

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presented all research findings and related discussion derived from the semi-structured interview and classroom observation as the primary data for answering the two research questions, and from document analysis as the supporting data. Both aimed to understand the teaching and learning practices that correlate with teachers' descriptions of high school students with ADHD developing English skills using multisensory learning methods, and to identify how these methods impact students' engagement and progress in learning English.

These findings were examined using Thematic Analysis, which involves analyzing the data at both the general and specific theme levels to identify participants' perceived recurring patterns related to the two research problems. The findings and discussions are methodically organized to ensure the representativeness of the data as follows:

A. Findings

The researcher found some findings and described the results of the practice in teaching and learning activities that correlate to how the teacher describes the experiences of students with ADHD in developing English skills with multisensory learning methods, and in what ways the multisensory learning methods have an impact on students' engagement and progress in learning English. Presenting the findings, the researcher noted the most important themes identified from recurring patterns in participant responses during the data collection phase.

The findings presented are organized into six major themes that emerged from the thematic analysis to answer the two research questions. These categories have been labeled as:

Table 4.1. Thematic Categories of the Findings

No	Thematic Analysis
1	1) The teachers' experiences in arranging English classroom activities and giving instruction a) The teacher's experiences in implementing the multisensory method b) The teachers' experiences in classroom management c) The teachers' experiences in teaching English to students with ADHD
2	2) The impact of multisensory learning on students' engagement and learning progress. a) Impact on student engagement b) Impact on learning progress c) Observable change during classroom activities

1. The Teachers' Experiences in Arranging English Classroom Activities and Giving Instruction

a. Teachers' Experiences in Implementing Multisensory Method

As is known, multisensory learning involves more than one human sense. This part explains the teacher's experiences with the VAKT multisensory method (visual, auditory, kinesthetic, and tactile) for teaching English in the classroom. P1, the participant in this research, stated:

"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."

Translated further, P1 thinks that the multisensory method really helps her control the students during class time. Usually used when the students start to lose their attention span to the lessons. According to the teacher, educational expectations varied across classroom types, leading to different learning objectives and instructional priorities.

As explained by P1:

“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.”

The teachers' statement illustrates that students' learning progress cannot be viewed as uniform, even among learners within the same educational setting. During English classes, visual resources were crucial for engaging and holding the interest of students with ADHD. The teacher stressed that, based on the interview findings, students with ADHD were typically more receptive to visual stimuli than to traditional verbal explanations. Because they offered instant sources of interest that may draw students' attention and refocus their concentration on the learning task, the visual components were deemed beneficial.

P1 observed that learning materials with obvious visual elements, especially those with vivid colors, eye-catching objects, or visually striking learning aids, tended to increase student engagement. Before significant learning could occur, the teacher claimed that getting students' attention was frequently the first step. Followed by the statement from P1, the teacher who taught students with ADHD in a Type C classroom:

“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.”

The teacher's statement suggests that visual materials served not only as instructional tools but also as attention-grabbing devices that facilitated students' engagement in classroom learning. Rather than expecting students to focus on the

lesson content immediately, the teacher first sought to capture their interest with visual stimuli before directing their attention to the learning objectives.

Classroom observations supported this finding. During one lesson, the teacher attempted to gain students' attention by gently tapping on a table, producing a sound that prompted them to look toward the source. Once the students' attention had been directed to the object, the teacher pointed at the table and said, "*This is a table. Meja is a table. So, what is a table?*" While using expressive facial expressions and an enthusiastic tone of voice.

The teacher's gestures and manner of presentation appeared to increase students' curiosity and encourage their participation. In response, several students indicated their understanding by pointing toward the tables in front of them rather than answering verbally. Although the response was delivered through gestures, it demonstrated that the students were able to connect the English vocabulary item to the physical object in the classroom.

The results showed that during English classes, visual resources were crucial for engaging and holding the interest of students with ADHD. The teacher stressed that, based on the interview findings, students with ADHD were typically more receptive to visual stimuli than to traditional verbal explanations.

The observations further illustrated how visual references in the immediate learning environment could support students' comprehension and participation. By directing students' attention to a concrete, visible object, the teacher established a meaningful connection between the English word and its real-world referent. The students' reactions suggested that visual cues helped them process the learning material more effectively and provided a foundation for active engagement in the lesson. Overall, both the interview and observation data indicate that visual materials were effective in

attracting students' attention, supporting vocabulary comprehension, and facilitating participation among students with ADHD during English learning activities.

Also, the interview and observation data indicated that auditory activities were among the most effective strategies for attracting and maintaining students with ADHD during English lessons. The teacher also emphasized the importance of auditory stimulation in maintaining students' interest and focus during class activities. To provide a more engaging learning environment, classes often included songs, rhythmic repetition, verbal cues, and other auditory components. P1 claimed that auditory exercises frequently helped refocus students' attention when they were preoccupied or disengaged from instruction.

The classroom observation supported this finding. During one learning session, the teacher played English alphabet songs as part of an instructional activity. The students responded enthusiastically, although their reactions varied according to their individual characteristics. Some students focused their attention on the screen while gently moving their bodies in rhythm with the music. Others clapped, while several students expressed their excitement by jumping and moving around the classroom as the song played. Despite these different forms of participation, the students remained engaged in the learning activity and continued to respond to the teacher's auditory stimuli. When explaining these behaviors, P1 remarked:

“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.”

The observation demonstrated that auditory activities created opportunities for students to engage with learning materials in ways that suited their individual needs and behavioral tendencies. Rather than requiring students to remain completely still, the teacher used auditory stimulation to sustain participation and maintain students'

engagement with the lesson. The students' enthusiastic responses suggest that auditory activities were effective in fostering engagement and supporting the learning process for students with ADHD.

In addition to auditory stimulation, the findings revealed that students with ADHD responded positively to kinesthetic and tactile learning activities. The teacher explained that students in the Type C classroom often benefited from opportunities to move their bodies and engage in physical interaction during learning activities. These forms of engagement allowed students to remain involved in the lesson while simultaneously accommodating their need for movement and sensory stimulation. The teacher acknowledged that students often displayed varied behavioral responses during classroom instruction; however, these behaviors were viewed as a natural part of the learning process rather than as disruptions to be eliminated.

The interview and observation findings collectively suggest that kinesthetic and tactile activities played an important role in supporting students' engagement during English lessons. Opportunities to move, clap, gesture, point, or otherwise respond physically to instructional prompts enabled students to participate in ways that aligned with their individual learning preferences. These activities appeared to facilitate sustained involvement in classroom learning while accommodating the sensory and behavioral characteristics commonly observed among students with ADHD. P1 further emphasized the importance of these multisensory approaches:

“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.”

That statement reinforces the observation findings, indicating that auditory, visual, and kinesthetic elements worked together to create a learning environment that was more engaging and accessible for students with ADHD.

b. The Teachers' Experiences in Classroom Management

This theme aligns with the teachers' experience in managing the classroom when teaching English to students with ADHD. Children with ADHD often face challenges in language acquisition, including learning English as a foreign language. The teacher emphasized that teaching students in English presents a unique set of pedagogical challenges and requires highly adaptive strategies. As stated by P1:

"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."

The participant noted that the auditory nature of listening tasks frequently exacerbates the core symptoms of ADHD, such as sustained inattention and cognitive overload. Because these students struggle to filter out ambient noise and maintain focus on lengthy audio tracks, the teacher reported that standard listening materials often fail to engage them. Classroom observations corroborated these findings. During one lesson, a student was observed losing focus while the teacher was delivering explanations and subsequently sat on the classroom floor instead of attending to the instruction. Rather than repeatedly instructing the student to return to his seat, the teacher shifted the learning activity by introducing a simple English vocabulary song accompanied by rhythmic hand-clapping. Shortly afterward, the student redirected his attention to the activity, began observing the teachers' actions, and eventually joined in singing the vocabulary song while following the hand-clapping movements. The student's behavior changed noticeably, from being disengaged and detached to actively participating in the classroom activity. This observation demonstrated how the teacher adapted instructional strategies in response to fluctuations in students' attention during instruction.

Furthermore, the observation indicated that the use of multisensory activities not only helped regain students' attention but also encouraged their active participation

in learning tasks. The combination of auditory input through singing, verbal repetition of vocabulary items, and kinesthetic involvement through hand-clapping appeared to create a more engaging learning environment for the student. Throughout the activity, the student remained engaged and followed the teacher's instructions until the song was completed.

Another important finding emerging from the interview data was the variation in learning pace and comprehension among students with different educational needs. The teacher explained that students in the school demonstrated diverse characteristics and learning abilities depending on their individual conditions and classroom placement. While some students can comprehend and retain information effectively, others require additional repetition, reinforcement, and instructional support before demonstrating understanding. These differences influence how teachers plan lessons and adjust classroom expectations according to students' individual needs and abilities.

This finding was further supported by classroom observations conducted in different classroom settings. The observations indicated that Type A and Type B classrooms were generally more conducive to academic instruction. Students were able to follow lesson procedures, complete learning tasks, and demonstrate understanding of the material.

As a result, teachers could establish clearer academic targets and evaluate students' achievement based on learning outcomes. In contrast, the Type C classroom demonstrated a different instructional focus. Rather than emphasizing academic performance, the teacher primarily concentrated on supporting students' sensory, behavioral, and motor development. Classroom activities were frequently adapted to students' attention spans, emotional conditions, and readiness to engage in learning tasks.

The interview and observation data collectively suggest that students exhibit different rates of learning and levels of comprehension depending on their individual characteristics and educational needs. These variations require teachers to adopt flexible instructional approaches and realistic expectations to ensure that each student can participate meaningfully in the learning process. P1 stated:

“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.”

The teacher considers that the method yielded more tangible results for students' understanding in Type C classrooms than using a practice-question system. She also gave a little reward to students who can answer her questions correctly to increase students' engagement and interest in learning.

c. The Teachers' Experiences in Teaching English to Students with ADHD

The findings indicate that one of the major challenges in teaching English to students with ADHD was accommodating the considerable variation in students' learning pace, comprehension, and emotional readiness. The interview and classroom observations revealed that students responded differently to the same instructional activities, making it difficult for the teacher to apply uniform teaching strategies or establish common academic expectations. Consequently, the teacher was required to continuously modify instructional approaches according to each student's individual needs. According to the teacher, students in a Type C classroom often displayed varying levels of attention and engagement throughout the learning process. Therefore, one of the teacher's primary responsibilities was not only to manage classroom behavior but also to ensure that students understood the material being taught.

The teacher explained that students at the senior high school level were generally easier to manage compared to younger learners. As a result, the instructional

focus was on helping students comprehend the lesson content while maintaining a calm, conducive learning environment. As stated by P1:

“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.”

In contrast, teaching in the Type C classroom demonstrated a different instructional focus. Rather than emphasizing academic performance, the teacher primarily concentrated on supporting students’ sensory, behavioral, and motor development. These variations require teachers to adopt flexible instructional approaches and realistic expectations to ensure that each student can participate meaningfully in the learning process. Another challenge the teacher faced was the inconsistent development of students’ English skills, which required continuous adjustments to instructional goals and teaching strategies. The teacher emphasized that students’ progress was highly influenced by their individual willingness, emotional condition, and readiness to learn. As a result, learning outcomes could not be measured using the same expectations applied to students in mainstream educational settings. P1 explained:

“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.”

This statement highlights the importance of flexibility in teaching students with ADHD and other special educational needs. Rather than focusing solely on academic achievement, the teacher prioritized students’ emotional readiness and engagement in learning before introducing instructional content. The teacher believed that meaningful learning could only occur when students were in a condition that allowed them to participate comfortably in classroom activities.

The interview findings were further supported by the classroom observation conducted during a final examination. During the examination session, students in the Type C classroom displayed a wide range of responses when the teacher instructed them to focus and complete the test. Some students attempted to work on the questions independently, while others struggled to maintain concentration for extended periods. One student became visibly distressed, crying and displaying disruptive behavior when the teacher reminded the class that the examination time was almost over. These reactions illustrate the challenges the teacher faces in maintaining students' attention, managing emotional responses, and completing English assessment activities under time constraints.

The observation supports the teachers' explanation that students in the Type C classroom, particularly those with more severe ADHD symptoms, cannot always be expected to perform according to conventional academic standards. Their responses during the examination illustrated how emotional regulation, attention control, and readiness to learn significantly influenced their performance. Consequently, the teacher was required to modify assessment procedures and instructional expectations to accommodate students' varying levels of attention and emotional regulation.

Overall, the findings suggest that the challenges in teaching English to students with ADHD were closely related to students' diverse learning characteristics, emotional readiness, and varying levels of attention. These challenges required the teacher to implement flexible instructional strategies, individualized learning objectives, and continuous adaptation throughout the teaching process.

2. The Impact of Multisensory Learning on Students' Engagement and Learning Progress

a. Impact on Students' Engagement

The result showed that students' participation in class was positively impacted by multisensory learning. The teacher claims that using multisensory materials and activities made students with ADHD more engaged in class and more receptive to teachers' instruction. The teacher regularly used tactile, visual, and aural components, in addition to vocal explanations, to capture students' attention and encourage participation in class activities. Because children with ADHD frequently had trouble focusing during traditional teaching approaches, these strategies were deemed especially crucial.

Based on the interview data, the teacher explained that certain forms of multisensory media consistently captured students' interest and encouraged active participation. In particular, visual displays projected via an LCD projector and concrete objects that students could see and touch were identified as highly effective instructional tools. P1 stated:

"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."

The teacher's statement suggests that students were more likely to engage in classroom activities when learning tasks involved direct interaction with their environment. By incorporating visual challenges, physical objects, and simple rewards, the teacher transformed ordinary classroom instruction into activities that stimulated students' curiosity and motivation. These multisensory approaches encouraged students not only to pay attention but also to engage in the learning process actively.

This finding was supported by the classroom observation conducted while the examination papers were being collected. Before giving instructions, the teacher clapped to attract the students' attention. At that moment, several students were

occupied with their own activities and appeared disconnected from the classroom interaction. However, immediately after hearing the clapping, the students turned their attention toward the teacher and the source of the sound. Once the students were focused on the teacher, she gave a simple instruction: “*Whoever can sit neatly first will receive a star from me.*” Following this instruction, the students quickly adjusted their behavior and attempted to sit properly according to their individual abilities.

Although the students demonstrated different interpretations of what constituted ‘sitting neatly’, they responded positively to the teacher’s request and showed a willingness to participate in the classroom routine. The observation illustrates how a combination of auditory signals, clear verbal instructions, and positive reinforcements successfully encouraged students to engage in the activity. The observation demonstrated that classroom participation among students with ADHD is often facilitated through multisensory cues rather than through direct commands alone. The teacher first gained students’ attention through an auditory stimulus (hand clapping) before providing a verbal instruction and offering a motivating reward. This sequence appeared to help students shift their attention from unrelated activities toward the classroom task. As a result, students who had previously been disengaged became active participants in the classroom interaction.

Overall, the results of the interviews and observations indicate that multimodal learning enhanced student participation in the classroom by producing captivating learning opportunities that drew students in and inspired them to participate in class activities. Students with ADHD appeared more engaged in classroom learning and teacher-directed activities when visual media, tangible items, auditory signals, and basic reward systems were used.

b. Impact on Learning Progress

The results showed that students' learning progress during English instruction was positively impacted by multisensory learning. The teacher claims that the adoption of multisensory approaches improved students' English proficiency, enhanced their comprehension of the course materials, and boosted their self-assurance when engaging in English-learning activities. The teacher saw significant improvements in the students' ability to participate in and respond to English classes, even though these gains were not always reflected in official tests or academic results.

Based on the interview data, the teacher emphasized that multisensory learning was particularly beneficial because it allowed students to receive information through multiple sensory channels rather than relying on a single mode of instruction. The teacher explained that learning could become confusing and monotonous when students were only exposed to one type of sensory input. As stated by P1:

"The lesson can become very confusing and boring if it only relies on one human sense. Even for students without special educational needs, we often become bored when a teacher explains everything only through reading materials. Similarly, when learning grammar, if the teacher explains only verbally, without gestures, intonation, or practice activities, students may lose interest. The same situation occurs when teaching students with special needs. Considering that they require more attention and approaches that appear more interesting, multisensory learning is the most appropriate method for teaching students with ADHD, because they were quiet, we were not sure what to do or how to include them."

According to the teacher's statement, by simultaneously delivering information through visual, aural, and kinesthetic experiences, multisensory learning produced a more approachable and captivating learning environment. Multisensory activities gave students several opportunities to process and engage with learning materials, rather than relying solely on spoken explanations to grasp concepts. Students seemed more engaged in class and more eager to participate in activities.

Furthermore, the interview findings indicated that multisensory learning contributed to a better understanding of learning materials, particularly in English

lessons. Aligned with the teacher, students were more likely to recognize and respond to concepts that had been repeatedly introduced through various multisensory activities. However, the teacher emphasized that understanding should not be measured solely through examination results or academic achievement. Instead, progress was often reflected in students' behavioral responses and expressions during classroom learning. As explained by P1:

“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.”

This statement indicates that students' learning progress in the Type C classroom was gradual and cumulative. Repeated exposure to the same material through different sensory experiences appeared to strengthen students' familiarity with English vocabulary, concepts, and classroom routines. Although students occasionally forgot previously taught material, the teacher observed that recognition and understanding improved over time. The results also imply that improved confidence in using English was due to multisensory learning. Students seemed more eager to participate in class activities and follow professors' instructions as they grew more accustomed to the lecture material through repeated visual, aural, and kinesthetic exposure.

Some students showed confidence by responding to vocabulary prompts, identifying objects, answering basic questions, or taking part in class activities and music. These actions demonstrated increasing comfort and confidence in participating in English-learning activities, even though their answers varied with their individual abilities. Overall, the interview findings suggest that multisensory learning positively influenced students' learning progress by supporting English performance, improving their understanding of learning materials, and increasing their confidence during

classroom participation. For students with ADHD in the Type C classroom, learning progress was measured primarily not by academic achievement but by gradual improvements in engagement, comprehension, responsiveness, and willingness to participate in English learning activities.

Overall, the interview findings suggest that multisensory learning positively influenced students' learning progress by supporting English performance, improving their understanding of learning materials, and increasing their confidence during classroom participation. For students with ADHD in the Type C classroom, learning progress was not primarily measured by academic achievement but by gradual improvements in engagement, comprehension, responsiveness, and willingness to participate in English.

c. Observable Change During Classroom Activities

1. Changes in Learning Behavior

The impact of the multisensory method on changes in learning styles in the classroom could be observed through students' responses and participation during English lessons. Based on the teacher's observation, the implementation of multisensory learning encouraged students to be more actively involved in classroom activities and helped them sustain their attention for longer periods. The teacher observed that using various sensory modalities, such as visual, auditory, and kinesthetic activities, created a more engaging learning environment that accommodated the unique learning characteristics of students with ADHD.

The findings suggest that multisensory learning can serve as an effective instructional approach, particularly for students with special educational needs. Unlike students in regular educational settings, students with ADHD often experience difficulties in maintaining concentration, regulating their behavior, and following

conventional learning routines. Therefore, the teacher emphasized that students with ADHD should not be expected to meet traditional classroom expectations fully. Instead, teachers need to adjust their teaching strategies and classroom practices to accommodate the students' needs and learning preferences. This flexibility enables students to participate more comfortably and effectively in the learning process.

During the interview, the teacher explained that classroom situations could sometimes become difficult to manage, especially when students began to lose focus or become distracted. To address such situations, the teacher often incorporated songs related to the lesson content as an alternative instructional strategy. P1 stated:

“Usually, when the classroom atmosphere becomes difficult to control, I use songs to deliver the learning material. Teachers need to be prepared in advance. Before teaching the next day, teachers should prepare at least two alternative methods that might work if the classroom situation becomes difficult to manage. I usually prepare simple songs that cover the material to be taught that day. For example, if the lesson is about family, I prepare a song that includes family-related vocabulary. The students really enjoy singing together, and they tend to become more enthusiastic.”

The interview findings indicate that the teacher carefully planned multisensory activities before each lesson as part of a proactive classroom management strategy. Rather than relying on a single teaching method, the teacher prepared alternative approaches to implement when students showed signs of restlessness or disengagement. The use of songs served not only as a classroom management tool but also as an auditory learning activity, reinforcing students' understanding of English vocabulary and lesson content.

The classroom observation further supported these findings. The classroom designated for Type C students was equipped with instructional facilities, including speakers and an LCD projector, enabling the teacher to implement multimedia-based learning and respond flexibly to changing classroom conditions. Through songs, audio materials, and visual presentations, the teacher-maintained students' interest and

encouraged their participation even when the classroom environment became less conducive to learning.

Overall, the findings demonstrate that multisensory learning not only influenced students' learning behaviors and classroom engagement but also supported the teacher in managing classroom dynamics more effectively. By adapting instructional methods to students' needs and using a variety of sensory-based activities, the teacher created a more responsive and inclusive learning environment for students with ADHD.

2. Changes in Interaction with the Teacher

Even though students with ADHD often experience difficulties in managing their attention, controlling impulsive behaviors, and regulating hyperactivity, the findings revealed that they remained capable of engaging in meaningful social interactions within the classroom. According to the teacher's explanation, students in the Type C classroom could actively participate in conversations when appropriately approached and were typically willing to communicate with others.

These exchanges included informal talks that fostered strong ties between teachers and students, as well as scholarly debates. As explained by P1:

"The students in the classroom can still be invited to engage in discussions, whether about the lesson or simply casual conversations. Although they are supposed to be older than other teenagers their age, I see them as children who are curious about many things. Sometimes it takes extra effort to teach them, but they are innocent children. They are also capable of respecting their teachers. In fact, they can recognize when a teacher is tired or feeling sad. That is why, for me, they are kind and enjoyable students to teach"

The teacher observed that many students displayed empathy and social awareness despite their learning and behavioral difficulties. According to the teacher, students were often able to recognize emotional cues from their teachers and respond appropriately. Such behaviors indicate that students possessed interpersonal strengths that contributed positively to classroom interactions and teacher-student relationships.

The results also imply that fostering an empathetic, encouraging classroom environment is crucial to promoting student involvement. Students seemed more eager to participate in both academic and extracurricular conversations when teachers respected each student's unique qualities and interacted with them gently. In addition to promoting communication, these exchanges helped teachers and students build mutual respect, comfort, and trust. Overall, the interview data indicate that although students with ADHD may face challenges related to attention and hyperactivity, they remain capable of participating in conversations, expressing curiosity, and maintaining positive social relationships within the classroom. Their ability to engage in discussions supports both their learning experiences and their interactions with teachers and peers.

3. Changes in Students' Final Scores After Implementing the Multisensory Method in the Classroom Lesson.

This research was conducted in a Type C Classroom at SLBN 2 Banjarmasin, where students are not required to achieve national academic standards or specific minimum score requirements. Unlike standard educational settings, the instructional objectives in this classroom are adjusted to accommodate the individual characteristics and learning needs of students with special educational needs. The students enrolled in the Type C classroom generally experience more significant cognitive and behavioral challenges, including severe ADHD symptoms, which affect their ability to sustain attention, regulate behavior, and process new information during classroom instruction.

Because of this, academic success is not the exclusive goal of teaching and learning in a Type C classroom. Teachers place greater emphasis on teaching students' self-discipline, staying focused throughout class, and acting responsibly in the classroom. In this environment, rather than relying on standardized academic outcomes,

students' behavioral growth, engagement in class activities, and readiness to learn are often used to gauge educational achievement. P1 said:

“In the Type C classroom, there are no minimum or maximum academic targets that students are required to achieve. The main focus of this class is helping students become more disciplined and teaching them how to position themselves appropriately at school. As for academic achievement, it depends on each child. Some students are actually capable of completing the exercise that I provide. However, some understand the material and can complete the tasks; some understand but are unwilling to put in the effort; and others are unable to remember lessons that were only recently taught. Therefore, changes in students’ scores from one assignment or test to another are often unpredictable. Nevertheless, the use of multisensory methods when explaining the material greatly helps students process and understand newly presented information.”

The teacher’s statement illustrates the considerable diversity that exists among students in the Type C classroom. Although students share similar educational classifications, their learning abilities, levels of understanding, memory retention, and motivation vary significantly. Consequently, teachers cannot apply uniform expectations to all learners. Instead, instructional approaches must remain flexible and responsive to each student’s individual condition and readiness to learn.

The interview findings suggest that academic performance alone may not accurately reflect students’ learning progress. Due to differences in memory, attention span, and emotional regulation, students may demonstrate inconsistent performance across assignments and assessments. Some students may complete learning tasks on one occasion but struggle with similar activities at a later time. Therefore, teachers often evaluate progress through students’ participation, responsiveness, and ability to engage with learning activities rather than relying exclusively on examination results or numerical scores.

Multisensory learning became a crucial teaching strategy in this setting. The teacher said that by providing educational materials across multiple sensory channels simultaneously, multisensory approaches helped students assimilate knowledge. For

students who had trouble absorbing material presented through traditional teaching techniques, visual, aural, and kinesthetic activities offered extra support. Students seemed better able to pay attention, respond to classroom instruction, and demonstrate understanding of recently introduced concepts. The teacher regularly noted that multisensory learning enhances students' engagement in the learning process and increases their overall understanding of the English course materials, even though learning outcomes remained individualized and varied from student to student.

B. Discussion

The researcher has conducted qualitative research using the case study method to gather pertinent information. This study focuses on the experiences of English teachers who use multisensory learning to teach English to high school students with ADHD. In this discussion section, the researcher presented the data analysis in line with the study's research problem and subsequently connected it to the theoretical framework developed in Chapter 2 and related studies. This section's primary goal is to address both general and specific research questions developed within the framework of this research.

In discussing findings, the researcher focuses on the following research questions:

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

To link the results of this study with current ideas and relevant research in special education, a few connected themes and categories that emerged from the collected data and analysis are employed as fundamental concepts. Each of the research issues covered in this study is described as follows:

1) The Teachers' Experiences in Arranging English Classroom Activities and Giving Instruction

a. Teachers' Experiences in Implementing Multisensory Methods.

The results showed that multisensory learning activities, such as visual materials, auditory activities, and kinesthetic and tactile exercises, were well received by students. When learning activities engaged multiple sensory modalities, students showed improved attention, engagement, and enthusiasm during classroom observation. These results may be related to the traits of children with ADHD, who frequently struggle to focus, restrain urges, and stay engaged during traditional instruction. Barkley (2015) states that people with ADHD frequently have trouble controlling their attention and self-regulation, which may make it difficult for them to stay focused in classrooms that primarily use passive teaching techniques. Their learning demands may therefore be better met by educational activities that offer a variety of sensory stimulation, which may better accommodate their learning needs.

Paivio's Dual Coding Theory (1986), which posits that information is processed more efficiently when presented through both verbal and visual channels, can help explain the favorable reactions to visual materials. By giving students tangible representations of abstract ideas, visual aids like pictures, colors, and demonstrations can help them organize information and stay focused. For students with ADHD, who frequently need extra assistance to maintain concentration and understand course material, this could be very helpful.

Similarly, students responded strongly to auditory exercises, such as listening to songs or following spoken directions. An additional channel for processing information was made available by auditory input, which also made the learning environment more dynamic. Auditory stimulation seemed to keep students interested throughout the class when paired with visual and physical activity. These findings

reflect the principles of multisensory learning, which stress integrating many sensory pathways to promote learning and understanding.

When students were actively engaged in movement-based tasks and direct connection with learning materials, kinesthetic and tactile activities yielded the strongest responses. This result is consistent with Kolb's Experiential Learning Theory (1984), which posits that hands-on experiences and active participation foster meaningful learning. Instead of just passively absorbing knowledge, students engaged physically with the learning material. Students with ADHD, whose learning features frequently involve a desire for movement and active participation, may benefit most from such activities.

Additionally, the concept of student engagement, as articulated by Fredericks et al., (2004) who distinguish behavioral, emotional, and cognitive dimensions of engagement, is reflected in students' zeal, involvement, and readiness to participate in class activities. While the students' delight and interest in the learning process indicated emotional engagement, their active participation in multisensory activities suggested behavioral engagement. These answers imply that multisensory instruction can make the classroom more encouraging and supportive for children with ADHD.

Overall, these findings align with Merrill's Component Display Theory, which emphasizes the importance of presenting instruction through appropriate forms of explanation, examples, practice opportunities, and feedback. The multisensory activities implemented in the classroom provided students with various ways to access and meet their learning needs. Therefore, the combination of visual, auditory, kinesthetic, and tactile activities appears to be an effective approach for helping teachers promote engagement, attention, and participation among students with ADHD.

b. The Teachers' Experiences in Classroom Management

The findings demonstrate that effective classroom management for students with ADHD requires teachers to continuously modify instructional practices according to students' attentional capacity and cognitive characteristics. The teacher's decision to shorten listening materials, replace lengthy explanations with vocabulary songs and movement, and provide repeated exposure to target vocabulary reflects an adaptive classroom management strategy designed to accommodate students' limited attention span.

This finding is consistent with the Information Processing Theory proposed by Atkinson and Shiffrin (1968), which explains that information must first pass through sensory memory and working memory before being stored in long-term memory. Because students with ADHD often experience difficulties sustaining attention and processing auditory information, lengthy listening activities may exceed the capacity of their working memory. Baddeley (2000) further argues that working memory has limited processing capacity, particularly when learners are required to maintain attention while simultaneously processing verbal information.

Therefore, simplifying listening tasks into shorter segments and reinforcing vocabulary through repetition enables students to process information more efficiently while reducing cognitive overload. This interpretation is supported by DuPaul and Stoner (2020), who found that students with ADHD demonstrate greater academic engagement when teachers provide structured instruction, concise learning tasks, and explicit classroom routines that accommodate their attentional needs. Similarly, Zentall (2005) reported that instructional modifications, including shorter tasks and increased opportunities for active engagement, significantly improve attention and classroom participation among students with ADHD.

Another important finding concerns the teachers' continuous adjustment of instructional support in response to students' diverse learning characteristics and classroom placements. The teacher acknowledged that students in different classroom types demonstrated varying rates of learning and comprehension, leading to different academic expectations and instructional objectives. Rather than applying identical teaching procedures, the teacher provided repeated questioning, simplified vocabulary instruction, and individualized guidance to ensure that every student could participate meaningfully in classroom activities. This finding aligns with Vygotsky's (1978) Sociocultural Theory, particularly the concept of the Zone of Proximal Development (ZPD), which suggests that learning is optimized when teachers provide scaffolding appropriate to learners' current developmental levels.

Within this perspective, classroom management extends beyond maintaining order and includes adjusting instructional support to accommodate learners' individual needs. The teacher's use of repetition and gradual vocabulary instruction represents a form of scaffolding that bridges the gap between students' existing knowledge and the intended learning outcomes. This interpretation is consistent with previous research by Kos (2008), who found that effective classroom management for students with ADHD relies heavily on teacher flexibility, individualized instructional support, and adaptive teaching strategies that respond to students' behavioral and academic needs. Likewise, DuPaul and Weyandt (2006) emphasized that individualized instructional adaptations improve both classroom engagement and academic performance among learners with ADHD.

Furthermore, the teacher's practice of providing small rewards to students who answered questions correctly illustrates the role of positive reinforcement in promoting desirable classroom behavior. Beyond encouraging correct responses, the rewards

served as a classroom management strategy to sustain students' motivation, participation, and attention throughout English-learning activities. This finding supports Skinner's (1953) Behaviorism Theory, which argues that behaviors followed by positive reinforcement are more likely to be repeated in future learning situations.

Within the present study, rewards appeared to strengthen students' willingness to remain engaged despite experiencing attentional difficulties. This finding is supported by Fabiano et al. (2010), whose meta-analysis concluded that behavioral interventions incorporating positive reinforcement significantly improve on task behavior, classroom participation and academic performance among students with ADHD. Similarly, Reitman et al. (2001) reported that reinforcement-based classroom interventions effectively increase students 'compliance with classroom expectations while reducing disruptive behaviors. These findings collectively suggest that effective classroom management for students with ADHD requires teachers not only to organize instructional activities but also to combine cognitive adaptations, individualized scaffolding, and behavioral reinforcement to create a learning environment that supports sustained engagement and meaningful participation.

c. The Teachers' Experiences in Teaching English to Students with ADHD

The results show that managing the significant variations in students' learning pace, comprehension, attention, and emotional preparedness is one of the biggest obstacles in teaching English to students with ADHD. Because students respond differently to the same learning activities, it is impossible to provide English instruction using consistent teaching methodologies, according to the teacher's experience. To meet each student's unique learning needs, teachers must continually adapt their teaching strategies, learning goals, and classroom expectations.

This finding is consistent with Barkley's (2015) Executive Function Theory, which explains that ADHD is characterized by impairments in executive functioning, including attention regulation, working memory, inhibitory control, emotional regulation, and self-monitoring. These executive function deficits affect students' ability to sustain attention, retain newly learned information, regulate emotions, and complete learning tasks independently. As reflected in the present study, some students quickly forgot the material that had just been taught, while others struggled to maintain concentration during English lessons and examinations. These characteristics created significant instructional challenges because the teacher could not expect all students to achieve the same academic outcomes within the same learning period.

The findings also support Tomlinson's (2014) theory of Differentiated Instruction which emphasizes that effective teaching should be adjusted according to students' readiness, learning profiles, and individual needs. Rather than implementing identical instructional strategies for all students, teachers are encouraged to modify learning objectives, teaching methods, classroom activities, and assessment procedures. In this study, the teacher demonstrated differentiated practices by prioritizing students' emotional readiness before introducing English materials, adapting instructional pacing, and establishing individualized learning expectations. Such practices illustrate that flexibility is an essential component of English instruction for students with ADHD.

Furthermore, classroom observations during the final examination revealed that emotional regulation and attentional control significantly influenced students' participation and performance. Some students were able to complete the examination independently, whereas others became distracted or emotionally overwhelmed when faced with academic demands and time limitations. These observations suggest that teachers face challenges not only in delivering instructional content but also in

maintaining student engagement and managing classroom behavior throughout the learning process. Therefore, successful English instruction depends not only on teachers' pedagogical competence but also on their ability to recognize students' emotional conditions and adjust instructional practices accordingly.

The present findings are consistent with previous studies. Jackson et al., (2004) reported that teachers frequently experience difficulties managing students with ADHD because of inattention, impulsive behavior, and inconsistent academic performance. Their study emphasized that teaching students with ADHD requires continuous instructional adaptation, classroom management strategies, and individualized support. Similarly, DuPaul and Stoner (2014) argued that effective teaching for students with ADHD involves flexible instruction, realistic expectations, positive behavioral support, and ongoing adjustments to accommodate students' executive functioning difficulties. Moreover, Smale-Jacobse et al., (2019) concluded that differentiated instruction enables teachers to respond more effectively to diverse learning needs by adapting teaching strategies according to students' readiness and learning characteristics. These previous findings reinforce the present study, which demonstrates that flexibility, individualized instruction, and responsiveness to students' emotional readiness are essential in overcoming the challenges of teaching English to students with ADHD.

2) The Impact of Multisensory Learning on Students' Engagement and Learning Progress

a. Impact on Students' Engagement

The results showed that students' participation in English-learning activities was positively affected by multisensory learning. Classroom observation showed that students had greater passion for learning English, were more engaged in class activities, and were able to focus for extended periods. These results imply that a more engaging

learning environment that catered to the needs and traits of students with ADHD was created through visual, auditory, kinesthetic, and tactile activities. As a result, students were better equipped to engage in class activities and became more actively involved in the learning process.

One notable finding was the increase in classroom participation. Students were observed responding to questions, engaging in learning activities, interacting with instructional materials, and participating more actively during lessons. This finding may indicate that multisensory learning provided opportunities for students to engage with learning content through various sensory modalities, making classroom activities more accessible and enjoyable. The finding can be interpreted through the constructivist perspective proposed by Vygotsky (1978), which emphasizes that learning occurs through active interaction with the learning environment and social participation. Through multisensory activities, students were encouraged to become active participants rather than passive recipients of information. This interpretation is supported by Tomlinson's (2014) study, which found that instructional approaches that accommodate diverse learning needs can increase students' participation and engagement in classroom learning.

Additionally, the results showed that students' focus and attentiveness during English classes had improved. When multisensory activities were performed, students showed a better ability to follow classroom directions and appeared more focused on learning tasks. Given that one of the main traits of students with ADHD is difficulty maintaining focus, this discovery is especially important. Barkley (2015) claims that people with ADHD frequently struggle with executive regulation, which may have an impact on their academic achievement.

By consistently grabbing students' attention and offering a variety of learning opportunities, the use of multiple senses may have reduced distractions. This result is in line with studies by Zental (2005), who found that active involvement and sensory stimulation in the classroom can help students with ADHD focus and pay attention.

Another important finding was the enhancement of students' motivation to learn English. The teacher reported that students showed enthusiasm during learning activities, demonstrated willingness to complete tasks, and expressed interest in participating in English lessons. This finding suggests that multisensory learning created a more enjoyable and meaningful learning experience, which may have contributed to students' intrinsic motivation. This result can be explained by Self-Determination Theory, proposed by Deci and Ryan (2000), which holds that motivation increases when learners experience enjoyment, competence, and meaningful involvement in learning activities.

The multisensory approach provided students with opportunities to experience success through different learning modalities, which may have strengthened their confidence and interest in learning English. This interpretation is supported by Dörnyei's (2001) findings, which emphasized that engaging, learner-centered instructional practices play an important role in fostering motivation in second-language learning.

Overall, the results show that multisensory learning increased students' enthusiasm for learning English, increased classroom involvement, and improved attention and concentration. These findings suggest that multisensory instruction provides a nurturing learning environment that accounts for the unique traits of students with ADHD and encourages active participation in the educational process. As a result, multisensory learning can be regarded as a successful strategy for encouraging student

participation in English language classes, especially for students with special educational needs.

b. Impact on Learning Progress

The findings revealed that implementing the multisensory method positively contributed to students' progress in English. The implementation of visual, auditory, kinesthetic, and tactile activities appeared to support students in achieving better learning outcomes, understanding instructional content more effectively, and developing greater confidence in using English. These findings suggest that multisensory learning provides meaningful learning experiences that accommodate the characteristics and learning needs of students with ADHD, thereby facilitating their academic development.

Regarding English performance, the participant demonstrated noticeable improvement in their ability to complete learning tasks, respond to classroom activities, and engage with English materials. This finding can be explained through Bandura's (1997) Self-Efficacy Theory, which emphasizes that learners who believe in their capabilities are more likely to exert effort, persist in challenging situations, and achieve better academic outcomes. Through multisensory activities that engaged the visual, auditory, and kinesthetic senses, the students achieved small successes during the learning process. This finding is consistent with Situmorang (2022), who reported that students with higher levels of self-efficacy tended to achieve better academic performance in English learning. Therefore, the improvement observed in this study suggests that the multisensory method may help ADHD students overcome learning difficulties and improve their English achievement.

The students' improved comprehension of the course materials was another significant discovery. When multisensory methods were used during class activities,

the students seemed to understand vocabulary, instructions, and learning material more successfully. This result is consistent with Ausubel's Meaningful Learning Theory, which suggests that learning improves when new material is linked to learners' preexisting knowledge structures. Students were able to engage with learning materials through multiple senses thanks to the multisensory approach, making abstract ideas more tangible and easier to comprehend.

Students were able to comprehend and remember knowledge more efficiently as a result. This result corroborates the study by Nurhasanah et al. (2022), which found that when new information is connected to past experiences, meaningful learning improves students' conceptual understanding. In a similar vein, Indah and Abimanyu (2025) contended that meaningful learning fosters a more profound and long-lasting understanding of educational resources. The multisensory approach in this study fostered meaningful learning experiences that improved English comprehension among children with ADHD.

Overall, the findings demonstrate that the multisensory method had a positive impact on students' learning progress. By improving English performance, facilitating better understanding of learning materials, and increasing confidence in using English, the method addressed both the cognitive and affective needs of students with ADHD. These results highlight the potential of multisensory learning as an effective instructional approach for supporting English language learning among students with special educational needs.

c. Observable Change During Classroom Activities

1. Changes in Learning Behavior

The findings revealed that implementing the multisensory method led to positive changes in students' learning behavior during classroom activities. Based on

the teacher's interview, although students in the Type-C classroom at SLBN 2 Banjarmasin are not required to meet the Minimum Mastery Criteria (KKM), they became easier to manage. They showed greater enthusiasm toward learning after the multisensory method was applied. The students were also responsive and actively engaged in classroom activities, indicating improved learning behavior.

Skinner's Behaviorism Theory (1953), which holds that learning can be seen through behavioral changes brought about by interactions with environmental stimuli, explains in this discovery. The multisensory approach in this study offered a variety of sensory experiences that drew students' attention and promoted more constructive classroom actions. This result is consistent with Shams and Seitz's (2008) claim that engaging multiple sensory channels simultaneously can boost students' participation and engagement. As a result, the multisensory approach appears to be effective in encouraging beneficial behavioral changes in ADHD students, particularly regarding classroom responsiveness, engagement, and excitement about learning. These behavioral improvements are particularly important for students with ADHD, who often experience difficulties in maintaining attention and regulating their behavior during classroom activities.

2. Changes in Interaction with Teachers'

The findings revealed positive changes in students' interactions with the teacher during classroom activities. According to the teacher's explanation, students in the Type C classroom remained capable of engaging in meaningful social interactions when approached appropriately. They actively participated in conversations and were generally willing to communicate with others. These interactions included both informal conversations that strengthened teacher-student relationships and academic discussions related to classroom learning. This finding suggests that the multisensory

method created a more supportive learning environment, encouraging students to interact more comfortably with their teacher.

This finding can be explained through Vygotsky's Social Constructivist Theory (1978), which emphasizes that learning occurs through social interaction and communication with more knowledgeable individuals, such as teachers. According to Vygotsky, meaningful interactions between teachers and students play a crucial role in supporting cognitive and language development. In the present study, the multisensory method appeared to facilitate communication by providing engaging learning experiences that encouraged students to participate in classroom exchanges and respond more actively to the teacher's guidance.

The findings are consistent with previous research conducted by Alrahbi (2017), which found that positive teacher-student relationships contribute to greater classroom engagement and participation. Similarly, Cornelius-White (2007) reported that supportive interactions between teachers and students positively influence learners' motivation, communication, and academic development. Therefore, the increased interaction observed in this study indicates that the multisensory method not only supported students' learning processes but also fostered stronger social connections between students and their teacher, which are essential for effective learning, particularly for students with special educational needs.

3. Changes in Students' Final Scores After Implementing the Multisensory Method in the Classroom Lessons

The findings revealed that implementing the multisensory method influenced how learning progress was perceived in the classroom. Based on the interview results, educational achievement among students in the Type C classroom was not measured solely through academic performance. Instead, teachers considered students' behavioral

growth, classroom engagement, and readiness to learn as important indicators of progress. The findings also indicated that students often demonstrated inconsistent academic performance due to differences in attention span, memory retention, and emotional regulation. Therefore, academic achievement alone was not considered an accurate representation of students' overall learning and development.

These findings can be explained through Gardner's Theory of Multiple Intelligences (1983), which suggests that learners possess different strengths and ways of processing information. As a result, students may demonstrate their abilities through various forms of participation and engagement rather than through academic scores alone. The multisensory method provided opportunities for students to access learning materials through visual, auditory, and kinesthetic experiences, allowing them to learn in ways that align with their individual strengths and preferences.

In addition, the findings align with Tomlinson's Differentiated Instruction Theory (2014), which emphasizes that students' progress should be evaluated based on their individual needs, abilities, and learning characteristics. In special education settings, meaningful learning outcomes are often reflected in students' willingness to participate, increased engagement, and positive behavioral development. This interpretation is supported by Tomlinson (2014), who argued that effective learning assessment should recognize individual growth beyond standardized academic achievement. Therefore, the implementation of the multisensory method in this study can be considered beneficial, as it accommodated diverse learning needs and enabled students to demonstrate progress in both academic and non-academic domains.

This finding is also supported by Tomlinson et al. (2003). He argued that differentiated instruction should accommodate students' readiness, interests, and

learning profiles, recognizing that learning progress may be demonstrated in various ways beyond standardized academic outcomes.