

**ENGLISH TEACHER EXPERIENCES IN TEACHING ENGLISH
FOR STUDENTS WITH ADHD THROUGH MULTI-SENSORY
LEARNING**

**By
JAUZA TABITHA NUR ARAFAH**



**ANTASARI STATE ISLAMIC UNIVERSITY
BANJARMASIN
2026 AD/ 1448 AH**

**ENGLISH TEACHER EXPERIENCES IN TEACHING ENGLISH
FOR STUDENTS WITH ADHD THROUGH MULTI-SENSORY
LEARNING**

Undergraduate Thesis

Presented to the Faculty of Tarbiyah and Teacher Training
in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan

By

JAUZA TABITHA NUR ARAFAH

220101030278

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
BANJARMASIN
2026 AD / 1448 AH**

STATEMENT OF AUTHENTICITY

I, the undersigned , Jauza Tabitha Nur Arafah, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, 9th of July 2026

The writer.

Jau



afah



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

SURAT BUKTI BEBAS PLAGIASI

Nomor: B-323/Un.14/III.1/PP.00.9/07/2026

Ketua Program Studi Tadris Bahasa Inggris menerangkan bahwa mahasiswa dengan identitas berikut:

Nama : Jauza Tabitha Nur Arafah
NIM : 220101030278
Program : S-1
Program Studi : Tadris Bahasa Inggris

Judul Skripsi:

Enhancing English Teacher Experiences in Teaching English to Students with ADHD through Multisensory Learning.

Hasil Uji Plagiasi : 11 %

Berdasarkan hasil uji plagiasi dengan menggunakan www.turnitin.com bahwa naskah skripsi ini dinyatakan memenuhi syarat batas maksimal plagiasi 25%.

“Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas Kinerja dan Pelayanan dengan melayani lebih baik, lebih baik melayani”

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Banjarmasin, 03 Juli 2026

Ketua Program Studi
Tadris Bahasa Inggris



Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

APPROVAL

Title : ENGLISH TEACHER EXPERIENCES IN
TEACHING ENGLISH TO STUDENTS WITH
ADHD THROUGH MULTISENSORY
LEARNING

Name : Jauza Tabitha Nur Arafah

SRN : 220101030278

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Language Education

Academic Year : 2025/2026

Place/Date of Birth : Cirebon, 5th of March 2002

Address : Jl. Kasturi 2 Komp. Sumber Cahaya Indah blok
E-39, Banjarbaru, Kalimantan Selatan.

After being checked and revised, the thesis has been approved to be examined in front of the board of Examiners of Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

Banjarmasin, 29 Juni 2026

Advisor



Afifah Linda Sari, M.Pd
NIP. 198711102015032004

Acknowledged by

Head of English Language Education Study Program
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Afifah Linda Sari, M.Pd
NIP. 198711102015032004

VALIDATION

Title: English Teacher Experiences in Teaching English for Students with ADHD Through Multi-Sensory Learning Name Jauza Tabitha Nur Arafah, SRN 220101030278 has been examined by the board of thesis examiners of the Faculty of Tarbiyah and Teacher Training UIN Antasari Banjarmasin.

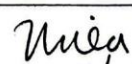
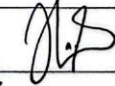
Day : Thursday
Date : 9th of July 2026
Score : 83.60 (A)

Dean of the Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin



Dr. H. Hamdan, M.Pd
NIP. 196604051993031005

THE BOARD OF EXAMINERS:

No.	Name	Signature
1.	DR RAHMILA MURTIANA, S.S, MA	
2.	HIDAYAH NOR, S.PD, M.PD	
3.	ADINDA AFIFAH ANWAR, S.PD., M.LI	

ABSTRACT

Jauza Tabitha Nur Arafah. *English Teacher Experiences in Teaching English for Students with ADHD Through Multi-Sensory Learning* Thesis. English Language Education Department. Advisor: Afifah Linda Sari, M.Pd.

Keywords: ADHD, EFL, Multisensory learning, Special Education, Teacher Experience

This study investigates English teachers' experiences and the impact of implementing multisensory learning for high school students with Attention Deficit Hyperactivity Disorder (ADHD). Employing a qualitative single-case study design, the research was conducted at SLBN 2 Banjarmasin, focusing on an English teacher instructing a Type C classroom. Data were gathered through semi-structured interviews, classroom observations, and document analysis, and then analyzed using data reduction, data display, and conclusion drawing. The findings reveal that Visual, Auditory, Kinesthetic, and Tactile (VAKT) multisensory framework is highly effective in managing the short attention spans and behavioral challenges characteristic of ADHD students. Visual stimuli and auditory cues (such as table-tapping and hand-clapping) serve as crucial attention-grabbers to capture interest and redirect focus before instruction begins. Furthermore, positive reinforcement combined with sensory inputs significantly improves classroom engagement and behavioral discipline. Given the specific nature of the Type C classroom, educational success is evaluated through individual participation, responsiveness, and behavioral progress rather than standardized numerical grades. In conclusion, the multisensory approach provides a supportive and differentiated learning environment that effectively addresses the unique needs of EFL learners with ADHD by reducing language-learning barriers.

ABSTRAK

Jauza Tabitha Nur Arafah. *English Teacher Experiences in Teaching English for Students with ADHD Through Multi-Sensory Learning* . Skripsi. Program Studi Pendidikan Bahasa Inggris. Pembimbing: Afifah Linda Sari, M.Pd.

Kata Kunci: ADHD, EFL, Pembelajaran Multisensori, Pendidikan Khusus, Pengalaman Guru.

Penelitian ini menyelidiki pengalaman guru Bahasa Inggris dan dampak penerapan pembelajaran multisensory bagi siswa sekolah menengah dengan *Attention Deficit Hyperactivity Disorder* (ADHD). Dengan menggunakan desain studi kasus tunggal kualitatif, penelitian ini dilaksanakan di SLBN 2 Banjarmasin dengan fokus pada seorang guru Bahasa Inggris yang mengajar di kelas Tipe C. data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas, dan analisis dokumen, yang kemudian dianalisis menggunakan reduksi data, penyajian data, dan penarikan kesimpulan. Temuan menunjukkan bahwa kerangka kerja mutisensori *Visual, Auditory, Kinesthetic, dan Tactile* (VAKT) sangat efektif dalam mengelola rentang perhatian yang pendek dan tantangan perilaku siswa ADHD. Stimulus visual dan isyarat auditori (seperti ketukan meja dan tepuk tangan) berfungsi sebagai alat penting untuk menarik minat dan mengalihkan kembali fokus siswa sebelum materi pelajaran disampaikan. Selain itu, penguatan positif yang dikombinasikan dengan input sensoris secara signifikan meningkatkan keterlibatan kelas dan disiplin perilaku. Mengingat karakteristik khusus kelas Tipe C, keberhasilan pendidikan dievaluasi melalui tingkat partisipasi individu, ketanggapan, dan kemajuan perilaku, alih-alih mengandalkan nilai akademik berbasis angka standar. Kesimpulannya, pendekatan multisensori menyediakan lingkungan belajar yang mendukung dan terdiferensiasi, secara efektif mengatasi hambatan belajar Bahasa bagi peserta didik EFL dengan ADHD.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم. الحمد لله رب العالمين. الصلاة والسلام على أشرف الأنبياء والمرسلين سيدنا ومولانا محمد وعلى آله وصحبه أجمعين. أما بعد.

Praise to Allah the Almighty, who has been guiding the writer until the writer finished this thesis entitled “Exploring Cultural Competence in Teaching: A Study of Students’ Academic Progress and Classroom Inclusivity. Peace and salutation always be upon the Prophet Muhammad P.B.U.H and all his friends who struggle for Allah. The writer likes to express appreciation and gratitude to:

1. Dr. H. Hamdan, M.Pd, as the Dean of the Faculty of Tarbiyah and Teacher Training of Antasari State Islamic University, and all his staff, for their help in the Administrative matters.
2. Mrs. Afifah Linda Sari, S.S, M.Pd, as the Head of the English Language Education Study Program, is also my thesis advisor. for the assistance, motivation, and kind patience whenever I asked many administrative questions, and for the guidance, support, and care over the last few months.
3. Mrs. Raida Asfihana, for being my thesis advisor and previous academic supervisor. I could not put into words how much your guidance has helped me. Thank you for all the knowledge you have given, and I pray that your time and

effort in spreading knowledge will be repaid double, triple, quadruple, and more by Him.

4. All lecturers, assistants, and staff in the Faculty of Tarbiyah and Teacher Training for the priceless knowledge that helps me navigate the college world.
5. SLBN 2 Banjarmasin for allowing me to conduct the research, hence giving me so much valuable data, information, and knowledge.
6. Mrs. Indah Permata Sari, as the participant in my thesis, thanks you for your willingness to be observed and interviewed, which has helped me in my research.
7. My two best friends, Huda Maulida and Alfi Elisa Apriliani. I am grateful for our friendship over the last 4 years and for our ongoing friendship. Never have I regretted being a friend to the two of you.
8. To my friends in Bang Jali (Fatiyah, Dea, Ifah, Tia, Namira, Lia, Bila), thank you for the last 4 years. Thank you for being trusted and kind friends to me in college, for being kind listeners, and for beautiful friendships. I could not have found a better companion over the last 4 years.
9. To my friends and companions in Class A and everyone in the TBI 22nd batch, all thanks from me to all of you.
10. To kakak Ian, my number 1 motivator in life. Dear, many thanks. I have said to you, and I am sure I will say more. You are a kind, pretty, and patient soul. I am blessed to have known you for the last 1 year. Thank you for calling me your little sister. Thank you so much.

11. To Dyra, my first student, thank you for your cute words of support. From you, I gained real-time knowledge of teaching. So grateful to be the one teaching you.
12. To Rara and Icha, my little siblings, thank you for being born and giving me the chance to be a big sister to both of you. I hope I have been someone who inspires and motivates and who is a good example to both of you.
13. To the two most important people in my life, my parents. Ayah and Bunda. Thank you for raising me well. You do not often say that you love me, but from all your efforts, including sending me to school up to the highest level I am at now, I know you would do anything for your children. I will try my best to become a child you can be proud of.
14. To my shining star, SEVENTEEN, also my best friends and fandom, CARAT. Thank you for filling my youth with happiness. It cannot be denied that your presence in the world can lift my spirits. I am really grateful to be a part of you. Thank you for all the motivation and love you have given in my teenage life. Let us grow together to become better people in the future. I adore you guys very much, my headliner.
15. Last thing, I would say thank you to myself. Thank you for all your efforts. Thanks for not giving up. Thanks for still alive. You have been this far, my younger me would say, "I am really proud of you. You are the coolest!" Please be more confident and just be yourself.

Finally, the writer hopes that this research will be useful for future researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestions are expected to improve it.

Banjarmasin, 21 Muharrom, 1448 A.H

9th of July, 2026 A.D

Writer

LIST OF CONTENTS

VALIDATION	v
ABSTRACT	vi
ABSTRAK.....	vii
ACKNOWLEDGEMENT	viii
LIST OF CONTENTS	xii
LIST OF TABLES	15
LIST OF APPENDICES.....	16
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of Study.....	1
B. Definition of Key Terms.....	8
C. Research Question.....	11
D. Objectives of Study.....	11
E. Significance of Study.....	12
CHAPTER II.....	14
THEORETICAL REVIEW.....	14
A. Teaching English for Students with Special Needs.....	14
B. Attention Deficit Hyperactivity Disorder (ADHD).....	16
C. Language Acquisition.....	18
D. Multisensory Learning and Cognitive Processing.....	20
E. Differentiated Instruction.....	27

F. Learning Through Experience.....	30
G. Social Interaction in Learning.....	32
H. Knowledge Construction.....	34
I. Students Motivation and Engagement.....	36
J. Confidence and Learning Progress.....	38
K. Observable Behavioral Change.....	39
CHAPTER III.....	41
RESEARCH METHOD.....	41
A. Research Design.....	42
B. Research Setting.....	44
C. Participant.....	44
D. Data.....	44
E. Data Analysis.....	45
F. Research Instrument.....	50
CHAPTER IV.....	51
FINDINGS AND DISCUSSION.....	51
A. Findings.....	51
B. Discussion.....	71
CHAPTER V.....	72
CLOSURE.....	72
A. Conclusion.....	72
B. Suggestion.....	73
REFERENCES.....	74

APPENDICES.....	78
CURRICULUM VITAE.....	89

LIST OF TABLES

Table 3.1. Point of Research Instrument.....	50
Table 4.1. Thematic Categories of The Findings.....	64

LIST OF APPENDICES

Appendix I Translation of Al-Qur'an.....	78
Appendix II Research Instruments.....	79
Appendix III Research Observation Letters.....	85
Appendix IV Research Completion Letters.....	86
Appendix V Photographs.....	87
Appendix VI Consultation Schedules and Notes.....	88
Appendix VI Curriculum Vitae.....	89