

CHAPTER I

INTRODUCTION

A. Background of Study

God created humans with different backgrounds and conditions. Even so, He remains just by giving advantages or disadvantages in a fair proportion. All humans also have the right to receive education because all humans are equal in God's eyes. Thus, we must treat those who have certain conditions equally. Children whose intellectual, behavioral, or physical capacities differ significantly from those of the 'average' students and require accommodations or additional services to succeed in school are the focus of special education. It is a strategy for adapting the curriculum, instructional strategies, and setting to meet the individual requirements of every student, rather than a distinct subject. About 5-7% of children worldwide have ADHD, which is typified by recurrent patterns of impulsivity, hyperactivity, and inattention that seriously hinder day-to-day functioning (Matte et al., 2015). These symptoms pose specific difficulties for language learning in educational contexts, especially when studying a second language such as English as a foreign language (EFL).

According to Efendi (2006), "Children who exhibit physical, mental, and social behavioral traits that are deemed abnormal or deviate from the typical state of typical children are specifically referred to as having special needs". ADHD is a condition that includes brain dysfunction, when a person experiences internal difficulties controlling impulses, inhibiting behavior, maintaining attention, or attention span, and is easily distracted. Generally, impulsivity, hyperactivity, and lack of focus are signs of ADHD, which can seriously disrupt a person's daily routine. Hyperactive children are also referred to as children who have difficulty

concentrating, whose attention shifts very easily, have excessive motor skills, and have difficulty following commands.

This population significantly lacks language competence, which includes phonological awareness, vocabulary acquisition, grammar mastery, and pragmatic skills. Setiawati (2019) said: "The male ADHD population is larger compared to girls with a ratio ranging from four to one." According to Kessler, ADHD occurs together with autism, learning disorders, obsessive compulsive disorders, and gaming and behavioral disorders. Antisocial behavior negatively impacts neurocognitive and psychosocial functioning, leading to poor long-term outcomes. ADHD in childhood will continue into adulthood in 6-66% of sufferers. Additionally, patients with ADHD will tend to have other psychiatric disorders in adulthood, such as alcohol dependence, antisocial personality disorder, substance abuse, generalized anxiety disorder, and major depressive episodes. (Kessler et al. (2008),

According to Chomsky (1965). Language competence is a person's internalized grammar of a language. This is equivalent to the understanding that language competence is a person's ability to create and understand sentences, including sentences they have never heard before, and a person's knowledge of what are not sentences of a particular language. As we know, language is an important part of life. People communicate with each other through speaking in their language. Children with ADHD frequently have deficiencies in linguistic proficiency. For example, research indicates that they score worse in verbal fluency and reading comprehension because they have trouble blocking out distractions and structuring their thoughts (Denton et al., 2020).

Inattention impedes phonological processing, which is essential for English

spelling and pronunciation, increasing the likelihood of errors in decoding tests. (Willcutt Et Al, 2005). Grammatical correctness worsens from impulsivity-driven mistakes in sentence construction, whereas vocabulary development slows due to difficulties maintaining focus when exposed to new lexical items. (Gremillion & Martel, 2012). Social isolation in classroom settings is exacerbated by further impairment in pragmatic language abilities, such as taking turns in conversations and deciphering social cues in EFL dialogues.

Communication can be a means of expressing opinions to others. In a learning situation, communication is an important aspect for reaching learning objectives. A teacher's ability to communicate effectively is essential to the student's successful learning; also, effective communication is essential for teachers to support their students and accomplish their career objectives. The approach determines the teaching effectiveness a teacher takes when instructing students, not by technicalities (Khan et al., 2017). In relation to this explanation, it is very important for teachers to not only focus on improving the quality of communication with students in general, but also with students with special needs.

In addition to raising public awareness of the need to welcome children with unique educational needs, education should improve the quality of teachers working with students with learning disabilities. As a result, all teacher professional development programs must include comprehensive special needs education, because when learning English, students must process unfamiliar language input, which complicates these difficulties. Administrators and teachers are seen as essential to implementing inclusive education. Since they are seen as key players in integrating students with disabilities into regular courses, they were essential to the successful implementation of inclusive education (Allam & Martin, 2015.).

It can be seen in the Al-Qur'an surah At-Tin verses 4-5:

لَلّٰهُ خَلَقْنَا الْاِنْسَانَ فِيْ
 اَحْسَنِ تَقْوِيٍّ مَّ (٤) ثُمَّ رَدَدْنٰهُ
 اَسْفَلَ سَفِلٰتِ (٥)

The implied meaning of the above verses teaches that every human being, including children with ADHD, has the best potential, and as educators, it is our job to help them develop. By using a multi-sensory approach, it hopes to facilitate more inclusive learning in accordance with the values taught in the Qur'an, namely effort, patience, and respect for each individual.

Teaching strategies for students with ADHD have been the subject of several studies, such as “What Does Current Research Say About the Teaching Strategies Used to Support Students with ADHD in English as a Second Language Classrooms?” by Mani and Kristensson (2024). The research investigates evidence-based teaching strategies that support students with ADHD in an English as a second language (ESL) setting. The study is based on a systematic literature review of nine scholarly sources and is organized around four main strategies (technology integration, art, motivation, and classroom management). This study examines how the four main strategies for teaching students with ADHD affect their language improvement. Because this research is based on evidence found in written form and many focus on technological integration, the gap found in the previous study (Mani Al-Abbas, Kristensson, 2024) is the lack of evidence from field observation research, as well as the impact of using a multi-sensory learning framework in teaching students with ADHD. This is

corroborated by the suggestions they wrote for further studies to investigate which other strategies are used to aid students with an ADHD diagnosis in English. This research was conducted to build on prior research.

Therefore, by utilizing a variety of sensory channels, multi-sensory techniques may provide supportive learning experiences. This research focused on how multisensory learning can affect the English skills of students with ADHD, where the meaning of the multi-sensory method is a method in learning that involves more than one of the five senses. Because students with ADHD may lack understanding of certain language competencies, such as receptive, expressive, and pragmatic language, a multisensory approach is expected to make learning English easier for them, as it involves visual, auditory, kinesthetic, and tactile input during instruction. This study will investigate the use of multi-sensory methods to teach English to students with ADHD and assess whether these methods improve their English language skills in learning activities.

While excessive physical activity and behavioral issues are frequently linked to ADHD in children, the symptoms may emerge differently as students get older. When suitable interventions, parental support, and behavioral management techniques are used, hyperactive behaviors may become less noticeable in adolescence, especially among high school students. As a result, compared to previous developmental phases, many students with ADHD can participate in academic activities, stay seated in the classroom, and adhere to classroom procedures with fewer behavioral interruptions.

SLBN 2 Banjarmasin is a special education institution that accommodates students with diverse educational needs, including those diagnosed with ADHD so that the study will examine the English teacher at SLBN 2 Banjarmasin. Based

on the school's student population, approximately 25% of high school students are identified as having ADHD, ranging from mild to more severe levels of symptom presentation. The school does not use distinct classroom groups for children with ADHD because of the comparatively large number of students with the disorder and the wide range of severity of their problems. Rather, they follow similar classroom activities and study alongside their peers in the same educational environment.

The main educational goal for students with ADHD at SLBN 2 Banjarmasin is not always reaching the same degree of academic proficiency that is anticipated in mainstream educational settings. Instead, much of the focus is on helping students maintain proper classroom conduct, stay seated throughout classes, and pay attention to educational activities. This teaching strategy incorporates the knowledge that sustained attention and behavioral control are critical pillars of successful learning for students with ADHD. As a result, even when a complete understanding of the subject matter may not always be attained, teachers frequently place a high priority on students' ability to participate in class activities and engage with instructional materials.

Data were collected through semi-structured interviews and classroom observation adapted to the instructional focus on students' classroom engagement, attention maintenance, and participation in learning activities. In contrast, academic achievement is adapted to each student's individual capabilities and educational goals. In consequence, the researcher conducted a study entitled "English Teacher Experiences in Teaching English for Students with ADHD Through Multi-Sensory Learning."

B. Definition of Key Terms

Several terms related to the research are clarified to avoid misconceptions:

1. Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is characterized by core symptoms of inattention, impulsivity, and hyperactivity, which often overlap with other mental health conditions and can significantly affect social relationships and academic or occupational performance from childhood into adulthood. In adolescents, ADHD manifests through difficulties in regulating focus, energy, and impulses; while they may concentrate intensely on preferred activities, they often struggle to remain engaged with tasks perceived as challenging. According to Diagnostic and Statistical Manual of Mental Disorders or known as DSM-5, ADHD in teenagers can be classified into three types: Predominantly Inattentive Presentation, Predominantly Hyperactive-Impulsive Presentation, and Combined Presentation.

2. Multisensory learning

Multisensory learning is an educational approach that engages multiple senses simultaneously to enhance learners' understanding, memory, and retention of information. The most widely used framework is VAKT (Visual, Auditory, Kinesthetic, and Tactile), which integrates visual materials, auditory input, physical movement, and hands-on activities to support learning. Research indicates that multisensory instruction is most effective when these sensory modalities are combined and delivered through direct, explicit, and systematic teaching, enabling learners to develop stronger neural connections and improve comprehension. Although additional senses may be incorporated depending on the learning objectives, multisensory learning primarily emphasizes integrating visual, auditory, kinesthetic, and tactile experiences. In this study, multisensory learning refers to the instructional approach used by teachers to teach English language skills to students with ADHD.

3. Language Acquisition in Students with ADHD

Language acquisition is the process of learning and developing language knowledge and skills. Students with ADHD may experience difficulties in acquiring language due to symptoms such as inattention, hyperactivity, impulsivity, and executive functioning deficits, which can affect their ability to process, retain, and apply linguistic information, including vocabulary, grammar, and the four language skills of listening, speaking, reading, and writing. These challenges highlight the importance of appropriate instructional strategies to support effective language learning. In this study, language acquisition refers to students' process of learning English as a school subject and how a multisensory learning approach influences their understanding and development of English language skills.

4. The Classification Class in SLBN

At SLBN 2 Banjarmasin, students are grouped into different class categories according to the official classification system used in Indonesian special education. Class A is designated for students with visual impairments, while Class B serves students with hearing impairments, including those whose hearing loss affects the development of spoken language and verbal communication. These classifications allow teachers to implement instructional strategies and learning accommodations that are tailored to the specific educational needs of each group.

Class C is intended for students with intellectual disabilities who require more individualized instruction and structured classroom support. In this setting, the primary focus extends beyond academic achievement to include the development of adaptive behavior, independence, and appropriate social skills. Consequently, teachers employ flexible teaching approaches and continuous guidance to create a

supportive learning environment that accommodates students' diverse learning characteristics.

C. Research Question

The questions to be addressed in this research are:

1. How does the teacher describe the experiences of students with ADHD in developing English skills with multi-sensory learning methods?
2. In what ways do the multisensory learning methods have an impact on students' engagement and progress in learning English?

D. Objectives of Study

1. To describe teachers' experience in teaching children with ADHD with multi-sensory learning methods in developing English language skills
2. To identify in what ways the multisensory learning methods have an impact on students' engagement and progress in learning English.

E. Significance of Study

This research aims to give both theoretical and practical benefits:

1. Theoretical Significance:

The main focus of this study is the teacher experiences in teaching English language to children with ADHD, for whom it is challenging for teacher to teach English using appropriate methods so that students can understand the lessons. One teaching method is the use of multisensory approaches in learning.

This research is expected to serve as a reference for educators teaching students with special needs, especially those with ADHD, by providing new knowledge, interesting information, and motivation for teaching.

2. Practical Significance:

- a. For educators, teachers might use the study's findings as a guide when instructing students with ADHD in English. By focusing on multisensory learning, educators and researchers can develop effective interventions to help children with ADHD overcome language barriers, ultimately improving their academic performance and quality of life. This research is expected to serve as a reference for other researchers investigating methods for teaching English to students with special needs.
- b. For the next researcher, this study provides a practical reference for future researchers interested in language acquisition among children with special needs, particularly ADHD. By demonstrating the effectiveness of multisensory learning techniques, the research offers concrete strategies that can be replicated or adapted in similar contexts. Future researchers can use the findings as a foundation for developing more tailored interventions, exploring the long-term effects of multi-sensory approaches, or comparing their effectiveness with other teaching methods.