

CHAPTER V

CLOSURE

A. Conclusion

The primary data for this study were obtained through semi-structured interviews conducted as part of a case study research approach. Additionally, document analysis and classroom observation were deemed supporting data for the conclusions. In conclusion, the overall goal of this study is to better understand teachers' experiences with multisensory learning for instructing students with ADHD and to support the effectiveness and continuity of learning when using multisensory approaches. The results and discussion of each research question in this current study are summarized in the following description:

The findings revealed that teaching students with ADHD requires flexible instructional approaches that accommodate their diverse learning needs, particularly in attention, memory, and emotional regulation. To address these challenges, the teacher implemented multisensory learning by integrating visual, auditory, and kinesthetic activities into classroom instruction. From the teachers' perspective, this approach created a more engaging and supportive learning environment by facilitating students' participation, enhancing their understanding of learning materials, and increasing their overall engagement in English-learning activities. Consequently, the teacher perceived multisensory learning as an effective instructional approach for supporting the development of students'

English skills while addressing the unique learning characteristics associated with ADHD.

The multisensory methods impact students' engagement and progress in learning English, as evidenced by greater engagement during classroom activities, reflected in increased participation, enthusiasm, responsiveness, and interaction with the teacher. In addition, the method contributed to students' learning progress by improving their English performance, enhancing their understanding of learning materials, and increasing their confidence in using English. Furthermore, the study found observable positive changes in students' learning behavior throughout the learning process. The students became more attentive, manageable, and willing to participate in classroom activities. In the context of special education, these improvements were reflected not only in academic achievement but also in students' behavioral development, readiness to learn, and active participation in English lessons. Therefore, the findings suggest that multisensory learning is an effective approach for supporting both student engagement and learning progress among students with ADHD.

B. Suggestion

Based on the findings of this study, English teachers are encouraged to implement multisensory learning strategies when teaching students with ADHD, as the method was found to promote student engagement, learning progress, and

positive classroom behaviors. Teachers should consider integrating visual, auditory, and kinesthetic activities to accommodate diverse learning needs and create a more supportive learning environment. In addition, schools are encouraged to provide adequate resources and professional support to facilitate the effective implementation of multisensory learning in special education settings.

Future researchers are encouraged to explore the use of multisensory learning across different educational contexts and with larger numbers of participants to obtain broader insights into its implementation and impact. Future studies may also employ different research designs, such as mixed-methods or experimental approaches, to further investigate the effectiveness of multisensory learning in supporting the academic and behavioral development of students with ADHD.