attention Deficit Hyperactive Disorders, hereafter referred as ADHD is one the common disorders in the classrooms. According to Barkley (1991) in (Kaplan and Sadock, 2008: 427) defines that ADHD is a disorder in which the response becomes obstructed and experiencing executive dysfunction that leads to lack of self-regulation. Sousa (2001: 7) stated that ADHD is a disorders that interferes with and individual's ability to focus (inattention), regulate activity level (hyperactivity), and inhibit behavior (impulsivity). Baihaqi and Sugirman (2006) are also defined that ADHD is a condition of children who saw characteristics or symptoms of lack of concentration, self-control, and impulsivity.

Attention disorder is one of the most common types of ADHD symptoms; it is also can also be felt by normal children. Attention disorders is one of the most common learning disorders in children and adolescents. Sousa argued that attention disorders is one of the most common disorders in the classrooms, it means that the student of ADHD always disrupt in the classroom because they have difficulty concentrating if things are happening around them, they usually need a calm, quiet environment to stay focused.

Attention disorder itself is not a disease but is a disorders or a manifestation of deviation of child development. Attention disorder or inattention can be seen from the child's failure to give full attention to something, it is easy to switch attention from one thing to another.

Harpin (2005) stated that ADHD students has a great impact with this disorder, it can cause educational difficulties. They usually have learning difficulties. Very often it is a reason for students' lack of self-esteem and having no motivation to learn. Learning a foreign language usually poses a problem for students with ADHD.

Barkley (1998) in American Psychiatric Association stated that ADHD students often struggle academically. Many of them have difficulty speaking, listening, reading and writing in their native language. Although not considered a primary deficit, difficulties in reading comprehension have been associated with ADHD and likely contribute to their academic struggles. .

Reading comprehension is an essential ability and an important facet of achievement which consist of several component skills of language and reading such as decoding, reading fluency, language comprehension and vocabulary. Due to the importance of reading, the English curriculum of Junior High School especially at the eight grade, the students are expected to comprehend the meaning of the short functional text of some kinds of text. There are some kinds of text such as descriptive, narrative, report, procedure, etc. The students have to know the definition, characteristics of the texts and

language features of the text. Among the texts which are mentioned above, recount text is considered as the most diffuculting text.

Based on the researcher's observation, the reseracher found that there are many students of Junior High School of Java are indicated might have ADHD symptoms as evidence by students are seemed to have more difficulties with sustain attention which make they have difficulties in reading comprehension. The researcher also do the interview with Mrs. Endang Siswiyanti, SS as the English teacher at SMPN 1 Mojogedang as the representative school to became the place of the research to collect the data about reading compehension on the students that suspect of ADHD. It could be said that there were students indicated have ADHD symptoms, it seen from they have difficulty concentrating in reading, the problem is that reading requires them to focus all of their attention on the task at hand and it was really hard for them to get the information, to comprehend the text and to identify the reading text. They must retain multiple pieces of information long enough to engage with the content. This is especially evident when passages are long and complex. Besides, they had low interesting to read English text. Most of their reading marks were relatively low. Generally, it could be said that they did not understand what they read. Furthermore, another thing that is often found by the teacher in class is students with attention disorders appear to be easily bored with the symptoms or difficult to listen to the lessons given by the teacher in class so that in the classroom children often chat, often daydream, etc.

From the case and background of study above, the researcher is interested in conducting or having a research which focus on ADHD students' ability in comprehending English Reading text, so the researcher take the title "Measuring Reading Comprehension on Attention Deficit Hyperactive Disorders (ADHD) of Junior High School to The Java"

B. Identification of the Problem

Based on the background of the study above, the identified problems are formulated as follows :

1. There were students who might have ADHD symptoms as evidence by students are seemed to have more difficulties with sustain attention.
2. The ADHD students face difficulties in controlling attention since they get distracted easily.
3. The ADHD students were difficult to concentrate in English Reading text because reading requires them to focus all of their attention on the task at hand.
4. The ADHD students get difficulties in comprehending English reading text because they must retain multiple pieces of information long enough with the content.

C. Limitation of the Problem

Based on the discussion in the background of the study, this research needed the limitation problem area in order to have distinctive focus. On the occasion of this research, the researcher focused on Attention Deficit

Hyperactive Disorders (ADHD) students' ability in Reading comprehension of Junior High School to the Central of Java.

The researcher chooses the literal reading comprehension to be literal questions in recount text. So, the researcher just focused on literal reading comprehension skill.

D. Research Question

Based on the background and limitation above, the research problem is “How are Attention Deficit Hyperactive Disorders (ADHD) students' ability in Reading comprehension?”

E. The Objective of the Study

Based on the research problem, the objective of the research is to find out the Attention Deficit Hyperactive Disorders (ADHD) students' ability in Reading Comprehension.

F. The Benefit of the Study

The result of the study can give the following benefit :

The result of the study can give the following benefit :

1. Theoretical Benefit

- a. The result of this study can give enrichment research in education field, especially about Reading Comprehension on Attention Deficit Hyperactive Disorders (ADHD) students.

2. Practical Benefit

- a. For the teachers

To give information about Attention Deficit Hyperactive Disorders (ADHD) students' ability in Reading comprehension so that teachers can use different methods and strategies in teaching through their condition.

b. For the parents

The researcher hopes that the parents realize that the importance of education for students with Attention Deficit Hyperactive Disorders (ADHD). So, parents can find the suitable treatment and education for them.

c. For the researcher

The result of the study will give experience and that will be useful for her to conduct a better research in the future.

G. Definition of Key Terms

1. Reading Comprehension

According to Aebersold and Field (1997: 15) reading is what happens when people look at the text and assign meaning to the written symbols in that text, further, the text and the reader are two physical entities necessary for the reading process to begin.

2. Recount Text

According to Knapp and Watkins (2006) by Muflikhati (2013: 34) state that recount text is a sequential text that does little more than sequencing a series of events.

3. Attention Deficit Hyperactive Disorders (ADHD)

Attention deficit hyperactive disorders, hereafter referred as ADHD is one the common disorders in the classrooms. Attention-deficit hyperactivity disorder (ADHD) is a syndrome that interferes with and individual's ability to focus (inattention), regulate activity level (hyperactivity), and inhibits behavior (impulsivity). It is one of the most common learning disorders in children and adolescents. It affects an estimated 4.1 percent of youths ages 9 to 17 for a period of at least six months. (Sousa, 2001, p. 47).

CHAPTER II

THEORITICAL REVIEW

A. Review on Attention Deficit Hyperactive Disorders (ADHD)

1. Definition of Attention Deficit Hyperactive Disorders

ADHD stand for Attention Deficit Hyperactive Disorders, in Indonesian it is called *Gangguan Pemusatan Perhatian dan Hiperaktivitas* (GPPH) or *Gangguan Hiperaktif Defisit Perhatian* (GHDP). Attention Deficit Hyperactive Disorders (ADHD) internationally described in the book DSM (Diagnostic and Statistical Manual of Mental Health Disorders) where ADHD is when a child displays some symptoms of attention and concentration disorders, impulsivity and hyperactivity.

According to Kosasih (20012: 17) stated that Attention Deficit Hyperactive Disorders (ADHD) is a disorder of behavior characterized by impaired concentration of attention, speech that is out of control, and hyperactive behavior. According to Barkley (1990) explains that ADHD itself is actually condition causes problems in concentration and hyperactivity-impulsivity which is not in line with the development of child age.

Attention disorders is one of ADHD types. Paternotte & Jan Buitelar 92010: 27) stated that children with ADD also have difficulty maintaining their concentration ability, difficulty in making task planning,

and difficulty dealing with peers. According to Holowenko, H. (1999: 15), “Without hyperactivity, the disorder is called AD/HD-Inattentive type. Such children have difficulty paying attention, sitting still, controlling their emotions and thinking about what they are going to do before they do it”. Hale & Lewis (1979) and Barkley, Russell A. (1990:40) also stated that inattention is a multidimensional construct that can refer to problems with alertness, arousal, selectivity, sustained attention, distractibility, or span of apprehension, among others.

Based on these explanations, Attention disorders can be interpreted as disorders that occur in children where the child can only focus attention on a short time so that it cannot complete the task given to him and the child can not focus on just one activity. He often turns his attention to various other objects according to what he hears, sees, and feels. Some Attention disorders called predominant inattentive types where children with ADHD whose main problem lies in low concentration, difficulty focusing on something and easily distracted.

2. Types of Attention Deficit Hyperactive Disorders (ADHD)

Mannuzza, et al (1998) distinguish three major symptoms of ADHD; distinguish three major symptoms of ADHD: inattention, hyperactivity and Impulsivity. Symptoms of ADHD become visible when a child goes to kindergarten or to school and may change with time. Sometimes symptoms of this disorder do not go away and persist into adulthood.

According to Diagnostic and Statistical Manual IV (DSM IV) in American Psychiatric Association's Diagnostic, there are three types of ADHD symptoms; inattention (difficulty paying attention), hyperactivity (being overactive), and impulsivity (acting without thinking).

Table 2.1 Types and Symptoms of ADHD

No	Types of ADHD	Symptoms
1.	Inattention	<ul style="list-style-type: none"> a. Often fails to give close attention to details or makes careless mistakes in schoolwork, at work, etc. b. Often has trouble holding attention on tasks or activities (e.g., easily distracted). c. Often does not seem to listen when spoken to directly. d. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (e.g., loses focus, side-tracked). e. Often has trouble organizing tasks and activities. f. Often avoids, dislikes, or is reluctant to do tasks that require mental effort over a long period of time. g. Often loses things necessary for tasks and activities (e.g. school materials, wallet, and mobile phone). h. Is often forgetful in daily activities. i. Often distracted by stimuli

2.	Hyperactivity	<ul style="list-style-type: none"> a. Seeming to be constantly “on-the-go” b. An inability to remain seated c. Bouts of inappropriate running or climbing d. Difficulties waiting for their turn in a conversation, often finishing other people’s sentences or answering before the end of a question e. Frequently intruding on others, including conversations, activities, or games f. Excessive talking g. Finding it difficult to play or engage in activities without creating excess
3.	Impulsivity	<ul style="list-style-type: none"> a. Frequently acts and speaks without thinking b. Often calls out answer before the question is complete c. Frequently has trouble taking turns d. Cannot wait for things

3. Diagnosing Attention Deficit Hyperactive Disorders (ADHD)

The diagnosing ADHD is determined based on Conners Comprehensive Behavior Rating Scale (Conners CBRS) which is simplified to Diagnostic Statistical Mental Disorders V (DSM V) ADHD symptoms from *Departemen Kesehatan RI Tahun 2005*. The Conners Comprehensive Behavior Rating Scale by Keith Conners, Ph.D. is used to better understand certain behavioral, social, academic issues in children between 6 and 18 years old. These rating scales can be completed by parents, teachers, and youth. It is often used to help

diagnose Attention Deficit Hyperactive Disorders (ADHD). There are three kinds of Conners Comprehensive Behavior Rating Scale; Conners' Parent Rating Scale-Revised, Conners' Teacher Rating Scale-Revised, Conners' Self-Report.

The Diagnostic and Statistical Manual of Mental Disorders, fifth edition, (DSM V), published by the American Psychiatric Association (APA). The DSM V was updated in 2013 and made changes to the definition of ADHD that will affect how the disorders is diagnose in children and in adults. In making the diagnosis, children still should have six or more symptoms of the disorders. In order teens and adults the DSM V states they should have at least five symptoms.

4. Reading Comprehension on ADHD Students

Duffy and Roehler (1989, cited by Clayton, 2015) states that reading is essential not only in school academic learning, but also to lifelong learning. In order to be able to read, students need to go through the process of decoding written words and comprehend them. This requires different cognitive processes including perception, attention, and memory (Zentall, 2012). On the other hand, comprehension requires building a mental representations, which involves the ability to recognize and recall main ideas and supporting details (Mason, 2011). In order to construct this mental representation, attention is needed. Attention allows people to focus or direct their cognitive function on a specific stimulus in order to process it.

Students with Attention Deficit Hyperactive Disorders (ADHD) face difficulties in controlling attention. Richard (1990) observed that students with ADHD seemed to have more difficulties with sustain attention, whereas those with learning disabilities have problems with selective attention. Tsal (2005) states that students with ADHD also have difficulties in selective attention since they get distracted easily or select irrelevant stimuli. These deficits in different types of attention make students with ADHD have difficulties in reading comprehension.

B. Review on Reading Comprehension

1. The Definition of Reading Comprehension

Reading Comprehension skills are important for English language learners, especially for students who learn English as a foreign language. According Klinger (2007: 2) states that reading comprehension is define as the activity to understand the text. Readers read texts to get opinions or ideas. They try to understand what the text tells about.

Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge and unable to construct meaning from text.

According Milan (1987: 1) states that reading comprehension is the process of making meaning from text. It means that reading comprehension is the process of understanding what the writer means by reader. From some definitions above can be simply that reading comprehension relates to understanding meaning from a piece of text. It also a thinking process to get the message from the reading materials that

involves readers background knowledge, vocabulary, grammatical knowledge, experience with text and the author intended to communicate.

Based on explanation above, it can be concluded that reading comprehension is the process of understanding, interpreting, and process to get the message. In reading comprehension process usually to related to the background knowledge or experimental of the reader.

2. Aspect of Reading Comprehension

According to Nuttal (1982) there are five aspects of reading, which the students should understand to comprehend a text well. They are determining main idea, finding specific information, reference, inference, and vocabulary. Therefore, in order to make the students able to understand about the text, they should master the five aspect of reading comprehension.

a. Main idea

Finding the main idea of a paragraph is one of the most important specific comprehension skills. The main idea is the essence of the paragraph, or rather what the author is trying to get across to the reader. In other words, that is what the author wants the reader to know about. Therefore, the main idea is the important idea that the author develops throughout the paragraph. The example of finding main idea can be illustrated into a question as follows: what words state the main idea of the text.

b. Specific Information

Supporting or specific information develops the topic sentence by giving definition, examples, fact comparison, analogy, cause and effect statistics and quotation. The question of finding supporting detail is as follows: who is the character of the text?

c. References

References are words or phrases used either before or after the references in the reading material. When such words are used, they are signals to the reader to find the meaning in the text. The following question is the example: “They are found on every continent except Antarctica...” (Paragraph 1, line 4) the word “they” refers to...etc.

d. Inference

An inference is an educational guess or prediction about something unknown based on available fact and information. The reader will be able to do this by making use of the context in which the word occurred in order to give him an idea of the meaning. The question containing inference meaning can be: what is the purpose of this text?

e. Vocabulary

Vocabulary is stock of word used by people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to product utterances for ending. The question consisting vocabulary aspect can be drawn as follows: “... that make flight difficult or impossible.” (Paragraph 2, line 11) the

antonym of the underlined word is... “the underline word is the antonym of...etc.

3. Strategy for Reading Comprehension

According to Brown (2001: 306) for most second language learners who are already literate in a previous language, reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and others to enhance the top-down process.

Brown (2001: 306) stated strategy for reading comprehension as follows:

- a. Identify the purpose of reading
- b. Use graphemic rules and patterns to aid in bottom-up decoding (for beginning level learners)
- c. Use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance levels)
- d. Skimming
- e. Scanning
- f. Using semantic mapping or clustering
- g. Guessing
- h. Distinguishing between literal and implied meaning
- i. Capitalizing on discourse markers to process relationship

Based on the theories, it can be concluded that to reading ability, the reader can use strategy for reading such as identify the purpose of reading, use graphemic rules and patterns to aid in bottom-up decoding,

use efficient reading (technique, skimming, scanning, using semantic mapping or clustering, guessing, distinguishing, and capitalizing.

4. Classification System of the Reading Comprehension

Reading comprehension is the process of making from text. It's important as teachers of English second language to teach reading well. The teacher should be aware that the primary objective of reading is comprehension or being able to find meaning in what is read. Reading is foreign language may face difficulties, such as; difficult vocabulary, difficult to get certain information from the passage, difficult to get the authors' meaning and difficult to make a conclusion of the passage. Probably the simple and best away to understand this is to view comprehension as occurring levels. According to Sadoski (2004: 68-72) there are three levels of comprehension are usually proposed:

a. Literal Level

This level involves literal comprehension, interpreting the author's words in a given sentence in a way that has meaning to us, but without considering and weighing the implications of any interpretation we may have. Literal comprehension involves word meaning, but it is more than decoding the meanings of individual words one at a time. Literal comprehension deals only with the textually explicit, with what is directly stated. Sample phrases or questions for this level are as follows:

- 1) What is
- 2) How old

3) When

The abilities which refer to the literal level are :

- 1) Knowledge of word meanings.
- 2) Recalling of ideas directly stated or paraphrased in own word.
- 3) Understanding of grammatical clue-subject, verb, pronoun, conjunctio and so forth.
- 4) Recalling of main idea explicitly stated.
- 5) Knowledge or sequence of information presented in the text.

b. Inferential or Interpretive Level

The level of inferential comprehension, also called the interpretive level, is the level of comprehending what is implied but not explicitly stated. Build on facts in the text: Predictions, sequences and settings. Make a conclusion about the text. Sample phrases or questions for this level are as follows:

- 1) Why.....
- 2) What evidence
- 3) What you can conclude

The abilities which refers to the interpretive level are:

- 1) Reasoning with the information presented to understand the writer's tone, purpose and attitude.
- 2) Inferring factual information, main ideas, comparison, cause-effect relationships not explicitly stated in the text.

c. Critical Reading

Critical reading involves assessing and judging the value of what is read. Reading critically can be seen as a conversation with an author, talking back to an author in our imagination. Sample phrases or questions for critical level are as follows:

- 1) Judge
- 2) What would be the result of.....
- 3) How would you describe

The abilities which refers to the critical level are:

- 1) Reacting to information in a text indicating its meaning to the reader.
- 2) Analyzing and evaluating the quality of written information in terms of some standards.

d. Evaluative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of his own. Question at this level might consist of open-ended queries which require the reader to include his own knowledge, view, and value. Sample phrases or questions for this level are as follows :

- 1) What would you do if
- 2) Make up
- 3) What does the text tell you about...

The abilities that refer to the creative level are:

- 1) Knowledge of emotional response of literary techniques

2) Knowledge of response of forms, style and structures.

In short, Literal level involves acquiring information that is directly stated. Interpretive level involves “reading between lines” of making inference. Critical level involves evaluating of written material. Evaluative level involves formulating and rethinking ideas. From the description above, it can be stated that each level requires different abilities or skills. Interpretive level requires higher skill than Literal and so forth.

Based on the levels of comprehension, the researcher designs the test to measure using literal level because the answer in literal usually directly stated in the text and in line with the curriculum being applied at the school.

5. Reading Comprehension Difficulty

According to Block (2003: 11) there are number of causes poor comprehension such as; lack of vocabulary knowledge, inappropriate reading strategies and reading speeds, some factor associated with students boring activities in reading), text (of low interest materials), situation (uncomfortable situation towards learning), and insufficient time spent in reading.

Pang (2003: 6) stated that many students get difficulties in comprehending the English reading text, getting the general information, specific information, vocabulary, grammatical, and main idea of paragraph of a text. It means that the factors that cause students difficulties in comprehending the reading text, not only from the teacher

strategies, text and also the students them self. The interaction between the teacher and also the students influence the students in comprehending the text.

Reading problems related to the misunderstanding of the reading process, Weaver as cited in Mourtaga (2006) states that the process of construting meaning through the dynamic interaction transaction among the readers existing knowledge, the information suggested by written language, and the context of the reading situation. According to Burgmeier at all as cited in Irawan (2010) the difficulty of reading comprehension can divided establishing a context, understanding words, putting words into sentence, and the last using word in context.

According to Markstein (1981) comprehensive word or phrase related to the reading write it on the chalkboard, and then ask the students to freely associate any words that come to mind until there are perhaps 30 to 40 words phrases on the board. Lack of concentration is another mentionable reason for students' poor reading because concentration is an important factor for a good and effective reading. But students, in most cases, cannot or do not concentrate properly while reading, or they cannot hold their attention for a long time due to their lack of practice and patience. The situation results in the frustration and unwillingness, and prevents them to read further. Puspita in Irawan (2010) found that many difficulties in comprehending reading text:

- a. The lack of competence to find out the main idea and specific idea in the reading text.

- b. The lack of ability to predict the meaning of words in the reading texts and students has limited vocabulary.
- c. The lack of students abilities to discriminate or different between noun and adjective. The students less comprehends in grammar of reading text.
- d. The lack of background knowledge about the reading text.
- e. The lack of comprehending about reading text.

C. Review on Recount Text

According to Sudarwati and Grace (2007), recount text tells the readers what happened in the past through a sequence of events. Recount text is a text that tells about experiences, incidents or events happened in the past by chronological order. The purpose of the text is to tell series of events either to inform or to entertain readers. There is no complication among the participants and it becomes differentiates from recount. It can make readers, learners or students to be interest in reading the text.

Djuhari (2007) defines recount text as the text the contents of which reports an event or activity of someone in the past. Recount text is a kind of texts that tells a story of event or experience in the past (Sudarwati and Grace, 2005). Recount text is a text that tells us about what had happened in series of events in sequence. Usually, recount text will retell about an event or activity in the past. Rajan, *et al* (2002) states recounts are a text type that we use when

we want to tell what happened and sometimes to teach a lesson. In recount, we tell what happened during events in which we were directly involved.

Recount text is a text which focuses on a sequence of event. A recount text is a text that telling the reader about one story, action or activity and its goal is to entertain and inform the reader. Djuhari (2007) states that recount text is a text type which content is to report an event, incident, or activity done by someone, or can be someone's experience.

Furthermore, Hyland (2009) states that recount text is a text that tells about past experiences or events. It can be based on the author's personal experience (not always factual) or historical events. Recount text tells the reader about something that has happened. It can be story (a fictional) recount or (factual) recount. Recount text is recall and reconstructs events, experiences and achievements from the past in a logical sequence. Generally, recount is used to entertain or to inform someone else with emerge the past event.

Therefore, the writer can conclude that there are three points of recount text that should be concerned. They are an event that happened in past time, the event has sequence, and the function is to inform or to entertain the reader. So, recount text is a type of texts that tells about a sequence event that happened in past time to inform or to entertain the reader.

Every type of text has certain typical features. Therefore, below are the features of recount text:

a. Social Function

Rajan, *et al* (2002) says that social function is the purpose of the text type. It is the purpose of why the writer writes the text. According to Djuharie (2007), the aim of recount is to retell and to entertain.

b. Generic Structure

Generic structure also can be called organizational structure of the text. Wardiman, *et al* (2008) states that the generic structures of recount text are as follow:

- 1) Orientation: the setting and the introduce participants. It means in orientation, the writer tells who was involved, what happened, where the event took place, and when it happened.
- 2) Events in time order: tell what happened, in what sequence. In other words, it tells an event in chronologically.
- 3) Reorientation: optional-closure of events/ending. In this part, the writer usually concludes the text. It can be the solution of the problem of the story in the text.

c. Language Features of a recount text are (Primary National Strategy, 2006):

- 1) Written in the past tense, for example: I went.
- 2) In chronological order, using connectives that signal time, for examples: then, next, after, meanwhile.
- 3) Focused on individual or group participants, for example, in first person: I, we, or third person: he, she, and they.

Table 2.1 The Example of Recount Text

Fell Off

Last year I went to a dance party. It was my first dance. I saw a guy that I had a crush on there. And then, it was time to dance. To get his attention, I danced on stage with some of my friends and other people. I was so busy dancing and didn't pay attention to anything else so I didn't realize that I got too close to the edge of the stage. Suddenly, I tripped and fell off the stage. The music stopped for a while and everyone laughed, including that guy. I felt so stupid. It was a dance that I will never forget.

(Taken from Bright/Erlangga kurikulum 2013 p. 206)

D. Previous Studies

There are many research focusing on reading comprehension field. Meanwhile, there are only a few reading comprehension which took part in ADHD students as the topic. The researcher takes two thesis and three journal articles related to this research.

No	Title	Differences	Similarities
1.	<i>An Analysis of English Assessment on Attention Deficit Hyperactive Disorders (ADHD)</i>	The differences are in problem formulation, setting of the research.	Theory of Attention Deficit Hyperactive Disorders

	<i>Students at SMPN 5 Surabaya</i>	Another differences is this previous take a look at English assessment of Attention Deficit Hyperactive Disorders (ADHD) students, while this research is about Measuring Reading Comprehension on Attention Deficit Hyperactive Disorders (ADHD) students.	(ADHD) used.
2.	<i>Reading Comprehension Deficits in Students with ADHD: Causes and Intervention Strategies</i>	The difference with the previous are about the setting of the research.	The subject and theory of Reading comprehension in ADHD students

			used.
3.	<i>Knowledge Attention Process of ADHD Students in Mathematic Problem Solving on Social Arithmetic Lesson</i>	.The differences are in problem formulation and the setting of the research. Another differences in this previous is take Mathematic on Arithmetic Lesson while this research is about Reading Comprehension.	The subject and the theory of ADHD used.
4.	<i>An Analysis of Students' Reading Comprehension in Recount Text of Barrett Taxonomy at the Eight Grade of SMP Negeri 4 Silak Hulu</i>	The differences with the previous are about its subject and setting of the research.	The theory of Reading Comprehension and Recount Text used.
5.	<i>Using Assessment of Reading Text (Analysis of Reading Comprehension Problems toward the Ninth</i>	The differences with the previous study are its subject and sources of the	The theory of assessment Reading Comprehension

	<i>Grades)</i>	data.	used.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method of this research is descriptive method, using qualitative approach. Catherine (1999: 2-3) states that qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are; take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent from prefigured and fundamentally interpretive. Sugiyono (2014: 65) descriptive research is research that describe a phenomenon, events either using quantitative and qualitative data. It aimed to give description about reading comprehension on Attention Deficit Hyperactive Disorders (ADHD) students to the Java

B. Setting of the Research

1. Place

The reseracher do the research at SMPN 1 Mojogedang as the representative school of Java. SMPN 1 Mojogedang is located on Munggur, Mojogedang, Karanganyar, Central Java. The reason of the researcher choosed this school was done describe below:

- a. The researcher found there are many students in this school indicated that might have ADHD symptoms based on the observation and interview to the teacher.
- b. The problem of the research never done in this school.

2. Time

This research conducted within January-May 2020. There are six activities that has be done by the researcher; the first activity is doing pre-research, after that researcher create the proposal. The researcher will conduct the research after finish *seminar proposal*, and then the researcher arrange the thesis and the last activity is submitting chapter IV and V. The table below show the research schedule :

Table 3.1
The Research Schedule

Activity	2020																			
	1				2				3				4				5			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Pre-Research																				
Create Proposal																				
<i>Seminar Proposal</i>																				
Doing Research																				
Arranging Thesis																				
Submit chapter IV and V																				

C. Subject of the Research

The procedure of the researcher took for the subject is by using interview and questionnaire. The subject of the research are the students at the second year of SMPN 1 Mojogedang as the representative school of Java. In this research, the researcher took one class as the subject of the research. In other word, the researcher doesn't take the research subject randomly, rather the researcher focused on one class only. The class was chosen after considering the fact that the students in the class indicated as ADHD. It was reported by the English teacher after the researcher do the interview and explains about ADHD's types and symptoms that may be had on students in learning process especially in reading material. It saw that many students had difficulty maintaining their concentration ability, difficulty in making task planning, and difficulty dealing with peers. After choosing the class, the researcher took the respondents by using purposive sampling because the researcher choose the sample that representative of population by giving the questionnaire of ADHD symptoms based on DSM V which is simplified to *Kuesioner Gangguan Pemusatan Perhatian dan Hiperaktif* (GPPH Questionnaire) to diagnose ADHD students. The respondents should answer all items, respondents should write the certain identity and respondents should state clearly the items. Then, it found there are 8 respondents that had ADHD symptoms. The questionnaire of GPPH is on Appendix 1 page 64.

D. Instrument of the Research

The instrument of this research are questionnaire, test, and interview. It tells that, instrument is very important part in a research which is used to find out the ability students. Through the instrument, the researcher will measure the ADHD students' ability in reading comprehension in recount text.

E. The Technique of Collecting Data

The data collected are in the form of qualitative and quantitative data. The qualitative data were related to the description of the process during the action, interview transcript, and observation checklist. The quantitative data are related to the ADHD students' reading comprehension scores. The data are collected from some techniques used. Those techniques used are described as follows :

1. Interview

Interview is concentrate on the concrete details of the participants' present lived experienced in the topic area of the study (Seidman, 2006). The researcher used interview for her much data. In this research, the interview is taken to collect the data in the form of information of the ADHD students' assumption and perspective as the respondent, as well as the participant that may give additional information. Moreover, the researcher used audio tape recording while interview, as Fraenkel, et, al (20012: 457) states: While the interview is going on, therefore, it is essential to record as faithfully as possible what the participant has to say. The researcher used structured interview. It means that the researcher interview the participants based on the guidance of interview. As Lodico,

et al, (2010:124) states “A structured interview is one which the researcher comes to the interview with a set of questions, does not deviate from those questions, and asks the same questions of all participants.” The researcher conducted the interview with the English teachers and ADHD students. The interview took 8 ADHD students that spent 5 until 10 minutes with 6 general questions.

2. Questionnaire

The questionnaire that used by the researcher is to identify and classify the ADHD students. The researcher use *Formulir Deteksi Dini Gangguan Pemusatan Perhatian (GPPH)* from *Departemen Kesehatan RI Tahun 2005* based on The Diagnostic and Statistical Manual of Mental Disorders, fifth edition, (DSM V), published by the American Psychiatric Association (APA). The DSM V used to help diagnose ADHD. The questionnaire consist of 10 questions that already represented 3 ADHD symptoms in accordance with DSM V provisions that were asked of parents, teacher, and children. Each question is graded according to the level of the child's activity. The questionnaire of GPPH is on appendix 1 in page 64.

3. Reading Comprehension Test

Test is a few questions or exercises and another instrument used to measure the skill, intelligence, ability, or talent had by an individual or group (Arikunto:2013). According to Pandiya (2013: 48) for scoring scale of reading test, there are two alternatives; subjective test and objective test. Scoring system of objective test is clear, just 1 for correct

answer, and 0 for wrong answer. In collecting data of reading comprehension from ADHD students, the researcher used reading test (objective test). It was multiple choices types. Used this multiple choices type because the score is objective. The researcher adopted test material from “Bupena English for SMP/Mts Grade VIII” in line with the curriculum being applied at the school. The test consist of 30 questions to measure the ADHD students ability in literal Reading comprehension text. The researcher also used four aspect of reading comprehension in this test. The four aspects of reading comprehension are determining main idea, understanding vocabulary, making inference, and detail information.

The form of the test that was used in this research was a kind of recount text. The data collected through reading test. Each of ADHD students ask to answer recount text task. The researcher distributed reading sheet and asked the students to answer the questions.

F. Technique of Data Analysis

1. Questionnaire

To know each students’ score individually that suspect of ADHD use four-point scale: *tidak pernah* (never), *kadang-kadang* (sometimes), *sering* (often), *selalu* (always). Each of given answers has scores as follows :

Table 3.2**Abbreviated Conner's Rating Scale Interpretation**

Score	Answer Column	Guideline
0	1	Tidak pernah (Never)
1	2	Kadang-kadang (Sometimes)
2	3	Sering (Often)
3	4	Selalu (Always)

- a. For given answer *tidak pernah* (never) has 0 score.
- b. For given answer *kadang-kadang* (sometimes) has 1 score.
- c. For given answer *sering* (often) has 2 score.
- d. For given answer *selalu* (always) has 3 score.

Then, the score of each indicator from the questionnaire is totaled. The total score is a minimum of 0 and a maximum of 30. Children are declared as ADHD suspect if the total score is more than 13 or equal to 13. After that, times to know low, moderate and high level of ADHD.

Table 3.3**ADHD Level Interpretation**

No	Score	Category
1	13 – 18	Low
2	19 – 24	Moderate
3	25 – 30	High

2. Test

- a. To know each of students' score individually, the data will be calculated by using the following formula :

$$M = \frac{x}{N} \times 100\%$$

Where :

M = Individual score

x = Correct answer

N = Number of items test (Wayan and Sumartana, 1986)

- b. After getting all ADHD students' score, the ADHD students' mean can be seen. Next, to find out the mean score of the students in comprehending the recount texts, the following formula is used :

$$M = \frac{\sum fx}{N}$$

Where:

M = The mean score of each topic

$\sum fx$ = The sum of the respondents' scores

N = The number of the respondent (Heaton, 1975)

- c. Next, the level of the ADHD students' score will be classified into three levels of master. The classification can be seen in this following table :

Table 3.4 Classification of Students' Score

No	Score	Category
1	86 – 100	Very High
2	71– 85	High
3	56 – 70	Average
4	41 – 55	Low
5	>40	Very Low

- d. Then, to know the percentage of the classification of the students' in answering question, the following formula can be used :

$$P = \frac{X}{N} \times 100\%$$

Where:

P = Percentage of the students' skill

X = the number of frequency in one level

F = The number of students (Hatch and Farhady, 1982)

- e. After that, to know the percentage of the classification of the students' in answering question will be classified into four level. The classification can be seen in this following table :

Table 3.5 Classification of Students' Score Percentage

No	Score	Category
1	86 – 100 %	Very High
2	71 – 85 %	High
3	56 – 70 %	Moderate
4	<40 %	Low
5	0 – 20	Very Less

- f. Next, the researcher categories the ADHD students comprehension of the reading text with getting the appropriate percentage from the ADHD students comprehension of the reading text. To get the percentage the researcher use the following formula:

$$P = \frac{F}{N} \times 100$$

(Sudijono, 1987: 20)

P = Percentage

F = Frequency of incorrect answer

N = Number of cases (total frequent)

3. Interview

After giving the reading test, the researcher interviewed the ADHD students. The result of interview was analyzed in order to find the ADHD students' problem in comprehending recount text. The result of interview

also interpreted by description ADHD students' perception toward reading test clearly.

G. Coding

Coding is an important part of data analysis. Smith and Davies (2010:155) argue that coding does not constitute the totality of data analysis, but it is a method to organise the data so that underlying messages portrayed by the data may become clearer to the researcher. Charmaz (2006:46) describes coding as the pivotal link between data collection and explaining the meaning of the data. A code is a descriptive construct designed by the researcher to capture the important content of the data. Usually, coding done by give symbol or number to the respondents' answer. The purpose of coding aim is to simplify respondents' answer, so the researcher will easier in process the data. In this research the code for the ADHD Students are:

Table 3.6 Types of ADHD Symptomps Code

No	Type	Code
1	Inattention	In
2	Impulsivity	Im
3	Hyperactivity	Hy

The table 3.6 is describing about the coding of the types of ADHD symptomps. There are three types of ADHD symptomps; inattention, impulsivity, and hyperactivity.

Table 3.6 ADHD Level Interpretation Code

No	Type	Code
1	Low	L
2	Moderate	M
3	High	H

Table 3.6 describe about ADHD level interpretation. L for Low, M for Moderate, and H for High.

Table 3.7 Classification of Students' Score Code

No	Category	Code
1	Very High	VH
2	High	H
3	Average	A
4	Low	L
5	Very Low	VL

The table 3.7 is describing about the coding of the reading comprehension students' score category. There are five category of students' score; very high, high, average, low, and very low.

Example:

Table 3.6 Name Code of ADHD Students

No	Name of ADHD Students	Name Code
1	Student 1	AS.In.M.A
2	Student 2	AS.In.H.L
3	Student 3	AS.In.H.L
4	Student 4	AS.In.M.A
5	Student 5	AS.Im.M.A
6	Student 6	AS.In.M.A
7	Student 7	AS.In.L.H
8	Student 8	AS.Im.L.H

The table above is describes about the coding name for ADHD students. The word “AS” is for the ADHD Students. After word “AS” there is a cocde for types of ADHD. Types of ADHD devided into three symptomps; the letter In for inattention type, Im for impulsivity type, and H for hyperactivity type. The word “H” is for high, “M” is for moderate, and “L” is for low of ADHD level interpretation. And the last letters show their category of reading comprehension, the word “H” is for high, the word “A” is for average, and the word “L” is for low.

Example:

No	Name Code
1	AS.In.M.A

The example above show this ADHD students is an inattention type, level of ADHD possessed by this student is moderate level, and the ability in reading comprehension is average.

H. Trustworthiness of the Data

In analyzing the data, the researcher also needs to analyze the validity of the data sources to get the valid data. To prove and to check the data validation of a data scientifically and responsibly, qualitative research must use the relevant technique of data analysis. To ensure that all researcher is not being misinformed, the researcher use triangulation technique in research. According to Sugiyono (2010) triangulation is defined as data collection techniques that are combining of various data collection techniques and data sources that already exist. There are four major keys of triangulation; sources, method, researchers, and theories. The first triangulation of source, that is the useful sources of multiple data source to help in understanding a phenomenon. The second triangulation method, that is the use of multiple research methods to study a phenomenon. The third triangulation of researcher, that is the use of multiple researchers in collecting and interpreting the data. The last triangulation of theory, that is the use of multiple theories and perspectives to help to interpret and explain the data.

In this research, the researcher used sources, method and theories triangulation. The sources were gotten from the interview transcript conducted with Miss Endang Siswiyanti SS as the English Teacher of 8F class and ADHD students. Method used to get the validity of the data, it is comparing and checking the validity of the data collected in different time

and technique of data collection. The researcher evaluated the data which were collected by test and interview. The researcher uses the data from interview and test are taken from the student's test as the implementation of method triangulation. Meanwhile, the researcher checks the theories which are related to the ADHD and reading comprehension.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this sub-chapter, the researcher presents the finding of the research related to the problem statements in chapter one. The researcher got the data and information about ADHD students and their comprehend in reading comprehension especially in recount text from questionnaire, test, and interview.

1. The Data of ADHD Students

The diagnose and identify of ADHD students were determined by the score of questionnaire. The researcher used *Formulir Deteksi Dini Gangguan Pemusatan Perhatian (GPPH)* based on The Diagnostic and Statistical Manual of Mental Health V (DSM V), published by American Psychiatric Association (APA). There are 10 questions. *Formulir Deteksi Dini Gangguan Pemusatan Perhatian* originally used a four-point scale: 0 score for given answer *tidak pernah* (never), 1 score for given answer *kadang-kadang* (sometimes), 2 score for given answer *sering* (often), and three score for given answer *selalu* (always); so the total score is a minimum of 0 and a maximum of 30. Children are decalred as ADHD if the total score is more than or equal to 13. The types of ADHD is devide into three; inattention, hyperactivity, and impulsivity. To know the types of ADHD students, each questions is graded according to the level of children's activity. The level of ADHD is devide into 3 level; high,

moderate, and low. These levels is used to know the level of ADHD after the score is totaled. Here, the researcher displays the data of *Formulir Deteksi Dini Gangguan Pemusatan Perhatian* from questionnaire:

Table 4.1
The Score, types, and level of ADHD Students

Students	Score	Type	Level
As.In.M	23	Inattention	Moderate
As.In.H	26	Inattention	High
As.In.H	25	Inattention	High
As.In.M	19	Inattention	Moderate
As.Im.M	23	Impulsivity	Moderate
As.In.M	24	Inattention	Moderate
As.In.L	15	Inattention	Low
As.Im.L	18	Impulsivity	Low

From the table 4.1, the result of each students' score, type, and level of ADHD was known. After early detection of ADHD using a *Formulir Deteksi Dini Gangguan Pemusatan Perhatian dan Hiperaktifitas* (GPPH Questionnaire) in the form of giving a scale to filling out individual self-evaluation according to Conners Behavior Rating Scale (CBRS) it found that there are 8 students from 27 students of 8F class that had ADHD symptoms. 6 students has inattention types, and 2 students has impulsivity types of ADHD symptoms. The level of

ADHD are high for 2 students, moderate for 4 students, and low for 2 students.

It can be concluded from the data above that most of students has inattention types of ADHD symptoms and moderate level of ADHD. Here, the researcher displays the data of ADHD students;

a. AS.In.M

No	Types	Score	Total Score	Level		
				High	Moderate	Low
1.	Inattention	15	23		√	
2.	Hyperactivity	3				
3.	Impulsivity	5				

From the questionnaire given to AS.In.M, it can be concluded that the level of ADHD possessed by this students is moderate. The total score from the questionnaire of this student is 23. 2 score for given answer *kadang-kadang* (sometimes) in hiperactivity and impulsivity questions, 6 score for given answer *sering* (often) in hiperactivity and impulsivity questions, and 15 score for given answer *selalu* (always) in inattention questions. It can be concluded that this students has inattention types of ADHD symptoms, it seen from the students chooses a lot of inattention questions that has the highest score of questionnaire. The inattention symptoms of this student that are *sulit untuk memusatkan perhatian dan mudah teralihkan*, with frequency *selalu* (always), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas*

dan memiliki perhatian singkat with frequency *selalu* (always), mudah terganggu dan teralihkan with frequency *selalu* (always), and memerlukan pertanyaan dan arahan secara berulang with a frequency *sering* (often).

b. AS.In.H

No	Types	Score	Total Score	Level		
				High	Moderate	Low
1.	Inattention	15	26	√		
2.	Hyperactivity	4				
3.	Impulsivity	7				

From the questionnaire given to AS.In.H, it can be concluded that the level of ADHD possessed by this student is high. The total score from the questionnaire of this student is 26. 1 score for given answer *kadang-kadang* (sometimes) in hiperactivity question, 4 score for given answer *sering* (often) in impulsivity questions, and 21 score for given answer *selalu* (always) in inattention questions. It can be concluded that this students has inattention types of ADHD symptoms, it seen from the student chooses a lot of inattention questions that has the highest score of questionnaire. This student has inattention symptoms that are *sulit untuk memusatkan perhatian dan mudah teralihkan*, with frequency *selalu* (always), *sulit untuk memusatkan perhatian dan mudah teralihkan* with frequency *selalu* (always), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian*

singkat with frequency *selalu* (always), *mudah terganggu dan teralihkan* with frequency *sering* (often), and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *sering* (often).

c. AS.In.H

No	Types	Score	Total Score	Level		
				High	Moderate	Low
1.	Inattention	14	25	√		
2.	Hyperactivity	5				
3.	Impulsivity	6				

From the questionnaire given to AS.In.H, it can be concluded that the level of ADHD possessed by this student is high. The total score from the questionnaire of this student is 25. 1 score for given answer *kadang-kadang* (sometimes) in impulsivity questions, 6 score for given answer *sering* (often) in hiperactivity, inattention and impulsivity questions, and 18 score for given answer *selalu* (always) in inattention questions. This student has inattention types of ADHD symptoms, it seen from the student chooses a lot of inattention questions that has the highest score of questionnaire. this student has inattention symptoms that are *sulit untuk memusatkan perhatian dan mudah teralihkan*, with frequency *selalu* (always), *sulit untuk memusatkan perhatian dan mudah teralihkan* with frequency *sering* (often), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu*

(always), *mudah terganggu dan teralihkan* with frequency *selalu* (always), and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *kadang-kadang* (sometimes).

d. AS.In.M

No	Types	Score	Total Score	Level		
				High	Moderate	Low
1.	Inattention	14	19		√	
2.	Hyperactivity	1				
3.	Impulsivity	4				

From the questionnaire given to AS.In.M, it can be concluded that the level of ADHD possessed by this students is moderate. The total score from the questionnaire of this student is 19. 0 score for given answer *tidak pernah* (never) for given answer in hyperactivity question, 6 score for given answer *kadang-kadang* (sometimes) in hiperactivity and impulsivity questions, 6 score for given answer *sering* (often) in inattention and impulsivity questions, and 12 score for given answer *selalu* (always) in inattention questions. It can be concluded that his student has inattention types of ADHD symptoms, it seen from the student chooses a lot of inattention questions that has the highest score of questionnaire. This student has inattention symptoms that are *sulit untuk memusatkan perhatian dan mudah teralihkan*, with frequency *selalu* (always), *sulit untuk memusatkan perhatian dan mudah teralihkan* with frequency *sering*

(often), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu* (always), *mudah terganggu dan teralihkan* with frequency *sering* (often), and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *kadang-kadang* (sometimes).

e. AS.Im.M

No	Types	Score	Total Score	Level		
				High	Moderate	Low
1.	Inattention	8	23		√	
2.	Hyperactivity	6				
3.	Impulsivity	9				

From the questionnaire given to AS.Im.M, it can be concluded that the level of ADHD possessed by this students is moderate. The total score from the questionnaire of this student is 23. 0 score for given answer *tidak pernah* (never) for given answer in inattention question, 1 score for given answer *kadang-kadang* (sometimes) in inattention question, 6 score for given answer *sering* (often) in inattention question, and 15 score for given answer *selalu* (always) in hyperactivity, impulsivity, and inattention questions. It can be concluded that this student has impulsivity types of ADHD symptoms, it seen from the student chooses a lot of impulsivity questions that has the highest score of questionnaire. This student has impulsivity symptoms that are *permintaan saya harus segera terpenuhi*

with frequency *selalu* (always), and *saya merasa sulit untuk menunggu giliran* with frequency *selalu* (always).

f. AS.In.M

No	Types	Score	Total Score	Level		
				High	Moderate	Low
1.	Inattention	12	24		√	
2.	Hyperactivity	6				
3.	Impulsivity	6				

From the questionnaire given to AS.In.M, it can be concluded that the level of ADHD possessed by this students is moderate. The total score from the questionnaire of this student is 24. 1 score for given answer *kadang-kadang* (sometimes) in inattention question, 8 score for given answer *sering* (often) in inattention and impulsivity questions, and 12 score for given answer *selalu* (always) in inattention questions. It can be concluded that this student has inattention types of ADHD symptoms, it seen from the student chooses a lot of inattention questions that has the highest score of questionnaire. This student has impulsivity symptoms that are *permintaan saya harus segera dipenuhi* with frequency *selalu* (always), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu* (always), *mudah terganggu dan teralihkan* with frequency *sering* (often),

and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *kadang-kadang* (sometimes).

g. AS.In.L

No	Types	Score	Total Score	Level		
				High	Moderate	Low
1.	Inattention	8	15			√
2.	Hyperactivity	0				
3.	Impulsivity	6				

From the questionnaire given to AS.In.L, it can be concluded that the level of ADHD possessed by this students is low. The total score from the questionnaire of this student is 15. 0 score for given answer *tidak pernah* (never) for given answer in hyperactivity questions, 3 score for given answer *kadang-kadang* (sometimes) in inattention and impulsivity questions, 6 score for given answer *sering* (often) in inattention and impulsivity questions, and 6 score for given answer *selalu* (always) in inattention and impulsivity questions. It can be concluded that this student has inattention types of ADHD symptoms, it seen from the student chooses a lot of inattention questions that has the highest score of questionnaire. This student has impulsivity symptoms that are *permintaan saya harus segera dipenuhi* with frequency *selalu* (always), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu* (always), *mudah terganggu dan*

teralihkan with frequency *sering* (often), and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *kadang-kadang* (sometimes).

h. AS.Im.L

No	Types	Score	Total Score	Level		
				High	Moderate	Low
1.	Inattention	8	18			√
2.	Hyperactivity	1				
3.	Impulsivity	9				

From the questionnaire given to student AS.Im.L, it can be concluded that the level of ADHD possessed by this students is low. The total score from the questionnaire of this student is 18. 0 score for given answer *tidak pernah* (never) for given answer in hyperactivity and inattention questions, 1 score for given answer *kadang-kadang* (sometimes) in hiperactivity question, 8 score for given answer *sering* (often) in inattention questions, and 9 score for given answer *selalu* (always) in impulsivity questions. It can be concluded that this student has impulsivity types of ADHD symptoms, it seen from the student chooses a lot of impulsivity questions that has the highest score of questionnaire. this student has impulsivity symptoms that are *permintaan saya harus segera dipenuhi* with frequency *kadang-kadang* (often), *sulit untuk mengikuti instruksi* with frequency *kadang-kadang* (often), *sulit untuk menyelesaikan tugas dan memiliki*

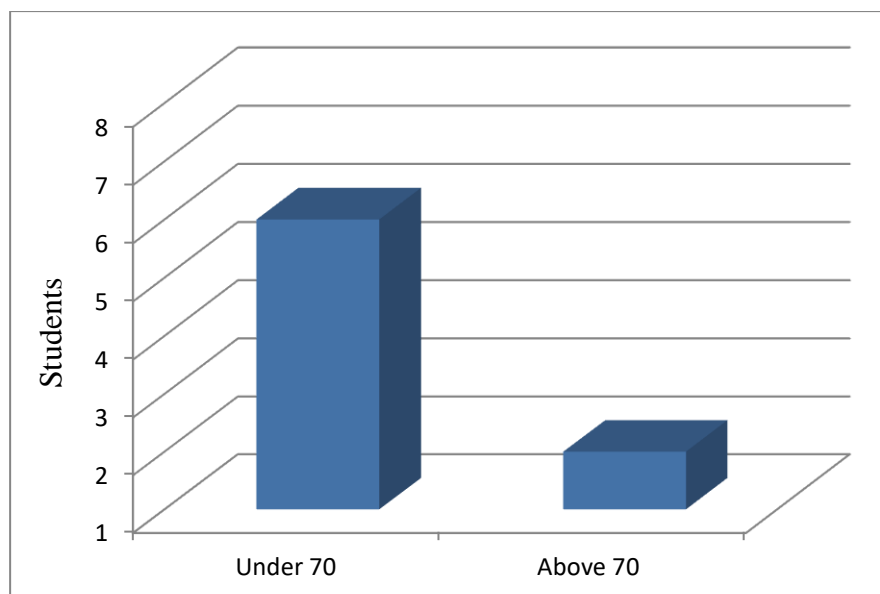
perhatian singkat with frequency *kadang-kadang* (often), and *mudah terganggu dan teralihkan* with frequency *tidak pernah* (never).

2. The Data of ADHD Students' Reading Comprehension Score

a. Individual Score of the ADHD Students

The way to get the data of reading comprehension in recount text score through reading comprehension test, the data was collected by using multiple choice test (objective test) that consist of 30 questions. The data from the test classified into four levels of mastery. The researcher assigned the ADHD students to do the test that about reading and comprehending recount text. The result of the ADHD students' reading and comprehending recount text were taken on Wednesday, 15 January 2020 at 08.40 am at class VIII F. The distribution of the ADHD students' reading comprehension in recount text score was listed in figure 4.1, and table 4.2.

Figure 4.1 ADHD Students' Reading Comprehension Score



Based on the figure 4.1 above, it can be seen that there are 6 ADHD students got score under 70, and only 2 ADHD students got score above 70. From the result of the test, the researcher concluded that ADHD students' reading comprehension was not good. See the table of ADHD students' score in the following :

Table 4.2

ADHD Students' Reading Comprehension in Recount text Score

Students	Score	Category
1	60.00	Average
2	40.00	Low
3	38.00	Low
4	53.00	Average
5	56.00	Average
6	50.00	Average
7	76.00	High
8	72.00	High
Total		443.00
Mean		55,40

Based on the table 4.2 above, it can be concluded that the ADHD students' reading comprehension was unsatisfying. The highest score is 76.00, the lowest score is 38.00, and the average score is also quite low, that is only 55.40. Meanwhile, the maximum passing grade (KKM) of English for grade

VIII was 70. From the data, it can be seen that most of ADHD students were categorized into the average level. Based on the standard minimum completion criteria at SMPN 1 Mojogedang, the students could be “high”, “average”, or “low” in learning English especially in reading comprehension on recount text if they were able get score 71-85 it could be called high, if they were able get score 56-70 it could be called average, and if they were able get score 41-55 it could be called low. The researcher took the score 70 as a minimum completion criteria because the existing standard minimum completion criteria is 70 at the school. The data showed the percent of students score are:

**Table 4.3 Percentages of ADHD Students’ Score in Reading
Comprehension**

No	Classification		Frequency	%
	Scores	Level		
1	81-100	High	2	25.0
2	61-80	Average	4	50.0
3	>60	Low	2	25.0

From the table 4.3 above, it can be seen the percentage of ADHD students in reading comprehension. Based in the standar minimum completion criteria there were 2 ADHD students who got high category in reading comprehension on recount text, 4 ADHD students who got average category in reading comprehension on recount text, and 2 ADHD students

who got low scores in reading comprehension on recount text. The result of data analysis showed 2 of 8 ADHD students got high category (25,0%), 4 of ADHD students got average category (50,0%), and there were 2 of 8 ADHD students got low category (25,0%).

b. The Analysis of ADHD Students' Indicators of Reading Comprehension Difficulties.

The result of the data analysis showed that the ADHD students' ability in reading comprehension on recount text was in average category. Based on the result of study there were 2 ADHD students got high category, 4 ADHD students got average category, and 2 ADHD students got low category reading comprehension.

Table 4.4

The Result Indicators of Reading Comprehension to ADHD Students

No	Students	Determining Main Idea	Making Inference	Understanding Vocabulary	Detail Information
1.	Student 1	3	5	2	4
2.	Student 2	4	3	5	6
3.	Student 3	4	4	6	5
4.	Student 4	3	5	3	3
5.	Student 5	2	3	4	4
6.	Student 6	4	3	4	4
7.	Student 7	1	2	2	2
8.	Student 8	2	3	2	2
Total of each wrong answer		23	28	28	30
Total of all wrong answer		109			

After collecting and analyzing the data, there were 109 incorrect answer from ADHD students' reading test. Those 109 incorrect answer were classified into these following:

- 1) Determining Idea = 23
- 2) Making Inference = 28
- 3) Understanding Vocabulary = 28
- 4) Detail Information = 30

The researcher presented the result of analyzing the data. The type of the test which was done by the ADHD students was multiple choices. Those difficulties made by ADHD students was analyze here, the researcher will put each incorrect answer based on the indicators of reading.

a) The ADHD students' comprehension in determining main idea

From 109 difficulties, the ADHD students' made 28 incorrect answer of determining idea, therefore frequency of difficulties of determining main idea is:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{23}{109} \times 100$$

$$P = 21 \%$$

b) The ADHD students' comprehension in making inference

From 109 difficulties, the ADHD students' made 28 incorrect answer of determining idea, therefore frequency of difficulties of determining main idea is:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{28}{109} \times 100$$

$$P = 25,6 \%$$

c) The ADHD students' comprehension in understanding vocabulary

From 109 difficulties, the ADHD students' made 28 incorrect answer of determining idea, therefore frequency of difficulties of determining main idea is:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{28}{109} \times 100$$

$$P = 25,6 \%$$

d) The ADHD students' comprehension in identify detail information

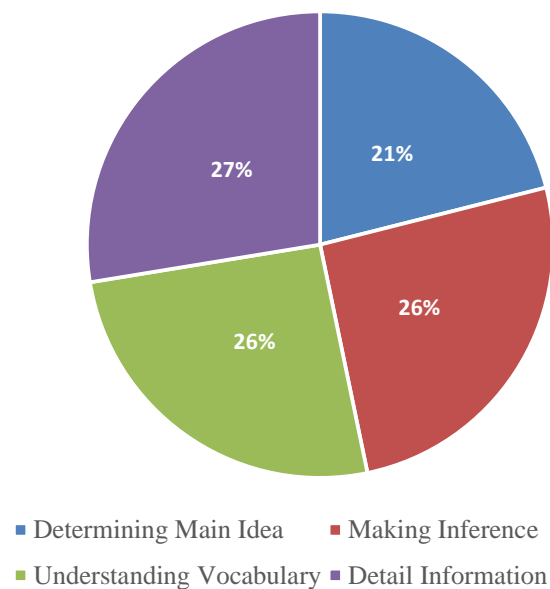
From 109 difficulties, the ADHD students' made 30 incorrect answer of determining idea, therefore frequency of difficulties of determining main idea is:

$$P = \frac{F}{N} \times 100$$

$$P = \frac{30}{109} \times 100$$

$$P = 27,5 \%$$

Figure 4.2 ADHD Students' Percentage Indicators of Reading Comprehension Difficulties



(1) Determining Main Idea

Based on the data above the researcher describe that most of ADHD students had difficulties in order to determining main idea of text. The mean of ADHD students in percentage 21%. The model of questions to find out the main idea of ADHD students test can be seen below:

(a) What is the text about ?

(Multiple choice number 28). Most of ADHD students made incorrect answer to analyse this questions, such as: "The writers' experience during the holidays" this sentence is incorrect, the correct answer should be "Anjani's birthday celebration".

(2) Making Inference

Based on the data above the researcher describe that most of ADHD students had difficulties in order to understanding making inference of text. The mean of ADHD students in percentage 26%. The model of understanding making inference question of the ADHD students test can be seen below:

(a) From the text we know that the writer...

(Multiple choice number 24). Most of ADHD students made incorrect answer to analyze this questions, such as: “The writer save herself by staying still behind the front door” this sentence is incorrect, the correct answer should be “The writer save herself by locking herself inside the bedroom”

(3) Understanding Vocabulary

Based on the data above the researcher described that most of ADHD students had difficulties in understanding vocabulary of the text. The mean of ADHD students in percentage is 26%. The model of understanding vocabulary question of the ADHD students’ test can be seen below:

(a) We arrived at her house at about four. The underlined word refers to...

(Multiple choice number 30). Most of ADHD students made incorrect answer to analyse this questions, such as: “The writers’ friends” this sentence is incorrect, the correct answer should be “Balqis, Esta, and the writer”.

(4) Detail Information

Based on the data above the researcher described that most of ADHD students had difficulties in understanding detail information. The mean of ADHD students in percentage is 27%. The model of understanding detail information question of the ADHD students test can be seen below:

(a) “How did the writer feel that evening?”

(Multiple choice number 29). Most of ADHD students made incorrect answer to analyse this questions, such as : “Upset” this sentence is incorrect, the correct answer should be “Pleased”.

(b) “How was the library that day ?”

(Multiple choice number 2). Most of ADHD students made incorrect answer to analyse this question, such as: “Quiet” this sentence is incorrect, the correct answer should be “Crowded”.

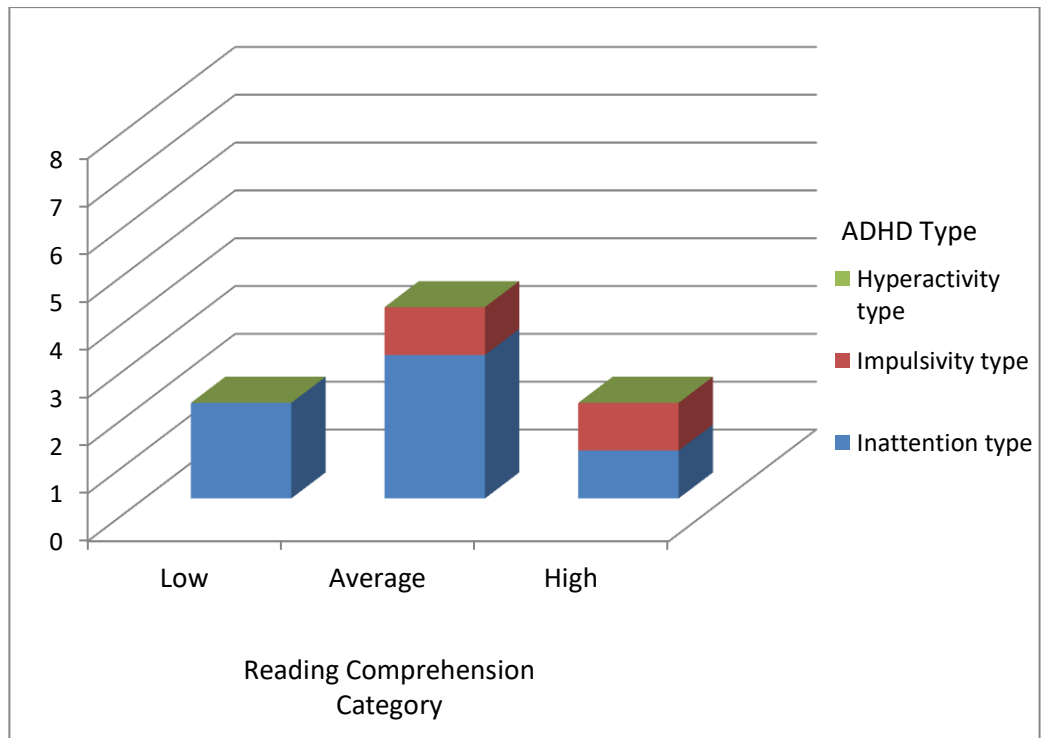
B. Discussion

After analyzing the data, the researcher concluded several findings that answer the problem statement of the research as stated in chapter one that is ADHD students’ ability in reading comprehension. In this discussion session, the reseacher tried to discuss the reseach finding based on the following explanation:

1. Reading Comprehension ADHD Students

The distribution of reading comprehension on ADHD students was listed in figure 4.3 below:

Figure 4.3 Reading Comprehension to ADHD Students



Based on figure 4.3, it can be seen that there are 2 inattention type of ADHD students got low reading comprehension category, 3 inattention type students and 1 impulsivity type of ADHD students got average reading comprehension category, 1 inattention and 1 impulsivity types of ADHD students got high reading comprehension category.

a. AS.In.M.A

ADHD		Reading Comprehension	
Type	Level	Score	Category
Inattention	Moderate	60.00	Average

The table above show that the type and level of ADHD possessed by this student is inattention type and moderate level. The score and category of reading comprehension that he got is 60.00 and has average category.

According to the result of *GPPH* questionnaire, this student has inattention symptoms that are *sulit untuk memusatkan perhatian dan mudah teralihkan*, with frequency *selalu* (always), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu* (always), *mudah terganggu dan teralihkan* with frequency *selalu* (always), and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *sering* (often). It can be concluded that this student has inattention types of ADHD, it seen from the student chooses a lot of inattention questions. The result of *GPPH* questionnaire is on appendix 2, page 82.

While the score and category of reading comprehension that he got is 60.00 and has average category. The maximum time given to do the test was 60 minutes, this student completed the given test within 49 minutes. If it is related to the condition of students who show a moderate level of inattention, it can be concluded that the time between completing the test is in accordance with the attention condition of this inattention student. The result of the test showed that this student got difficulties to get the maximum score. The findings showed that he apply less effort in able making inference word of text and difficult to understanding detail information.

The result of interviews also shows that he had difficulty in understanding long sentence in text test. He hate to read the long sentence because it took a long time and he would have to read things over and over again. It made him did not understand the meaning of the material or sentence, hard to comprehend the text and to identify the reading text. He was not familiar with the vocabulary. He need more times to look for the correct answer and focusing on the material, moreover when the class situation are crowded which makes it even more difficult to concentrate. It is very clear that attention is needed in this case because attention allows people to focus or direct their cognitive function on a specific stimulus in order to process it.

Based on the explanation above, it can be conclude that this inattention student has more difficulties with sustain attention and selective attention, which involves the ability to recognize inference word, understand vocabulary, and determine idea. This is evidenced by the result of the percentage of each indicator of reading comprehension test obtained by this student which show average score. Inattention can still undermine reading, as reading comprehension requires strong selective attention. ADHD has a huge impact on the focus of activity of those with the condition. Thus reading becomes difficult when intense focus for long periods of time is required. In line with Tsal (2005) stated that ADHD students have difficulties in selective attention since they get distracted easily. This dificits in different types of attention make ADHD students have difficulties in reading comprehension. It is assumed that attention is dominated or affected reading comprehension.

b. AS.In.H.L

ADHD		Reading Comprehension	
Type	Level	Score	Category
Inattention	High	40.00	Low

The table above show that the type and level of ADHD possessed by this student is inattention type and high level. The score and category of reading comprehension that he got is 40.00 and has low category.

According to the result of *GPPH* questionnaire, this student has inattention symptoms that are *sulit untuk memusatkan perhatian dan mudah teralihkan*, with frequency *selalu* (always), *sulit untuk memusatkan perhatian dan mudah teralihkan* with frequency *selalu* (always), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu* (always), *mudah terganggu dan teralihkan* with frequency *sering* (often), and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *sering* (often). It can be concluded that this student has inattention types of ADHD, it seen from the student chooses a lot of inattention questions. The result of *GPPH* questionnaire is on appendix 2, page 83.

While the score and category of reading comprehension that he got is 40.00 and has low category. The maximum time given to do the test was 60 minutes, this student completed the given the test that was given with time running out. If it is related to the condition of students who show a high level

of inattention, it can be concluded that the time between completing the test is in accordance with the attention condition of this inattention student. The ability in reading comprehension of this students is low. It was clearly, the result of the test showed that this student got difficulties to get the maximum score. The findings showed that he apply less effort in understanding detail information.

The result of interviews also shows that he has trouble focusing on the material and frequently became disturbed by crowded classroom conditions which leading to poor concentrate and comprehension. It took him a long time to read. The condition of the class also can be a cause of difficulties in reading comprehension. He also had difficulty in understanding long sentence in text test, he finds difficulty in understanding the long sentence with complicated structured. He must retain multiple pieces of information long enough to engage with the content. He hard to comprehend the text and to identify the reading text.

Based on the explanation above, it can be conclude that this inattention student has more difficulties with sustain attention and selective attention, which involves the ability to recognize inference word, and determine idea. This is evidenced by the result of the precentage of each indicator of reading comprehension obtained by this student which show low score. This student had significantly lower score in comparison with a standardized reading comprehension measured. ADHD students has a huge impact on the focus of activity of those with the conditions. It is very clear that attention is needed in

comprehension because attention allows people to focus or direct their cognitive function on a specific stimulus in order to process it. In line with Tsal (2005) stated that ADHD students have difficulties in selective attention since they get distracted easily. This deficits in different types of attention make ADHD students have difficulties in reading comprehension. Additionally, according to Matthew in ADDitude said that student with ADHD often have difficulty with reading comprehension because it depends on their ability to quickly sound out and recognize words-something that is hard for student with ADHD.

c. AS.In.H.L

ADHD		Reading Comprehension	
Type	Level	Score	Category
Inattention	High	38.00	Low

The table above show that the type and level of ADHD possessed by this student is inattention type and high level. the score and category of reading comprehension that he got is 38.00 and has low category.

According to the result of *GPPH* questionnaire, this student has inattention symptoms that are *sulit untuk memusatkan perhatian dan mudah teralihkan*, with frequency *selalu* (always), *sulit untuk memusatkan perhatian dan mudah teralihkan* with frequency *sering* (often), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu* (always), *mudah terganggu*

dan teralihkan with frequency *selalu* (always), and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *kadang-kadang* (sometimes). It can be concluded that this student has inattention types of ADHD, it seen from the student chooses a lot of inattention questions. The result of *GPPH* questionnaire is on appendix 2, page 84.

While the score and category of reading comprehension that he got is 38.00 and has low category. The ability in reading comprehension of this students is low. The maximum time given to do the test was 60 minutes, this student completed the given test within 57 minutes. If it is related to the condition of students who show a high level of attention, it can be concluded that the time between completing the test is in accordance with the attention condition of this inattention student. This student got the lower score. The findings showed that he apply less effort in determining main idea.

The result of interviews also shows that he had difficulty in comprehension because he should focus all of his attention in task. He should retain multiple pieces of information long enough to engage with the content moreover he was not familiar with the vocabulary. Other than that, he has trouble recognizing common words by sight. He often continue to read at a slow. Crowded classroom condition leading him difficult to concentrate and sustain attention. That is because attention issues make it harder for student with ADHD to concentrated on a text. It is very clear that attention is needed in this case because attention allows people to focus or direct their cognitive function on a specific stimulus in order to process it.

Based on the explanation above, it can be conclude that this inattention student has trouble in focusing concentrate. Other than that he often slow to process information, trouble in paying attention, and trouble following directions. Those inattention symptoms involves the ability to recognize inference word, and determine idea. This is evidenced by the result of the percentage of each indicator of reading comprehension obtained by this student which show the lowest score. This student had significantly lower score in comparison with a standardized reading comprehension measured. In line with Barkley (1998) in American Psychiatric Association stated that a problem for student with ADHD is that reading requires them to focus all of their attention on the task at hand, they must retain multiple pieces of information long enough to engage with the content, meanwhile ADHD students has difficulty maintaining their attention and easily distracted.

d. AS.In.M.A

ADHD		Reading Comprehension	
Type	Level	Score	Category
Inattention	Moderate	53.00	Average

The table above show that the type and level of ADHD possessed by this student is inattention type and moderate level. The score and category of reading comprehension that he got is 53.00 and has average category.

According to the result of *GPPH* questionnaire, this student has inattention symptoms that are *sulit untuk memusatkan perhatian dan mudah*

teralihkan, with frequency *selalu* (always), *sulit untuk memusatkan perhatian dan mudah teralihkan* with frequency *sering* (often), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu* (always), *mudah terganggu dan teralihkan* with frequency *sering* (often), and *memerlukan pertanyaan dan arahan secara berulang* with a frequency *kadang-kadang* (sometimes). It can be concluded that this student has inattention types of ADHD, it seen from the student chooses a lot of inattention questions. The result of *GPPH* questionnaire is on appendix 2, page 85.

While the score and category of reading comprehension that he got is 53.00 and has average category. The maximum time given to do the test was 60 minutes, this student completed the given test within 53 minutes. If it is related to the condition of students who show a moderate level of attention, it can be concluded that the time between completing the test is in accordance with the attention condition of this inattention student. The ability in reading comprehension of this students is average. The findings showed that he apply less effort in making inference, understanding vocabulary and identify detail information.

The result of interviews also shows that he had difficulty in understanding long sentence in text test. It made him did not understand the meaning of the material or sentence, hard to comprehend the text and to identify the reading text. He was not familiar with the vocabulary He need more times to look for the correct answer, moreover when the class situation

are crowded which makes it even more difficult to concentrate. That is because attention issues make it harder for student with ADHD to concentrated on a text. The result of interviews also shows that he had difficulty in understanding long sentence in text test. It made him did not understand the meaning of the material or sentence, hard to comprehend the text and to identify the reading text. He was not familiar with the vocabulary He need more times to look for the correct answer, moreover when the class situation are crowded which makes it even more difficult to concentrate.

Based on the explanation above, it can be concluded that this inattention student has more difficulties with sustain attention and selective attention, other than that he often easily distracted from a task and trouble following through with task. Those inattention symptoms involves the ability to recognize inference word, understanding vocabulary, and identify detail information. This is evidenced by the result of the percentage of each indicator of reading comprehension obtained by this student which show enough score. This student had significantly lower score in comparison with a standardized reading comprehension measured. It is very clear that attention is needed in this case because attention allows people to focus or direct their cognitive function on a specific stimulus in order to process it. In line with Barkley (1998) in American Psychiatric Association stated that a problem for student with ADHD is that reading requires them to focus all of their attention on the task at hand, they must retain multiple pieces of information long

enough to engage with the content, meanwhile ADHD students has difficulty maintaining their attention and easily distracted.

e. AS.Im.M.A

ADHD		Reading Comprehension	
Type	Level	Score	Category
Impulsivity	Moderate	56.00	Average

The table above show that the type and level of ADHD possessed by this student is impulsivity type and moderate level. The score and category of reading comprehension that he got is 53.00 and has average category.

According to the result of *GPPH* questionnaire, this student has impulsivity symptoms that are *permintaan saya harus segera dipenuhi* with frequency *selalu* (always), *sulit untuk mengikuti instruksi* with frequency *selalu* (always). It can be concluded that this student has impulsive types of ADHD, it seen from student chooses a lot of impulsivity questions that has the highest score of questionnaire. The result of *GPPH* questionnaire is on appendix 2, page 86.

While the score and category of reading comprehension that he got is 53.00 and has average category. The maximum time given to do the test was 60 minutes, this student completed the given test within 50 minutes. The ability in reading comprehension of this students is enough. The findings showed that he apply less effort in making inference, understanding vocabulary and identify detail information. He often difficulties waiting for his turn in a

conversation and often finishing other people's sentences or answering before the end of a questions.

Based on the result of interview, he also said that he choose something quickly, frequently interrupts others, and frequently has trouble taking turn with his friends. Certainly, the speed which someone typically makes a decision in a situation of uncertainty is likely to be an important in an activity as fraught with uncertainty as reading.

Based on the explanation above, it can be conclude that impulsive student can present many problems in the field of reading. Students who experience impulsiveness appear to have difficulty controlling activities in various situations where they need to sit quietly, such as in class to complete assignments independently and to organize with their friends. This greatly affects their learning activities, especially when reading comprehension because students need to go through the process of decoding written words and comprehend them and this needs a calm environment to stay focused. This is in contrast to their behaviour where they find it difficult to control their activities.

f. AS.In.M.A

ADHD		Reading Comprehension	
Type	Level	Score	Category
Inattention	Moderate	50.00	Average

The table above show that the type and level of ADHD possessed by this student is inattention type and moderate level. The score and category of reading comprehension that he got is 50.00 and has enough category.

According to the result of *GPPH* questionnaire, this student has impulsivity symptoms that are *permintaan saya harus segera dipenuhi* with frequency *kadang-kadang* (often), *sulit untuk mengikuti instruksi* with frequency *selalu* (always), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *selalu* (always), and *mudah terganggu dan teralihkan* with frequency *sering* (often). It can be concluded that this student has inattention types of ADHD, it seen from the student chooses a lot of inattention questions. The result of *GPPH* questionnaire is on appendix 2, page 86.

While the score and category of reading comprehension that he got is 50.00 and has enough category. The maximum time given to do the test was 60 minutes, this student completed the given test within 49 minutes. The ability in reading comprehension of this students is average. The findings showed that he apply less effort in making inference, understanding vocabulary and identify detail information. He often has trouble organizing task and activities.

The result of interviews also shows that he had difficulty in understanding long sentence in text test. It made him did not understand the meaning of the material or sentence, hard to comprehend the text and to identify the reading text. He was not familiar with the vocabulary He need more times to look for the correct answer, moreover when the class situation

are crowded which makes it even more difficult to concentrate. It is very clear that attention is needed in this case because attention allows people to focus or direct their cognitive function on a specific stimulus in order to process it. ADHD has a huge impact on the focus of activity of those with the condition. Thus reading becomes difficult when intense focus for long periods of time is required. In line with Tsal (2005) stated that ADHD students have difficulties in selective attention since they get distracted easily. This deficits in different types of attention make ADHD students have difficulties in reading comprehension. It is assumed that attention is dominated or affected reading comprehension. It is very clear that attention is needed in this case because attention allows people to focus or direct their cognitive function on a specific stimulus in order to process it.

Based on the explanation above, it can be conclude that this inattention student has more difficulties with sustain attention and selective attention, which involves the ability to recognize inference word, understand vocabulary, and determine idea. This is evidenced by the result of the precentage of each indicator of reading comprehension test obtained by this student which show average score. ADHD has a huge impact on the focus of activity of those with the condition. Thus reading becomes difficult when intense focus for long periods of time is required. In line with Tsal (2005) stated that ADHD students have difficulties in selective attention since they get distracted easily. This deficits in different types of attention make ADHD

students have difficulties in reading comprehension. It is assumed that attention is dominated or affected reading comprehension.

g. AS.In.L.H

ADHD		Reading Comprehension	
Type	Level	Score	Category
Inattention	Low	70.00	High

The table above show that the type and level of ADHD possessed by this student is inattention type and low level. the score and category of reading comprehension that he got is 70.00 and has good category.

According to the result of *GPPH* questionnaire, this student has impulsivity symptoms that *sulit untuk mengikuti instruksi* with frequency *kadang-kadang* (often), *sulit untuk menyelesaikan tugas dan memiliki perhatian singkat* with frequency *kadang-kadang* (often), and *mudah terganggu dan teralihkan* with frequency *tidak pernah* (never). It can be concluded that this student has inattention types of ADHD, it seen from he chooses a lot of inattention questions. The result of *GPPH* questionnaire is on appendix 2, page 87.

While the score and category of reading comprehension that he got is 70.00 and has good category. The ability in reading comprehension of this students is high.

Based on the explanation above, it can be conclude that even though this student has inatenntion symptomps, but in reading comprehension he does

not have many difficulties. Sometimes he difficult with sustain attention and selective attention but because of he exciting with the text and it supported by him having sufficient vocabulary which make it easier time maintaining attention on reading passage.

h. AS.Im.L.H

ADHD		Reading Comprehension	
Type	Level	Score	Category
Impulsivity	Low	76.00	High

The table above show that the type and level of ADHD possessed by this student is impulsivity type and low level. The score and category of reading comprehension that he got is 76.00 and has high category.

According to the result of *GPPH* questionnaire, this student has impulsivity symptoms that are *permintaan saya harus segera dipenuhi* with frequency *selalu* (always), *sulit untuk mengikuti instruksi* with frequency *selalu* (always). The result of *GPPH* questionnaire is on appendix 2, page 88.

While the score and category of reading comprehension that he got is 76.00 and has high category. The maximum time given to do the test was 60 minutes, this student completed the given test within 47 minutes. If it is related to the condition of students who show a low level of impulsivity, it can be concluded that the time between completing the test is in accordance with the impulsivity condition of this student. The ability in reading comprehension of this students is high.

Based on the explanation above, it can be conclude that even though this student has impulsivity symptomp, but in reading comprehension he does not have many difficulties, one of them is because he has a lot of vocabulary, which makes it easier for him to understand the text. Besides that he sometimes finds it difficult to controlling activities in various situations, but he can react to it with trying to focus, so he can control himself deeply in taking turns.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion written in the previous chapter, in this sub-chapter the researcher presents the conclusion of the research. After did the research in SMPN 1 Mojogedang, the researcher found that ADHD is not only found in students who have detected ADHD but in normal students. Normal students but there are disturbances that they were not aware of. It turns out that ADHD students are invisible except through an individual approach, the instrument that can be used is a questionnaire

After did the research to 30 students in class 8F at SMPN 1 Mojogedang, it was found out that there were 8 students indicated as ADHD, 6 students has inattention types and 2 students has impulsivity types of ADHD symptoms. The level of ADHD are high for 2 students, moderate for 4 students, and low for 2 students.

Based on the result of the research, among the three subtypes of ADHD according to DSM-V, inattention has more possibilities of presenting reading comprehension difficulties. It was found on that there are 2 inattention type of ADHD got low reading comprehension category, 3 inattention type students and 1 impulsivity type of ADHD students got average reading comprehension category, 1 inattention and 1 impulsivity types of ADHD students got high reading

comprehension category. Mostly of ADHD students were difficult in answering the questions in literal levels. Most of ADHD students failed in comprehending recount text. There were several mistakes that they did in comprehending specific information in recount text, one of the reason is because they could not get the information from the reading text because they difficulty maintaining their concentration ability. It has already been known that ADHD symptoms and reading significantly predict each other. Moreover it appears that ADHD symptoms are a significantly stronger predictor of reading than the other way around.

B. Suggestion

Based on the result of the research and the conclusions of reading comprehension on ADHD students, the researcher wants to suggest some points for the English teacher and the further researchers. The suggestion are intended to find and enhance the effective ways in teaching reading especially for ADHD students in junior high school. The recommendations are presented as follows:

1. For the English teachers

The teacher needs to pay attention to improve ADHD students ability in reading comprehension, especially in recount text. The teachers are hoped to use persuasive approach in teaching process. The ADHD students' difficulties in learning are more easily to solved by using persuasive approach. So that, the teacher knows the personality of the ADHD students and can achieve the goals to teaching learning.

2. ADHD students

For ADHD students the researcher suggest that they should learn more about language features of recount text, do more exercise in order to progress comprehending language features and improve their vocabulary in other that the ADHD students know the meaning of words that found in recount text.

3. For other researchers

This research is limited to find out the ADHD students' ability in reading comprehension, the researcher hopes that the result of this research can be used as reference to conduct further research related to this study.

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APPENDICES

APPENDIX 1

The Questionnaire of GPPH

Formulir Deteksi Dini Gangguan Pemusatan Perhatian (GPPH)

Nama :

Kelas : VIII F

Instruksi : Lingkari angka disebelah item yang sesuai dengan perilaku anda.

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	1	2	3
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	2	3
3.	Saya pelupa dalam kegiatan sehari-hari.	0	1	2	3
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	3
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	0	1	2	3
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	1	2	3
7.	Permintaan saya harus segera dipenuhi.	0	1	2	3
8.	Saya mudah terganggu.	0	1	2	3
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	2	3
10.	Saya merasa sulit untuk menunggu giliran.	0	1	2	3

APPENDIX 2

The Result of *Formulir Gangguan Pemusatan Perhatian dan Hiperaktifitas* (GPPH Questionnaire) to Diagnose ADHD.

1. Name : AS.In.M
 Date : Tuesday, 14 January 2020
 Time : 09.00 – 09.30
 Place : VIII F Class

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	1	(2)	3
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	2	(3)
3.	Saya pelupa dalam kegiatan sehari-hari.	0	1	2	(3)
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	(3)
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	0	(1)	2	3
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	1	2	(3)
7.	Permintaan saya harus segera dipenuhi.	0	(1)	2	3
8.	Saya mudah terganggu.	0	1	2	(3)
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	(2)	3
10.	Saya merasa sulit untuk menunggu giliran.	0	1	(2)	3

2. Name : AS.In.H
 Date : Tuesday, 14 January 2020
 Time : 09.00 – 09.30
 Place : VIII F Class

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	(1)	2	3
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	2	(3)
3.	Saya pelupa dalam kegiatan sehari-hari.	0	1	2	(3)
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	(3)
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	0	1	2	(3)
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	1	2	(3)
7.	Permintaan saya harus segera dipenuhi.	0	1	(2)	3
8.	Saya mudah terganggu.	0	1	2	(3)
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	2	(3)
10.	Saya merasa sulit untuk menunggu giliran.	0	1	(2)	3

3. Name : AS.In.H
 Date : Tuesday, 14 January 2020
 Time : 09.00 – 09.30
 Place : VIII F Class

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	1	(2)	3
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	2	(3)
3.	Saya pelupa dalam kegiatan sehari-hari.	0	1	(2)	3
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	(3)
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	0	1	2	(3)
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	1	2	(3)
7.	Permintaan saya harus segera dipenuhi.	0	1	(2)	3
8.	Saya mudah terganggu.	0	1	2	(3)
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	2	(3)
10.	Saya merasa sulit untuk menunggu giliran.	0	(1)	2	3

4. Name : AS.In.M
 Date : Tuesday, 14 January 2020
 Time : 09.00 – 09.30
 Place : VIII F Class

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	(1)	2	3
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	2	(3)
3.	Saya pelupa dalam kegiatan sehari-hari.	0	1	(2)	3
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	(3)
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	(0)	1	2	3
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	1	2	(3)
7.	Permintaan saya harus segera dipenuhi.	0	(1)	2	3
8.	Saya mudah terganggu.	0	1	2	(3)
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	(2)	3
10.	Saya merasa sulit untuk menunggu giliran.	0	(1)	2	3

5. Name : AS.Im.M
 Date : Tuesday, 14 January 2020
 Time : 09.00 – 09.30
 Place : VIII F Class

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	1	2	(3)
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	(2)	3
3.	Saya pelupa dalam kegiatan sehari-hari.	0	1	(2)	3
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	(3)
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	0	1	2	(3)
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	(1)	2	3
7.	Permintaan saya harus segera dipenuhi.	0	1	2	(3)
8.	Saya mudah terganggu.	(0)	1	2	3
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	2	(3)
10.	Saya merasa sulit untuk menunggu giliran.	0	1	2	(3)

6. Name : AS.In.M
 Date : Tuesday, 14 January 2020
 Time : 09.00 – 09.30
 Place : VIII F Class

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	1	2	(3)
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	2	(3)
3.	Saya pelupa dalam kegiatan sehari-hari.	0	(1)	2	3
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	(3)
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	0	1	2	(3)
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	1	2	(3)
7.	Permintaan saya harus segera dipenuhi.	0	1	(2)	3
8.	Saya mudah terganggu.	0	1	(2)	3
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	(2)	3
10.	Saya merasa sulit untuk menunggu giliran.	0	1	(2)	3

7. Name : AS.In.L
 Date : Tuesday, 14 January 2020
 Time : 09.00 – 09.30
 Place : VIII F Class

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	1	2	3
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	2	3
3.	Saya pelupa dalam kegiatan sehari-hari.	0	1	2	3
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	3
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	0	1	2	3
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	1	2	3
7.	Permintaan saya harus segera dipenuhi.	0	1	2	3
8.	Saya mudah terganggu.	0	1	2	3
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	2	3
10.	Saya merasa sulit untuk menunggu giliran.	0	1	2	3

8. Name : AS.Im.L
 Date : Tuesday, 14 January 2020
 Time : 09.00 – 09.30
 Place : VIII F Class

No	Item	Tidak Pernah	Terkadang	Sering	Sangat Sering
1.	Saya tidak kenal lelah, dan menyukai aktifitas yang berlebihan.	0	1	2	3
2.	Saya sulit untuk memusatkan perhatian dan mudah teralihkan.	0	1	2	3
3.	Saya pelupa dalam kegiatan sehari-hari.	0	1	2	3
4.	Saya sulit untuk menyelesaikan tugas, dan memiliki perhatian singkat.	0	1	2	3
5.	Ketika gelisah, saya menggerakkan anggota badan terus menerus.	0	1	2	3
6.	Saya merasa kesulitan untuk terlibat dalam suatu kegiatan.	0	1	2	3
7.	Permintaan saya harus segera dipenuhi.	0	1	2	3
8.	Saya mudah terganggu.	0	1	2	3
9.	Suasana hati saya cepat berubah, cepat dan drastis.	0	1	2	3
10.	Saya merasa sulit untuk menunggu giliran.	0	1	2	3

APPENDIX 3**Scoring of *GPPH* Questionnaire of ADHD Students**

Name	Number of Questionnaire										Score			Total Score	Type
	1 H	2 In	3 In	4 In	5 H	6 In	7 Im	8 In	9 In	10 Im	In	H	Im		
Student 1	2	3	3	3	1	3	1	3	2	2	15	3	5	23	Inattention
Student 2	1	3	3	3	3	3	2	3	3	2	15	4	7	26	Inattention
Student 3	2	3	2	3	3	3	2	3	3	1	14	5	6	25	Inattention
Student 4	1	3	2	3	0	3	1	3	2	1	14	1	4	19	Inattention
Student 5	3	2	2	3	3	1	3	0	3	3	8	6	9	23	Impulsivity
Student 6	3	3	1	3	3	3	2	2	2	2	12	6	6	24	Inattention
Student 7	0	1	2	0	1	2	3	3	1	2	8	0	6	14	Inattention
Student 8	0	2	2	2	1	2	3	0	3	3	8	1	9	18	Impulsivity

APPENDIX 3**Documentation of Reading Comprehension Score**

No	Name	Reading Scores	Category
1	Student 1	60.00	Average
2	Student 2	40.00	Low
3	Student 3	38.00	Low
4	Student 4	53.00	Average
5	Student 5	56.00	Average
6	Student 6	50.00	Average
7	Student 7	76.00	High
8	Student 8	70.00	High

APPENDIX 4**The Blueprint of Reading Comprehension Questions**

No	Reading Aspect	Item Number	Percentage of Item
1.	Determining Main Idea	1, 6, 16, 18, 21, 26, 28	20%
2.	Finding Detail Information	2, 12, 13, 14, 17, 19, 23, 24, 25	30%
3.	Understanding Vocabulary	10, 15, 20, 22, 27, 29, 30	30%
4.	Finding Inference	3, 4, 5, 7, 8, 9, 11	20%
Total		30 items	100%

APPENDIX 5**Reading Comprehension Test**

Name :

Class :

Read the text carefully and choose the correct answers.**The following text is for questions 1 to 4.**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

1. The text above mainly discusses about.....
 - a. the writer's trip to Yogyakarta
 - b. the writer's first visit to Prambanan
 - c. the writer's impression about the guide
 - d. the writer's experience at Yogya Kraton
2. What are the big temples in Prambanan?
 - a. angkor wat, syiwa, and sudra temples
 - b. paria, brahmana, and temples
 - c. brahmana, syiwa, and wisnu temples
 - d. wisnu, syiwa, and borobudur temples

3. Why did they only visit Brahma and Syiwa temples?
 - a. because there was no wisnu temple
 - b. because wisnu temple was amazing
 - c. because wisnu temple was too small
 - d. because wisnu temple was being repaired
4. Where did they go after visiting Yogya Kraton ?
 - a. Malioboro
 - b. Borobudur
 - c. Prambanan
 - e. Jakarta
5. When did they go home?
 - a. On Saturday morning
 - b. On Friday evening
 - c. On Thursday evening
 - d. On Saturday evening

The following text is for questions 6 to 10.

Yesterday was Anjani's birthday. She invited all her classmates to her house. She said, "it's not necessary to bring gifts. Just come and have fun in my house." She also added, "Wear a casual outfit."

I went to Anjani's house with Balqis and Esta. We arrived at her house at about four. My mum took us there. When we arrived, some friends were already there. There were no ballons, birthday cake, or happy birthday songs. We played outside the house instead. Anjani's mum had prepared us a bike, an electric bike, a scooter and a ball. The girls went around the housing complex on the bicycles and the scooters, and the boys played football. I couldn't ride a bike, so I sat in the back seat while Esta rode the bike. It was a lot of fun.

At a half past six, we stopped our activities and went inside the house. We prayed and had dinner together. We were so hungry that we ate up the food. Then, at about seven, we all went home. We were very tired, but happy.

6. What is the text about ?
- How to ride a bike
 - Anjani's birthday celebration
 - Kinds of bikes for kids
 - The writer's experience during the holidays
7. "Wear a casual outfit" (Paragraph 1)
Why did Anjani say that to her friends ?
- The activities were conducted outdoors
 - The theme was a princess party
 - It was a birthday party
 - It was a rainy day
8. How did the writer feel that evening ?
- Annoyed
 - Pleased
 - Sorry
 - Upset
9. "We arrived at her house at about four" (Paragraph 2)
The underlined word refers to_____
- Balqis, Esta, and the writer
 - Anjani's classmates
 - The writer's friends
 - Anjani's parents
10. " She also added, "Wear a casual outfit" (Paragraph 2)
The underlined word is closest in meaning to.....
- Jacket
 - Clothes
 - Shoes
 - Skirt

The following text is for questions 11 to 15.

It was a fine morning. Anisah went to school early as usual. She wore her batik shirt and a dark blue skirt. As she was walking slowly along the sidewalk, some people were walking there, too. Some cars and motorcycles were moving along the street. There were not many vehicles on the street. Maybe that was why the cars and motorcycles were whisking fast.

Anisah stopped by the zebra crossing and waited for the traffic lights to turn red. After sometime, the light turned red. Anisah walked slowly across the zebra crossing. To her surprise, a motorcycle suddenly appeared from the right side of a car. There was no time for the rider to brake. The motorcycle grazed her. The people who saw the accident cried in horror. Anisah fell to the ground and fainted. The rider was injured too. Soon people gathered around the two victims. Some helped Anisah and the rider.

11. How was the street that morning ?

- a. A bit quiet
- b. Crowded
- c. Jammed
- d. Empty

12. Anisah was walking across the zebra crossing when the traffic light was _____

- a. red
- b. green
- c. yellow
- d. orange

13. What grazed Anisah ?

- a. A car
- b. A bus
- c. A truck
- d. A motorcycle

14. The rider was _____ in the accident.

- a. killed
- b. scared
- c. injured
- d. Fainted

15. "As she was walking slowly along the sidewalk, some people were walking there, too." (Paragraph 1)

The underlined word is closest in meaning to.....

- a. street
- b. zebracross
- c. sideway
- d. traffic light

The following text is for questions 16 to 20

Last weekend, I visited my pen pal's house. His name is Anto. There were many activities I did there. In the morning, Anto and I had breakfast. We had traditional food. I liked it very much.

After breakfast, he took me to the garden behind his house. The garden was very big and beautiful. There is a big bird cage in the garden. There were many kinds of birds in that cage. I spent a long time feeding the birds. I also took pictures with those beautiful birds.

After visiting the bird cage, Anto and I went to the flower garden not far from his house. We took a rest and had lunch under a big tree and watch butterflies flying above colourful flowers. In the afternoon, we swam in the pool in the backyard. It was so fun. I really enjoyed my time with Anto.

16. The text tells us about
- A holiday at a friend's place
 - A picture of bird
 - A big bird cage
 - A big garden
17. Where did the writer spend his afternoon ?
- Under a tree
 - Inside big bird cage
 - In the flower garden
 - In the swimming pool
18. What is the last paragraph about ?
- Anto had butterflies as his pet
 - The writer's friend is a good swimmer
 - There are a lot of flowers in Anto's house
 - The writer had a good time with his friend
19. From the text, we know that the writer
- Had gone and visited many place during his holiday
 - Lived in the same village with his pen pal, Anto
 - Liked butterflies and swimming very much
 - Spent his holiday at friend's house
20. "I really enjoyed my time with Anto."
- The underlined word is closest in meaning to
- upset
 - sorry
 - savor
 - annoyed

The following text is for questions 21 to 25

It was about half past three in the afternoon. Mr Tugiyo had just finished collecting firewood from the forest nearby. He was walking home to take a bath and get some rest before dusk.

When he walked to his yard, he didn't notice anything suspicious. However, as he was about to enter his house, he saw a tiger in his living room. The big cat was staring at him. He was frozen with horror, but then he realised his family was in danger, too. He saw his wife standing in front of the bedroom door. Her face was as white as paper.

Mr Tugiyo slowly stepped back and gave a sign to his wife to enter the bedroom and lock the door. After making sure that his wife was safely inside, he quickly closed the front door. Then, he cried for help. One of the neighbours called the police. Soon, some policemen and officers said that the tiger was from the nearby forest and was roaming around the village to find some food.

21. What is the best titled for the story ?

- | | |
|----------------------------------|-----------------------------|
| a. A Tiger in a Villager's House | c. The Police and the Tiger |
| b. A Tiger in the Local Zoo | d. Finding food for a Tiger |

22. "Her face was as white as paper" (Paragraph 2)

What is the meaning of the underlined words ?

- | | |
|---------|-----------|
| a. Soft | c. Clean |
| b. Pale | d. Tender |

23. Where was the tiger when Mr Tugiyo saw it for the first time ?

- | | |
|-----------------|-----------------------|
| a. In the yard | c. In the bedroom |
| b. In the woods | d. In the living room |

24. How did Mrs Tugiyo save herself ?

- By locking herself inside the bedroom
- By staying still behind the front door
- By hiding behind the door
- By lying on the bed

25. Why did the tiger enter Mr Tugiyo's house ?

- | | |
|------------------------|-------------------|
| a. To sacre the people | c. To take a walk |
| b. To find its family | d. To get food |

The following text is for questions 26 to 30.

I travelled with my father to Cilacap by bus last month. We started from Semarang at five in the afternoon. My father told me that it would take six hours. My father and I sat right behind the driver. Soon, I fell asleep. I woke up several times to change my position. I heard father talking with the driver.

At half past ten, I woke up. I knew that we were approaching Cilacap so I decided not to go back to sleep. I saw my father was sleep at that time.

The bus speed along in the middle of the night. I was enjoying the lamps along the street through the window next to me when suddenly I saw a cow in front of the bus. The bus driver braked immadiately. All the passangers were startled and woke up. The driver assured us that there was no accident. A cow suddenly came out of nowhere and tried to cross the street, but the bus successfully avoided a collision with it. The passangers went back to sleep and our journey continued.

26. What is the best titled for the story ?
- a. The writer's experience in Cilacap
 - b. Holiday in Semarang
 - c. A shock in the middle of the night
 - d. The bus accident
27. "The passangers went back to sleep and our journey continued".
The underlined word is closest in meaning to
- a. explore
 - b. holiday
 - c. visited
 - d. trip
28. What is the last paragraph about ?
- a. He was sleepy and wanted to get some rest
 - b. There was an accident in front of the bus
 - c. One of the passengers wanted to get off
 - d. A cow suddenly crossed the street
29. What likely happened to the cow ?
- A. It was hit by another vehicle
 - B. It crossed the street safely
 - C. It was hit by the bus
 - D. It was injured
30. When did the accident occur ?
- A. Around 5 PM
 - C. Around midnight

APPENDIX 6**Key Answer**

1. A	11. B	21. A
2. C	12. A	22. B
3. D	13. D	23. A
4. B	14. C	24. A
5. D	15. C	25. D
6. B	16. A	26. C
7. A	17. D	27. D
8. B	18. D	28. D
9. A	19. D	29. A
10. B	20. C	30. B

APPENDIX 7

The Interview Guide English Teacher and ADHD Students

The interview guide with English Teacher

1. Have you ever heard of the term ADHD, its types and symptoms?
2. After I explained about the 3 types of ADHD; attention, hyperactivity, and impulsivity, where the symptoms of these types are usually seen when the child enters the age of 3 - 11 years, but in reality it is not, many children do not realize it, what do you think about this?
3. ADHD greatly affects one's academics, many students have difficulty in writing, listening, speaking, and also reading. Difficulty reading is one of the most difficult things for them, what do you think about this?
4. In reading comprehension requires concentration, what factors can interfere with student concentration?
5. After I explained about each type and symptom of ADHD, did you think that at SMPN 1 Mojogedang there were students with these characteristics?

The interview guide with ADHD Students

1. What do you think about the reading comprehension tests that have been taken?
2. Are there any problems when doing the test? what problems did you experience when doing the test?
3. Do you have difficulty concentrating during the learning process or when you are doing assignments / tests?

**Transcript of Interview; between the Researcher with Ms. Endang Siswiyanti, SS
as the English Teacher at SMPN 1 Mojogedang.**

Date : Monday, 13 January 2020

Time : 13.00-13.30 WIB

Interviewee : Endang Siswiyanti, SS

Place : Teacher Office at SMPN 1 Mojogedang

Researcher : *Selamat siang bu, sebelumnya perkenalkan saya Nanda Indira mahasiswa Pendidikan Bahasa Inggris ingin menanyakan beberapa pertanyaan terkait pemahaman siswa ADHD terhadap mata pelajaran Bahasa Inggris khususnya pada reading comprehension.*

Ms. Endang : *Baik mbak.*

Researcher : *Apakah ibu mengetahui istilah gangguan pemustaan perhatian dan hiperaktif atau dalam istilah psikologi dikenal dengan sebutan Attention Deficit Hyperactive Disorders (ADHD) ?*

Ms. Endang : *Kalau untuk istilah lebih detailnya saya kurang tahu mbak. Itu seperti anak yang sulit konsentrasi dan hiperaktif ya mbak ?*

Researcher : *Iya ibu, kurang lebih seperti itu. Seseorang dengan karakteristik ADHD cenderung menunjukkan karakteristik yang khas. ADHD sendiri memiliki 3 karakteristik yang ditandai dengan banyak gejala. Yang pertama ada yang namanya Inattention dimana seseorang dengan karakteristik ini*

menunjukkan gejala sulit untuk memusatkan perhatian, perhatiannya mudah teralihkan, kurang respon terhadap tugas, dan sulit untuk mengikuti instruksi yang diberikan. Yang kedua yaitu impulsivity, gejala dari karakteristik ini dapat berupa tingkah laku yang kurang terkendali, sulit untuk menunda respons, terlalu cepat memberikan respons, terlalu cepat memberikan jawaban sebelum pertanyaan selesai ditanyakan. Dan karakteristik yang terakhir yaitu Hiperactivity atau hiperaktif, gejala yang sering dijumpai seperti kegelisahan dan tidak bisa diam.

Ms. Endang : *Oh ya ya ya...kalau yang sulit untuk konsentrasi dan hiperaktif saya sudah sering dengar mbak, tapi hanya sekedarnya saja. Lalu bagaimana mbak ?*

Researcher : *Gejala ADHD bisa terlihat dari anak umur 3-11 tahun, tapi banyak sekali yang tidak menyadari gejala-gejala tersebut termasuk gejala dari ADHD sampai seseorang tersebut tumbuh dewasa. ADHD sangat berdampak dan mempengaruhi akademik seseorang, terutama pada proses pembelajaran dan pengerjaan tugas atau test.*

Ms. Endang : *Sepertinya banyak ya mbak siswa yang merasakan gejala-gejala dari ADHD namun mereka tidak menyadari bahwa gejala tersebut termasuk gejala dari ADHD. Karna banyak sekali siswa yang perhatiannya mudah teralihkan dan sulit untuk berkonsentrasi, apalagi kalau ada suara-suara dari luar ruang kelas.*

Researcher : *Ya benar sekali ibu, banyak siswa yang merasakan gejala tersebut dan sangat berdampak pada akademik mereka. Banyak siswa ADHD yang*

mengalami kesulitan dalam writing, listening, speaking, dan juga reading. Kesulitan dalam reading menjadi salah satu hal yang tersulit bagi mereka, karena dalam reading comprehension siswa tersebut dituntut untuk memahami teks dalam waktu yang telah ditentukan, padahal siswa yang memiliki gejala ADHD sangat sulit untuk memusatkan perhatian dan mudah teralihkan. Konsentrasi siswa sangat dibutuhkan dalam memahami isi teks.

Ms. Endang : Betul mbak, sering terjadi ketika guru memberikan teks lalu mengintruksi siswa untuk memahami teks tersebut dalam waktu yang telah ditentukan namun siswa tersebut belum mampu untuk memahami teks atau menyelesaikan instruksi yang telah diberikan. Banyak faktor ya mbak, seperti kurangnya vocabulary, teks yang panjang, waktu yang diberikan, konsentrasi siswa yang mudah teralihkan, siswa yang tidak bisa diam, ditambah lagi dengan suasana kelas yang ramai, ya mbak.

Researcher : Ya bu, apalagi ketika teks tersebut isinya panjang ya bu, hehehe

Ms. Endang : Betul mbak, mangkanya tadi saya bilang bahwa waktu yang diberikan oleh guru kepada siswa untuk mengerjakan atau memahami teks sangat berpengaruh dalam hal ini. Padahal waktu yang diberikan juga sudah sesuai.

Researcher : Benar bu, waktu dalam mengerjakan atau memahami teks biasanya sudah sesuai.

Ms. Endang : Ya mbak.

Researcher : *Dari penjelasan saya diatas mengenai gejala dari ADHD, menurut ibu apakah ada siswa dari SMPN 1 Mojogedang yang terindikasi memiliki gejala ADHD bu ?*

Ms. Endang : *Wah banyak sekali mbak, mungkin saya juga termasuk ya, hehehe. Ada beberapa kelas yang menurut saya terdapat banyak siswa dalam kelas tersebut yang terindikasi sebagai siswa ADHD mbak.*

Researcher : *Baik bu, nanti saya akan mengambil beberapa kelas untuk saya berikan kuesioner dan saya akan mengambil beberapa siswa dari kelas tersebut yang terindikasi memiliki gejala ADHD yang nantinya saya akan mengukur pemahaman siswa ADHD tersebut pada reading comprehension, karena gejala ADHD sangat mempengaruhi pemahaman pada teks reading.*

Ms. Endang : *Siap mbak, untuk kelasnya nanti akan saya kabarkan ya mbak.*

Researcher : *Terimakasih ibu sebelumnya.*

Ms. Endang : *Sama-sama mbak, nanti kalau ada yang perlu ditanyakan hubungi saya lagi tidak apa-apa mbak.*

Researcher : *Baik ibu, terimakasih.*

Transcript of Interview; between the Researcher with ADHD Students at SMPN 1 Mojogedang

Date : Monday- Friday, 20-24 January 2020
 Time : 13.00-13.30 WIB
 Interviewees : ADHD Students at SMPN 1 Mojogedang
 Place : VIII F Class

1. Student 1

Researcher : *Halo dek, terimakasih ya kemarin sudah mengisi kuesioner dan menyelesaikan test yang sudah mbak berikan.*

Informant : *Siap nu mbak.*

Researcher : *Gimana dek test yang kemarin ?*

Informant : *Susah mbak, banyak kata-kata yang aku gak tahu artinya.*

Researcher : *Selain itu dek ?*

Informant : *Di kelas rame banget og mbak, padahal lagi ngerjain test. Terus yang teksnya tentang sapi-sapi kae lho mbak kui panjang banget.*

Researcher : *Apa iya kepanjangan dek ? hehehe. Kamu terganggu ta kalo kelas lagi ramai ?*

Informant : *Iya mbak, terganggu. Kan aku lagi konsentrasi gitu lho mbak hehehe*

Researcher : *Sulit konsentrasi sama gampang teralihkan ya dek ?*

Informant : *Iya mbak bener.*

Researcher : *Oh ya gimana tadi teks yang panjang itu dek ? Susah memahaminya ?*

Informant : *Iya mbak aku banyak yang ga tau artinya terus teksnya juga panjang.*

Hasil tes ku gimana mbak ?

Researcher : *Rahasia dong dek nilainya hehehe. Ya udah, terimakasih ya dek sudah mau jawab pertanyaan mbak barusan.*

Informant : *Okey mbak, nanti nilaiku kasih nilai yang bagus ya hehehe*

2. Student 2

Researcher : *Halo dek, terimakasih ya kemarin sudah mengisi kuesioner dan menyelesaikan test yang sudah mbak berikan.*

Informant : *Sama-sama mbak, gimana mbak hasilnya ? nilaiku bagus gak ?*

Researcher : *Ya rahasia dong dek nilainya hehe. Gimana susah ta kemarin test nya ?*

Informant : *Lumayan i mbak, ada teks yang panjang itu aku belum selesai ngerjain tapi waktunya udah habis duluan.*

Researcher : *Wah.. padahal waktu untuk ngerjain testnya kaya biasanya lho dek, udah sesuai.*

Informant : *Tapi ya gimana ya mbak belum selesai ngerjain padahal lho teksnya panjang juga mbak.*

Researcher : *Dek, ini mbak mau tanya-tanya tentang kuesioner yang mbak berikan kemarin.*

Informant : *Iya gimana mbak ?*

Researcher : *Ketika proses pembelajaran kamu apa sulit untuk berkonsentrasi ?*

Informant : *Sering mbak, lha temen-temen didalam kelas sering ramai pas bu guru sedang menjelaskan, kadang juga suara dari luar ruang kelas itu*

juga mbak, haduh ribut kadang temen-temen saya dari kelas lain manggil nama saya gitu. Jadi saya susah mbak untuk konsentrasi.

Researcher : *Berarti mudah teralihkan ya dek ?*

Informant : *Iya mbak.*

Researcher : *Oh iya tadi kamu bilang pas kamu mengerjakan test yang mbak berikan kemarin kamu belum selesai mengerjakan tapi waktu sudah habis ya ? Kenapa ?*

Informant : *Lha itu mbak, pas aku ngerjain tes kemarin temen-temen aku manggil-manggil nama saya dari luar ruang kelas, jadinya saya susah konsentrasi, kaya buyar gitu lho mbak hehehe.*

Researcher : *Mungkin temanmu usil ya hehehe. Selain itu apalagi dek ? Teks nya kepanjangan po ?*

Informant : *Lha kui hoo mbak, teksnya panjang sekali, aku belum tau teksnya tentang apa, terus temen-temen manggil namaku dari luar kelas aku tambah gak konsentrasi mbak, terus waktunya udah mau habis mbak, waduh modyar mbak hehehe. Membaca itu susah nya memahaminya mbak.*

Researcher : *Hehehe, kalau untuk tugas-tugas gitu apa kamu juga sering kehabisan waktu pas mengerjakan tugas yang dikasih guru dek ?*

Informant : *Tergantung mbak, kalau teksnya panjang-panjang gitu kadang susah, ditambah lagi kelasku rame mbak, jadi ya emang susah.*

Researcher : *Oh gitu dek, terimakasih ya dek sudah mau mbak tanya-tanya*

Informant : *Okey mbak.*

3. Student 3

Researcher : *Halo dek, terimakasih ya kemarin sudah mengisi kuesioner dan menyelesaikan test yang sudah mbak berikan.*

Informant : *Sama-sama mbak.*

Researcher : *Gimana dek testnya kemarin ?*

Informant : *Susah banget mbak, waktunya kemarin gak mbak tambahin juga.*

Researcher : *Hehe waktunya udah sesuai dek, seperti biasanya. Selain itu dek ?*

Informant : *Aku banyak gak paham artinya apa mbak, terus teks yang disoal ada yang panjang sekali. Jadi susah untuk mahaminnya.*

Researcher : *Susah memahaminya karena apa dek ? Apa hanya karna waktunya yang kurang ?*

Informant : *Banyak mbak, yaa karna banyak kata yang aku gak tahu artinya mbak, kadang juga aku ulang-ulang bacanya siapa tahu bisa paham gitu mbak hehe, selain itu juga teksnya panjang.*

Researcher : *Kondisi kelas saat test kemarin lumayan ramai, padahal sedang mengerjakan test. Apa kamu merasa terganggu dek ?*

Informant : *Sangat terganggu mbak, jadinya sulit untuk konsentrasi, padahal waktu tinggal sedikit tapi aku belum selesai ngerjain testnya, kelas ribut sekali, ada yang manggil-manggil dari luar ruang kelas, ada yang jalan-jalan, haduh pokoknya ribut mbak.*

Researcher : *Mudah teralihkan ya dek oleh sekitar ?*

Informant : *Iya mbak, soalnya ribut dan ramai sekali.*

Researcher : *Oh iya dek, terimakasih ya sudah mau mbak tanya-tanya.*

Informant : *Sama-sama mbak.*

4. Student 4

Researcher : *Halo dek, terimakasih ya kemarin sudah mengisi kuesioner dan menyelesaikan test yang sudah mbak berikan.*

Informant : *Iya mbak sama-sama.*

Researcher : *Gimana dek tes kemarin ?*

Informant : *Lumayan mbak, ada yang susah ada yang gampang, tapi lebih banyak susahnyanya hehe.*

Researcher : *Yang susah yang bagian mana aja dek ?*

Informant : *Yang teksnya panjang-panjang mbak. Aku sulit mahaminnya.*

Researcher : *Sulit gimana dek ? gak tau artinya atau kenapa ? atau karna suasana kelas juga ramai ya ?*

Informant : *Iya mbak bener semua hehe. Teksnya panjang-panjang terus aku banyak yang gak tahu artinya, selain itu suasana kelas juga ramai.*

Researcher : *Sulit untuk konsentrasi dan mudah teralihkan ya dek ?*

Informant : *Iya mbak.*

Researcher : *Oh iya dek, terimakasih ya sudah mau mbak tanya-tanyain.*

Informant : *Oke mbak, sama-sama.*

5. Student 5

Researcher : *Halo dek, terimakasih ya kemarin sudah mengisi kuesioner dan menyelesaikan test yang sudah mbak berikan.*

Informant : *Oh siap mbak, selalu siap hehehe*

Researcher : *Gimana dek tes kemarin ? Gampang kan ? hehe*

Informant : *Susah-susah gampang mbak.*

Researcher : *Waduh berarti banyak susahnya ya dek ? hehe*

Informant : *Ya setengah-setengah deh mbak hehehe.*

Researcher : *Yang mana aja dek ?*

Informant : *Teksnya banyak yang panjang-panjang mbak, terus aku gak tahu artinya, jadinya susah, gak ngerti teksnya tentang apa. Terus dikelas ramai banget mbak padahal lagi ujian, ya udah aku teriak-teriak nyuruh temen biar diam.*

Researcher : *Sewaktu proses pembelajaran, kamu apa kuga merasa sulit ketika guru mengintruksi untuk membaca lalu memahami dek ?*

Informant : *Iya mbak, apalagi kalau teksnya panjang ditambah lagi aku ga tahu artinya, jadinya malas mbak.*

Researcher : *Oh ya dek, pas tes kemarin mbak lihat kamu sering menjawab pertanyaan dari teman ketika temanmu bertanya ke mbak tentang soal yang kurang dimengerti.*

Informant : *Iya mbak, lha temenku tanya terus ke mbak berulang-ulang, jadi ya udah mbak tak jawab aja sekalian.*

Researcher : *Oh gitu dek. Terimakasih ya sudah mau mbak wawancarai.*

Informant : *Oke mbak sama-sama juga.*

6. Student 6

Researcher : *Halo dek, terimakasih ya kemarin sudah mengisi kuesioner dan menyelesaikan test yang sudah mbak berikan.*

Informant : *Sama-sama mbak.*

Researcher : *Testnya kemarin bagaimana dek ? Apa ada kendala ?*

Informant : *Kendalanya karena kelasnya ramai mbak, hehe.*

Researcher : *Terganggu ya dek kalau kelasnya ramai ? Selain itu dek ?*

Informant : *Ya lumayan terganggu mbak. Selain itu mungkin karna teksnya banyak yang panjang-panjang mbak, hehe.*

Researcher : *Jadinya sulit konsentrasi ya dek ?*

Informant : *Iya mbak, tapi aku diemin aja sih mbak, soalnya biasanya ada temenku yang teriak-teriak gitu.*

Researcher : *Teksnya panjang-panjang gitu kamu apa sulit memahaminya dek ?*

Informant : *Lumayan mbak, ada beberapa kata juga yang aku gak tahu artinya, ada yang aku tahu juga artinya mbak.*

Researcher : *Oh gitu dek, ya udah terimakasih ya sudah mau mbak tanya-tanya.*

Informant : *Sama-sama mbak.*

7. Student 7

Researcher : *Halo dek, terimakasih ya kemarin sudah mengisi kuesioner dan menyelesaikan test yang sudah mbak berikan.*

Informant : *Oke mbak, sama-sama*

Researcher : *Gimana dek tes kemarin ? ada kendala-kah ?*

Informant : *Yaa lumayan mbak, ada yang susah ada yang gampang. Ada beberapa kata yang aku kurang tahu artinya juga mbak.*

Researcher : *Ketika kamu baca teks bahasa Inggris, biasanya menemui kesulitan apa, dek ?*

Informant : *Membaca itu susahnyanya memahami teksnya mbak, sulit memahami kata-katanya.*

Researcher : *Berarti karna gak tahu artinya saja ya dek.*

Informant : *Iya gitu mbak, tapi ada juga yang aku paham artinya mbak, jadi bisa jawab soalnya juga, hehe. Nilaiiku kemarin gimana mbak ?*

Researcher : *Rahasia dek, hehe. Oh iya kemarin pas mengerjakan test itu suasana kelas ramai banget ya, kamu merasa terganggu gak dek ?*

Informant : *Yaa lumayan terganggu sih mbak, tapi kelasku emang gitu kok mbak hehe. Tapi aku cuekin aja, soalnya kan lagi ngerjain test juga mbak, jadi biar cepat selesai.*

Researcher : *Oh gitu dek, ya udah terimakasih yaa untuk waktunya.*

Informant : *Oke mbak, sama-sama.*

