

APPENDICES

Appendix I

Translation of Al-Qur'an

No	Name of The Surah	Indonesia	English
1	QS. At-Tin verses 4-5: لَقَدْ خَلَقْنَا الْإِنْسَانَ فِي أَحْسَنِ تَقْوِيٍّ مِّمَّا رَدَدْنَاهُ أَسْفَلَ سُفْلِينَ (٥)	"Sungguh, Kami telah menciptakan manusia dalam bentuk yang sebaik-baiknya (4) kemudian Kami kembalikan dia ke tempat yang serendah-rendahnya."	"Indeed, We created humans in the best form(4) But We will reduce them to the lowest of the low"

Appendix II Research Instruments

Research Instrument for Research Question 1:

Semi-structured interview

1	What do you know about multisensory learning? (Possible) probes : a. Do you think the implementation of multisensory method in teaching students with special educational needs suit the classroom management? - The answer: <i>"Multisensory learning is one of the learning methods that involves more than one sense in humans. The purpose is to make teaching methods more varied."</i>
2	Do you think it is important for us (as teachers) to use this kind of learning? (Possible) probes : a. Can you tell me why using multi-sensory learning activities is important? - The answer: "In one school, there are students with different types of disabilities and learning needs. The class that you are currently observing belongs to Type C, where students are not expected to achieve specific academic scores. Instead, they are trained to become calmer and learn how to position themselves as students participating in classroom activities. It is different from Type A and Type B classes, which consist of students with hearing (tuli) and speech impairments (bisu). Those students can generally be expected to understand the learning materials. However, each student responds differently to instruction. Some are diligent and enthusiastic learners, while others have difficulties with memory. Sometimes, even when a lesson has just been taught, certain students may still forget the material and be unable to answer questions related to it."

	b. Does it make you foresee using multi-sensory in your teaching? - The answer: "Because of the different learning pace between students, the easiest way to ensure a uniform understanding among students regarding English lesson content, specifically concerning word meanings or translations, is to use"
3	a. When you design the strategies, materials, or activities that you will do in class, what do you think are the possible multi-sensory methods or things that will happen among your students in class? - The answer: "Students with ADHD usually like looking at things that are colorful or visually striking. Therefore, visual approaches are often successful in attracting their interest. Once students become interested in the object being shown, the teacher can gradually guide them back to focusing on the lesson. Basically, multisensory methods, especially auditory and visual activities, are the approaches that consistently succeed in attracting students' interest and attention. That is why I always use multisensory learning in every teaching session." b. What and how can you predict that? – The answer: "Children with ADHD often lose focus easily. It feels hard to give them the listening material for a long duration. That's why the short-duration kind of word is matched with them. This is quite normal for students in a Type C classroom. As long as they stay inside the class and continue participating appropriately in the lesson, I usually allow them to release their excess energy." c. How did you handle the situation if your planning does not exist in your practical field? – The answer: "Because of the different learning pace between students, the easiest way to ensure a uniform understanding among students regarding English lesson content, specifically concerning word meanings or translations, is to use repetition questions that focus on individual words rather than full sentences."

4	What do you do when the students start ignoring your explanation or instruction in the class? - The answer: "Students in the Type C classroom cannot be forced to follow the standard curriculum expectations. Therefore, the best way to handle these students is for us, as teachers, to adjust to their moods. However, this does not mean that learning is abandoned. Instead, once their mood becomes stable or they show signs that they are ready to learn, I will continue the lesson that was previously postponed."
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Classroom Observation

No	Dimension Of Anticipate	Principles	Notes and Reflection
1	Material	Choose materials that suit the age of the students The material displayed is easy-understanding for students with learning abilities Materials can be used with the multi-sensory learning	
2	Strategy	Provide all students focuses to the teacher explanation The activities presented are student-centered Facilitate the students hints on completing their project works	

Research Instrument for Research Question 2:

Semi-Structured Interview

Qualitative Questionnaire with Open-Ended Questions

About the ways of teaching children with ADHD reveal the impact of multi-sensory learning on the engagement based on personal stories

Identity of Respondent

Name :

Age :

Gender :

Open-Ended Question

A. What behaviors and attitudes do students exhibit when they are required to concentrate during class?

– the answer:

"For students with ADHD in the Type C classroom, it is already sufficient if they can remain calm while the lesson is taking place. At the senior high school level, students with ADHD are generally easier to manage. Therefore, the teacher's biggest role is helping students understand what is being taught."

B. How you response, or what action did you make (during the class) to that matter?

- the answer:

"The media that are most frequently used and often successful in attracting students' interest in learning are LCD screens and concrete objects that students can touch directly. Students feel challenged when the teacher assigns simple tasks, such as asking. "Who can find a blue object the fastest? The winner may take a break first. Activities like these make students much more enthusiastic about participating in class."

C. What is the impact or change in attitude on the students when you using multi-sensory learning in the class?

- The answer:

"The improvement I am referring to is not based on students' academic scores. Instead, it is evident in students' enthusiastic expressions when I teach the

material again. Why do I say 'again? because students in the Type C classroom often need to be taught the same lesson repeatedly before they can fully grasp the meaning or purpose of the learning material."

Classroom Observation

Observation meeting with multi-sensory learning in the classroom		
No	Observation item	Field notes
1	Students' responses to the multi-sensory method during the class	
2	Teacher response or action towards students' behavior facing multi-sensory method during the class	
3	The impact or change in attitude/behavior of student when learn using multi-sensory method in the class	

Appendix III Research Letters



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN
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 Telepon: (0511) 3265426; (0511) 6783136
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Nomor : B- 903 /Un.14/III.1/PP.00.9/05/2026 29 Mei 2026
 Sifat : Penting
 Lampiran : 1 (Satu) Berkas
 Hal : Mohon Izin Riset

Yth.Kepala SLBN 2 Banjarmasin
 Banjarmasin

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Jauza Tabitha Nur Arafah
 NIM : 220101030278
 Program Studi : Tadris Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan
 Alamat : Jl. Kasturi 2 Komp Sumber Cahaya Indah blok E-39
 No HP : 081348135523

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.
Wassalamu'alaikum Wr.Wb

Banjarmasin, 29 Mei 2026

Wakil Dekan Bidang Akademik dan Kelembagaan,



Dr. Ahmad Salabi, S.Ag., M.Pd.
 NIP 197212112008011009

Tembusan :
 Dekan Fakultas Tarbiyah dan Keguruan

Appendix IV Research Completion Letters



PEMERINTAH PROVINSI KALIMANTAN SELATAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SLB NEGERI 2 BANJARMASIN



Jl. Dharma Praja No. 56 RT 17 Kelurahan Pemurus Luar Kecamatan Banjarmasin Timur, Kota Banjarmasin
Provinsi Kalimantan Selatan Kodepos 70249 Pos – el : sln2bjm@gmail.com

SURAT KETERANGAN
Nomor : 138/421.B/SLBN2.Bjm/VI/2026

Dasar : - Surat Universitas Islam Negeri Antasari Banjarmasin Fakultas Tarbiyah
dan Keguruan Nomor : B-903/Un.14/III.1/PP.00.9/05/2026 Tanggal 29 Mei 2026
Perihal : Mohon Izin Riset

Plt. Kepala Sekolah SLB Negeri 2 Banjarmasin dengan ini menerangkan bahwa :

Nama : **Jauza Tabitha Nur Arafah**
NIM : **220101030278**
Program Studi : **Tadris Bahasa Inggris**

Benar – benar telah melaksanakan riset dalam rangka pengumpulan data yang
dilakukan sesuai arahan dan kebijakan untuk penyusunan Skripsi Sarjana :

Judul Penelitian : **ENGLISH TEACHER EXPERIENCE IN TEACHING
ENGLISH FOR CHILDREN WITH ADHD THROUGH
MULTISENSORY LEARNING**

Tempat : **SLB Negeri 2 Banjarmasin**
Alamat : **Jl. Dharma Praja No. 56 Rt. 17 Banjarmasin**

Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat
dipergunakan sebagaimana mestinya.

Banjarmasin, 17 Juni 2026
Plt. Kepala Sekolah,


Ani Marlina, S.Pd
NIP. 197205052006042025

Appendix V Photographs



(the classroom)



(the students is doing an examination)



(Another view of students in the class)

Kodepos 70249
email: idan20m@gmail.com

NASKAH SOAL
PENILAIAN AKHIR SEMESTER
GANJIL TAHUN PELAJARAN
2025/2026

Nama: Idan Nur Hafidha Pelajaran : Bahasa Inggris
Kelas : X B Hari/Tanggal : 12 Desember 2025

Petunjuk pengerjaan:
1. Berilah tanda silang (X) pada huruf a, b, c, atau d di depan jawaban yang paling benar!

1. This is my mother.
"Mother" artinya ...
A. Ayah B. Kakak C. Ibu D. Nenek
2. I go to school every day.
Artinya ...
A. Saya pergi tidur B. Saya pergi ke sekolah setiap hari C. Saya makan setiap hari D. Saya mandi setiap hari
3. "She is my sister."
Sister artinya ...
A. Saudara laki-laki B. Saudara perempuan C. Ayah D. Paman
4. I drink milk every morning.
Milk artinya ...
A. Air B. Jus C. Susu D. Teh
5. This is my bedroom.
Bedroom adalah ...
A. Dapur B. Kamar mandi C. Ruang tamu D. Kamar tidur
6. "He is tall."
Tall artinya ...
A. Pendek B. Tinggi C. Kurus D. Gemuk
7. Today is Monday.
Monday artinya ...
A. Minggu B. Selasa C. Senin D. Jumat

(the students' examination results after studying English with the multisensory method)

Appendix VI. Consultation Schedules and Notes

Ke-	Tanggal	Catatan Konsultasi	Tanda Tangan
1	8 Agustus 2025	Penentuan research design untuk revisi pasca sempro	J. L.
2	9 Agustus 2025	Memastikan participant research yang sesuai dalam penelitian	J. L.
3	12 Mei 2026	Konsultasi bab 1-4	J. L.
4	14 Mei 2026	Menyesuaikan fokus isi research (judul dengan RQ belum match)	J. L.
5	15 Mei 2026	Perbaikan <i>grammatical errors</i>	J. L.
6	4 Juni 2026	Konfirmasi sekaligus konsultasi mengenai perubahan jumlah partisipan dalam penelitian	J. L.
7	22 Juni 2026	Konsultasi penulisan dan sebagainya untuk bab 4 dan bab 5	J. L.
8	24 Juni 2026	Menyesuaikan ulang antara <i>findings</i> dengan fokus dari RQ 1	J. L.
9	25 Juni 2026	Mengatur ulang urutan anak poin di bab 4 dan perataan penulisan (margin+indent)	J. L.
10	1 Juli 2026	Perbaikan format penulisan menyeluruh	J. L.

CURRICULUM VITAE

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6. Phone Number : 081348135523
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8. Organization/Work experience :
 - a. Religious Department's member of English Students Assosiation'22-23
9. Academic Achievement :
10. Non-Academic Achievement :
 - a.
11. List of Scientific Works :
 - a.

Banjarmasin, 9th of July 2026

Jauza Tabitha