

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

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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 sensori 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.