

Teaching Strategies for ADHD Student in Inclusive Classroom: A Case Study

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Abstract

Background:

Every student with special needs must be recognized for their right to get an education that is equal to regular students. In order to overcome the learning difficulties that ADHD students face when learning English in regular classrooms with other students, this study expects to analyze the strategies for teaching that English teacher has particularly implemented.

Methodology:

This study uses qualitative research design, specifically a case study of an English teacher in Samarinda who teaches a seventh-grade ADHD student. Data was collected through observation and interviews, and the study used data reduction, display, and verification techniques. The credibility test using triangulation was used to verify the validity of the data.

Findings:

Teacher strategies for teaching a student with ADHD at an inclusive junior high school in Samarinda such as repetition of material, direct instruction, indirect instruction, giving reward, and classroom accommodation.

Conclusion:

Teaching strategies used by the English teacher to a student with ADHD only a classroom accommodation. There are also some strategies used not only to a student with ADHD but also to regular students which are, repetition of material, direct instruction, indirect instruction, giving reward.

Originality:

Previous studies have explored the strategies used by teachers in teaching students with ADHD in general. However, there is a gap in this study, which explores the strategies used by English teacher in teaching an ADHD student in regular classroom.

Keywords : teaching strategy; teaching English; student with ADHD; classroom accommodation; inclusive education

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1. INTRODUCTION

In the current education in Indonesia, there is a very significant change, which is a transition of education towards inclusion. This has been regulated in the Law of the Republic of Indonesia Article 28H Paragraph (2) that all people have the right to facilities and special treatment to have equal opportunities and benefits in order to achieve justice ([KEMDIKBUDRISTEK, 2022](#)). Every student with special needs must be recognized for their right to get an education that is equal to regular students.

This study is focusing on student with Attention Deficit/Hyperactivity Disorder (ADHD). ADHD is characterized by trouble focusing, excessive movement, and impulsive behavior, which can lead to difficulties in sitting still and acting without prompting ([KEMDIKBUDRISTEK, 2022](#)). The effects for the educational process need very careful and specialized teaching strategies and approaches, particularly in English courses. In order to choose the most effective teaching and learning strategies for students with attention deficit hyperactivity disorder (ADHD), it is crucial that parents and inclusive education programs are working together ([Hayati and Apsari, 2019](#)).

When teaching English vocabulary to students with ADHD, teachers employ four strategies, according to [Aini and Prasetyowati's \(2019\)](#) research: paying attention to form, learning word meanings, creating strong memory connections, and extending students' vocabulary beyond textbooks. [Zurrahmah \(2023\)](#) study analyzed English teachers' strategies for students with special needs in learning English. Three main approaches were identified: media use, teaching basic vocabulary and phrases, and specific strategies like role-playing, repetition, and direct instruction. The end result of [Dhermawati et al.'s \(2019\)](#) study aimed to identify the ELT strategies employed by teachers with disabilities, including flashcards, explanations, examples, singing, rewards, repetition, and allowing students to color pictures.

This study uses some teaching strategies from previous studies that are considered effective to help ADHD students. The purpose of this study is to see if the teacher in the regular classroom who teaches ADHD student also implements these strategies in daily classroom practice, and how the teacher adapts them in the context of an inclusive classroom. By understanding certain strategies for arranging and conducting classrooms, teachers may create an atmosphere to encourage the English language development of students with ADHD and raises their chances of success in the classroom. Then the research question in guiding this study is "What are strategies implemented to teach ADHD student by English teacher?"

2. LITERATURE REVIEW

2.1 Inclusive Education

To provide equal opportunities for learning to children with special needs and regular children, the government has implemented inclusive education [Nurfadhilah et al. \(2022\)](#). [Rudiyati \(2011\)](#) believes that all students need to have access to an inclusive education, irrespective of their physical, mental, social, emotional, or language barriers. According to [Hayati and Apsari \(2019\)](#), children with special needs that require additional support in order to receive a formal education include those who suffer from Attention Deficit/Hyperactivity Disorder (ADHD). [Junaidi \(2017\)](#) states that the inclusive education curriculum adjusts the national curriculum based on some characteristics and intelligence of the students. According to the principle of adaptation/modification as stated by [KEMDIKBUDRISTEK \(2022\)](#), schools must consider three aspects of the adjustment process when implementing inclusive education: curriculum adaptation, instructional learning adaptation, and ecological learning environment adaptation.

2.2 Teaching Strategy

Teaching strategies are various ways that teachers implement for different lessons and to achieve particular objectives. According to [Ayua \(2017\)](#), a teaching strategy is an instructional approach, process, or course of action used in the classroom for achieving certain learning and teaching objectives. Teaching strategies, according to Richards (1986), are an idea, way, or planned action that improves learning's effectiveness, interest, ease, productivity, and adaptability to different situations (Cited in [Shakina et al., 2022](#)).

According to [Dhermawati et al. \(2019\)](#), there are 4 strategies for teaching mentally disabled students, which are repetition of the material, giving examples, using songs, rewarding students. There are also other strategies from [Higgins \(2007\)](#), which are direct instruction, indirect instruction, peer collaboration, and classroom accommodation. Providing accommodations for students with special needs is very important so that discipline in the classroom can be maintained and the daily routine can proceed structured.

According to [Beech \(2010\)](#) classroom accommodations that teachers need to provide to students with special needs such as presentation accommodation, response accommodation, setting accommodation, and scheduling accommodation. Presentation accommodation is developed by teachers to provide access to students in conveying information. Written expression and oral expression are necessary in accommodating students in responding during class. Beech also added setting accommodation which involves modifying the location or conditions of the learning environment such as accessibility, behavior management, and space

and material arrangement issues. Scheduling is also included in the accommodations needed in the classroom such as time allocation and time management.

3. METHODOLOGY

The research design of this study is qualitative research. According to [Creswell \(2009\)](#), qualitative research is a method for exploring the meaning of individuals or groups assigned to a social or human problem. A case study as a type of descriptive qualitative research in this study. Yin (2003) states that case study research is conducted to generate conclusions from the initial research questions “how” and “why”. In this context, an English teacher at an inclusive junior high school in Samarinda who teaches a student with ADHD in seventh grade became the subject of the study. In this study, the researchers are the primary research instrument where the researchers collect the data by themselves.

Researchers use the research instrument as a tool to collect research data. According to [Wilkinson and Birmingham \(2003\)](#), research instruments are tools used to extract important information from a research study. Data can be gathered by observation and interviews, according to [Sarwono \(2006\)](#). As the primary research tool in this study, the researchers themselves gathered the data through observation and interviews. Researchers used [Miles and Huberman \(1994\)](#) activities—data reduction, data display, and conclusion or verification—for the data analysis technique. Data reduction is the process of condensing and organizing a researcher's data to extract essential information, which is then presented in a structured manner for analysis, further inferences, and the study's final results.

4. FINDINGS

4.1 Repetition of the material

The researchers saw the teacher reviewing the material that had been taught at the previous meeting 4 times during the researcher's 6 observations.

Table 1

Meeting	Observation Notes	Analysis
Day 1	<i>Guru mengulas kembali materi sebelumnya tentang proyek film. Proyek ini dibagi menjadi beberapa kelompok, termasuk siswa dengan ADHD di dalamnya.</i>	This repetition of material provides an opportunity for ADHD student to recall and re-understand the material that has been learned, allowing for reinforcement of understanding for the student.

Day 2	<i>Guru mengulangi penjelasan tentang 'Jarum panjang dan jarum pendek' tentang jam dalam bahasa Inggris dan membedakan jam dalam gaya British dan American.</i>	This repetition strategy helps ADHD student understand distinctions and hard-to-remember concepts more clearly. Repetition of instructions reinforces his understanding.
Day 3	<i>Guru mengulang sedikit materi tentang jam sebelum guru memberikan beberapa pertanyaan</i>	A brief repetition of the material before assigning tasks or questions allows the ADHD student to focus and ensure he understands the material before moving on to further activities.
Day 4	<i>Guru memberikan sedikit penjelasan tentang jam gaya Inggris seperti penggunaan 'half' dan 'to'</i>	The re-explanation of concepts that have not been fully understood provides an opportunity for ADHD student to process information better and reduce his confusion.

From the observations above, the teacher consistently repeats material in the classroom four times. Repetition is done by reviewing the previous material before starting new material, or by providing reinforcement of the concepts that have been learned. The teacher delivered the repetition through direct verbal explanation, sometimes with the help of the whiteboard and visual media in the form of on-screen presentations. Based on observation notes, this repetition of material is given to all students in the class, including student with ADHD, as part of the daily teaching routine.

4.2 Direct Instruction

The researcher saw that the teacher gave instructions slowly and very clearly. Such as when delivering material, giving assignments, and giving examples.

Table 2

Meeting	Observation Notes	Analysis
Day 1	<i>Guru menyampaikan materi secara perlahan dan jelas dengan menggunakan bahasa Indonesia kemudian beralih ke bahasa Inggris.</i>	The teacher uses a step-by-step approach in delivering the material to facilitate students' understanding. The use of Indonesian as the first step

aims to clarify concepts before introducing English terms, thus helping students, including ADHD student, process information more effectively.

Following the table 2, the teacher used a step-by-step approach in presenting the material to the students. The teacher started by using Indonesian to explain basic concepts before switching to English. The delivery was done with a slow tempo and clear language, allowing time for students to understand the information gradually. This strategy seems to support students, including student with ADHD, to more easily follow the learning flow without feeling rushed or losing focus.

Table 3

Meeting	Observation Notes	Analysis
Day 1	<i>Para siswa diminta untuk menonton video yang telah disiapkan guru, kemudian siswa menjawab pertanyaan yang akan ditampilkan setelahnya.</i>	The teacher uses audiovisual media to deliver the material. The use of videos helps to attract students' attention and provides variety in content delivery, which is important to maintain ADHD students' focus. The activity of answering questions after watching also encourages students' active participation in learning.

Following the third table, the teacher enhances the material delivery method by using audiovisual media. Students were asked to watch a video that had been prepared previously, then answer some questions related to the content of the video. The use of videos in the classroom provides visual and auditory stimulus that can help attract the attention of students, including students with ADHD, who often need variations in the way material is delivered. In addition, the activity of answering questions after watching the video serves to increase understanding and ensure students are active in following the learning process.

Table 4

Meeting	Interview Result	Analysis
-	<p>“Kalau berupa project kelompok biasanya saya lebih menekankan ke temannya, maksudnya biar temannya menjelaskan ke siswa ADHD ini, engga. Tapi saya lebih mengkondisikan teman-temannya. Kaya kemaren kan dia ada buat video tuh mba, yang dia bikin film. Nah yang saya tekankan itu teman-temannya, “Nanti kalau sama siswa ADHD, ngobrolnya begini ya”, “Kalau sama siswa ADHD, kalau memang dia ga bisa, chat ke saya biar saya teruskan ke orang tuanya.” Biasanya begitu. Kalau untuk ke siswa ADHD, biasanya cuma sekedar, “Doni! (Pseudonym) nanti tugasnya buat A Day in your life, ya? Dari pagi sampai malam divideoin, okay?”.”</p>	<p>The teacher uses audiovisual media to deliver the material. The use of videos helps to attract students’ attention and provides variety in content delivery, which is important to maintain ADHD students’ focus. The activity of answering questions after watching also encourages students’ active participation in learning.</p>

In the group project assignment, the teacher chose to use an indirect approach in giving directions to the ADHD student. Instead of giving complex instructions directly, the teacher directs the student's groupmates to support and guide him during the task process. The teacher also instructed his classmates on how to appropriately interact with the ADHD student and provided additional communication mechanisms with the teacher when needed. This approach appears to create a more supportive learning environment and encourages social engagement, allowing the ADHD student to actively participate in the project without undue pressure.

Table 5

Meeting	Observation Notes	Analysis
Day 1	<p>Guru menampilkan contoh di layar televisi dengan menggunakan slide presentasi dari Canva berupa gambar</p>	<p>The teacher uses visual media in the form of animations and concrete examples to build students' pre-</p>

	<i>animasi yang digunakan sebagai contoh pertanyaan pancingan yang digunakan oleh guru sebelum masuk ke kegiatan inti untuk menggali latar belakang pengetahuan siswa;</i>	understanding. This strategy is effective in capturing the attention of ADHD student and connecting new material with existing knowledge.
	<i>Guru memberikan contoh dengan menggambar sebuah jam dan menjelaskan perbedaan antara penggunaan 'setengah' dan 'seperempat' pada waktu dalam bahasa Inggris.</i>	
Day 2	<i>Guru menampilkan beberapa gambar jam, kemudian siswa diinstruksikan untuk menyebutkannya dalam bahasa Inggris, termasuk siswa dengan ADHD. Dan guru terus membimbing cara membacanya dengan benar.</i>	The teacher actively engages students through pronunciation practice, as well as providing repeated guidance. This approach helps maintain students' focus and reinforces their understanding in a step-by-step way.
Day 3	<i>Guru memberikan beberapa contoh cara membaca jam dalam bahasa Inggris secara perlahan untuk memastikan semua siswa dapat membaca jam dengan benar.</i>	The teacher applies step-by-step learning at a slow pace, allowing students, including ADHD student, to follow the learning process at an appropriate rhythm and reduce the sense of rushing.

The teacher consistently combines visual media, active practice, and a step-by-step approach in teaching the concept of reading clocks in English. On the first day, the teacher uses animations and concrete examples to attract students' attention and build connections between the new material and their existing knowledge. On the second day, the teacher actively involved the students by giving them the task of telling the time from the pictures shown, while providing direct guidance to improve pronunciation. On the third day, the teacher slowed down the tempo of material delivery to ensure all students understood how to read a clock correctly. These three approaches demonstrate the teacher's efforts to create a structured, engaging and friendly learning process for students, including ADHD student.

4.3 Indirect Instruction

In the observation section review, there are two types of nonverbal instruction: giving written assignments and instructing using a whiteboard, projector, or handouts.

Table 6 Observation notes day 1

Meeting	Description	Analysis
Day 1	<i>Guru memberikan pertanyaan-pertanyaan yang bersifat menggali pengetahuan siswa melalui presentasi slide Canva.</i>	The teacher uses the inquiry question to activate students' prior knowledge. This strategy helps to build connections between new material and previous experiences and increases the engagement of students, including ADHD student, in the learning process.

The teacher uses the inquiry question activity with the help of presentation media from Canva. The questions aim to explore students' background knowledge before starting the core learning. This strategy not only helps to connect new information with students' existing experience or understanding, but also encourages active participation in class. For ADHD student, this approach can help direct their focus from the beginning of learning and mentally prepare them to receive new material. In order to help student with ADHD manage his learning and instruction, teacher has also offered student written projects in the form of homework diaries, following the interview result below.

Table 7

Meeting	Interview Result	Analysis
-	<i>"Kalau jurnal PR, pernah 1-2 kali tapi ga efektif. Karena tulisannya dia, dia ga bisa baca lagi. Awal-awal pernah saya minta, "Doni! (Pseudonym) tulis ya tugasnya ini, begini." Ternyata engga, ga bisa. Tulisannya dia ga jelas, Ketika dibaca lagi pun dia gabisa. Di rumah, orang tuanya japri saya lagi."</i>	The teacher tried to give writing assignments to ADHD student, but had problems because the student's handwriting could not be read back by the student himself. This shows that the strategy is less effective for students with writing difficulties, so alternative approaches such as visual

aids or direct communication with parents are needed.

In an effort to give home assignments to a student with ADHD, the teacher initially asked the student to record the assignment independently. However, this approach did not work because the student's handwriting was difficult to read, even by the student himself, which caused confusion when doing the assignment at home. As a result, parents had to contact the teacher to get clarification on the assignment. This situation suggests that the self- note-taking may not be effective for students with writing difficulties, so the teacher needs to consider alternative strategies, such as providing clear written instructions or using visual media to ensure students' understanding of the assignment.

4.4 Rewarding Students

The researchers saw that the teacher always gave rewards such as applause and gave praise to the ADHD student and the regular student.

Table 8

Meeting	Observation Notes	Analysis
Day 5	<i>Guru memberikan tepuk tangan setelah menunjukkan hasil pembuatan proyek film secara berkelompok, termasuk seorang siswa dengan ADHD.</i>	The teacher uses positive reinforcement in the form of social rewards (applause) to increase the confidence and motivation of students, including ADHD student.
Day 1	<i>Guru memuji siswa dengan ADHD dengan mengatakan "Good!" karena siswa dengan ADHD dapat menjawab pertanyaan yang diberikan oleh guru terkait materi jam.</i>	The teacher provides direct verbal reinforcement to appreciate the success of ADHD student, which can increase their motivation and attention to the lesson.
Day 2	<i>Guru memuji "Excellent!" dan "Great!" ketika siswa dengan ADHD menjawab pertanyaan dari guru.</i>	The use of verbal praise variations is a strategy to maintain students intrinsic motivation and show recognition for the efforts made by ADHD student.
Day 4	<i>Guru memberikan pujian kepada setiap siswa yang melakukan presentasi.</i>	Giving praise equally helps to create a supportive and inclusive learning

	environment where ADHD student does not feel differentiated from their peers.
Day 5	<p><i>Guru memberikan pujian setelah menunjukkan hasil proyek film siswa dan kepada setiap siswa yang melakukan presentasi dengan mengucapkan “That’s really good!”.</i></p> <p>Teachers combine social (applause) and verbal (“That’s really good!”) reinforcement to strengthen positive student outcomes, including ADHD student, and foster appreciation for group and individual efforts.</p>

Based on observations, the teacher consistently uses positive reinforcement in the form of verbal and social praise to increase students' motivation and confidence, including student with ADHD. In some meetings, the teacher gave short compliments such as “Good!”, “Excellent!”, and “Great!” to appreciate the answers given by students. The teacher also gave applause and words of praise after displaying the results of group projects, ensuring that each student was rewarded for his efforts. This strategy not only reinforces positive behaviour, but also helps to create a supportive and inclusive classroom environment for all students.

4.5 Classroom Accommodation

The researcher saw that the teacher provided presentation accommodation, response accommodation, scheduling accommodation, and setting accommodation.

a. Presentation Accommodation

In presentation accommodation, the teacher uses two formats, which are audio format and visual format.

Table 9

Meeting	Interview Result	Analysis
-	<p><i>“Audio aja itu ga pernah, biasanya selalu ada visualnya juga. Soalnya kalau di buku Cambridge itu dia langsung ada medianya, jarang lagi sekarang yang cuma audio. Karena anak-anak kalau cuma denger malah ga focus apa yang harus dilihat, malah nanti ngobrol sama</i></p>	<p>The teacher chooses to use visual learning media (such as pictures, videos, or posters) rather than audio only. This strategy aims to keep the attention of students, including ADHD student, who tend to be easily distracted if they only rely on audio input.</p>

temennya yang lain. Kalau poster pernah”

“Iya, large print. Jadi poster, materinya mereka yang bikin, terus kita bahas masing-masing posterrnya”

The teacher engages the student in making large posters, as a strategy to reinforce understanding of the material. This visual and kinesthetic activity is effective in maintaining the attention of ADHD student while increasing his active engagement in learning.

In learning activities, the teacher prefers to use visual media such as posters and pictures rather than relying solely on audio. The use of visual media is considered more effective in maintaining the focus of students, including student with ADHD, because it can reduce the possibility of distraction and maintain attention to the material being taught. In addition, teacher also involve students in making large posters related to the subject matter. This activity not only strengthens the understanding of concepts through direct experience, but also encourages students' active involvement in the learning process, which is very important for student with special attention needs such as ADHD.

Table 10

Meeting	Observation Notes	Analysis
Day 1	<i>Guru menggunakan rekaman video sebagai salah satu media untuk menyampaikan materi kepada siswa; Sebelum memulai materi utama, guru memberikan pertanyaan pancingan melalui tampilan pada slide presentasi Canva.</i>	The teacher combines visual media (videos) and stimulus questions through presentations to attract attention and activate students' prior knowledge. This varied use of media helps maintain ADHD students' focus on understanding the main material.

The teacher displays video recordings and prompting questions through Canva presentation slides. This strategy aims to attract students' attention from the beginning

of learning, activate their background knowledge, and increase their readiness to receive new material. For student with ADHD, the use of visual media and interactive stimulus like this is very helpful to keep their focus longer and prevent distractions that usually occur if only using the lecture method.

b. Response Accommodation

In response accommodation, there are two expressions used in responding, which are oral expression and written expression. In observations and interviews, the teacher provides response accommodations to ADHD student in oral expression by increasing waiting time and the use of visual graphics.

Table 11

Meeting	Observation Notes	Analysis
Day 1	<i>Guru memberikan waktu kepada siswa dengan ADHD ketika menjawab pertanyaan dari guru; Sebelum memulai materi utama, guru memberikan pertanyaan pancingan melalui tampilan di slide presentasi Canva.</i>	Teachers apply the strategy of providing additional time (wait time) for ADHD student, allowing student to think and process information better before answering. In addition, prompting questions are used to activate students' cognitive engagement at the beginning of learning.

The teacher intentionally gives the student with ADHD additional time to think and respond to questions. This timing strategy is important to support the slower information processing needs of the student with ADHD, while reducing pressure that can trigger anxiety or discomfort. Also, before entering the main material, the teacher also uses stimulating questions displayed through the slide presentation, which serves to direct students' attention and generate interest in the topic to be discussed. In addition, there is also teacher responses regarding this.

Table 12

Meeting	Interview Result	Analysis
-	<i>"Pasti ditunggu dulu. Kadang dia memproses itu agak lama. Kadang setiap lagi ngobrol gini, "Doni! (Pseudonym)</i>	The teacher understands the characteristics of the student with ADHD who needs more time to

<p><i>gimana kabarnya hari ini?” itu dia main-main dulu, otaknya masih memproses. Sudah agak lama baru, “Oh iya sir, baik”.”</i></p>	<p>process information, so the teacher consciously provides additional time (wait time) in daily interactions, both in ordinary conversations and in the learning process. This strategy supports students’ comfort and participation in classroom communication.</p>
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Increasing the time necessary to wait for responses is essential, as the teacher said above. The teacher consistently applies the wait time strategy not only during lessons but also in daily conversations with student. This approach creates a more supportive classroom atmosphere, helps student feel more comfortable, and increases students' active participation in learning activities and social communication. Teacher not only increases time to wait for responses following the interview, but he also provides adjustments for student with ADHD by using visual aids that help students in responding.

Table 13

Meeting	Interview Result	Analysis
-	<i>“Kalau cue card ke siswa dengan ADHD ini jarang, kalau yang diprint itu jarang, cuman kalau yang ditampilin di tab, baru dia ngeliat, bisa gitu, dia suka”</i>	The teacher prefers to use digital media (tablet/screen display) instead of printed media such as cue cards for the student with ADHD. The use of digital media is more attractive to student and more effective in helping student focus on the material.
-	<i>“Nggak di print, tapi ada di layar. Jadi waktu mereka report itu yang formula itu masih ada di layar.”</i>	The teacher maintains the display of important information on the screen throughout the activity to make it easier for students, including ADHD student, to visually access references without having to shift attention to other media. This strategy helps maintain student focus.

In order to help the student with ADHD respond in class, the teacher implemented cue cards and other visual aids. However, the student with ADHD truly enjoys the cue cards, which are only shown on the screen and are not printed. Similar to using visual aid, the teacher does not make use of printed grammatical rules, checklists, templates, or strategies. As the activity progresses such as in a reporting session, the formula or format that should be used remains displayed on the screen, providing a consistent visual guide for students. This approach helps minimize distractions and makes it easier for students to follow instructions independently.

Table 14

Meeting	Interview Result	Analysis
-	<i>“Ga pernah. Selain Canva itu saya pake Power Point, PDF yang diprint. Kalau diagram kayanya mereka belum paham cara baca diagram, tapi biasanya kaya table gitu aja.”</i>	The teacher uses simple presentation media such as PowerPoint, PDF printouts, and tables to support students’ understanding, including ADHD student. The teacher avoids the use of complex diagrams as students are not used to reading diagrams, thus preferring simpler and more direct visual media.
-	<i>“Untuk membantu, biasanya saya lebih senengnya mereka tuh saling bertanya sama temennya. Kalau ada kosakata baru yang dirasa unexpected itu biasanya saya bikin box di pojok kanan bawah atau pojok kanan atas whiteboard terus saya tulis, misalkan “Chases = mengejar”.”</i>	The teacher applies collaborative-based learning strategies by encouraging students to ask each other questions to peers. In addition, the teacher provides additional visual support by creating vocabulary boxes on the whiteboard to help students understand new terms that appear during the lesson.

A graphic organizer is a table created to organize the information to be conveyed so that the student with ADHD can always focus on the topic. However, if it is in other forms, the teacher has not been able to use it, it is because seventh grade students are

considered unable to read diagrams or other forms. Furthermore, as for the use of vocabulary list, the teacher would prefer that students ask one another. Unless it seems unfamiliar, the teacher will write the term on the whiteboard. On the upper or lower right corner of the board, the vocabulary is written.

c. *Scheduling Accommodation*

The teacher provides the ADHD student with schedule accommodations that involve time management and allocation based on the findings of the observation and the interview. Time allocation is accommodated using extra time, breaks, and adjustments to the schedule. Predictable routines and procedures, a timetable, individual responsibilities, an assignment planner or visual schedule, and an electronic device are all ways in time management.

Table 15

Meeting	Description	Analysis
Day 1	<i>Guru memberikan waktu mengerjakan tugas siswa dengan ADHD sama dengan siswa reguler.</i>	The teacher applies the inclusive principle by providing equal opportunities in terms of task time for ADHD student and regular students. This reflects an effort to bring a sense of fairness and equality in the classroom without differentiating students based on his special needs.

Observations show that the teacher allocates the same amount of time for assignments between student with ADHD and regular students. This approach is part of an inclusive strategy that aims to treat all students fairly and instill a sense of equality among them. Although the student with ADHD has special needs, the teacher still maintains the principle of equality in the learning process, so as not to make the student feel different from his peers. This strategy can also help increase the confidence of ADHD student in completing his assignments with his classmates. In addition, there is also teacher responses regarding this.

Table 16

Meeting	Interview Result	Analysis
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-	<i>“Kalau untuk siswa ADHD ini, tugas itu sama deadlinenya dengan siswa yang lain. Untuk durasinya sama, cuman isinya yang berbeda. Mungkin kalau yang lain tugasnya 1-100, siswa ADHD ini cuman 1-60. Kaya kemarin yang dia ngisi soal tentang jam itu, saya tahu kalau dia tahu jawabannya, cuman cara gimana”</i>	The teacher applies task content modification for the ADHD student, while maintaining the same duration and deadline as regular students. This shows task differentiation, where the task load is adjusted to the student’s ability without changing the time standard, to ensure fairness while considering individual needs.
-	<i>“Iya kalau sudah tantrum. Tapi breaknya ga di kelas, nanti saya antar ke BK buat dia nenangin diri”.</i>	Teachers provide behavioral intervention in the form of a special break time by moving the student to the Counseling Guidance room (BK) when a tantrum occurs, as an effort to help the student manage his emotions before returning to class.

Based on the interview results, the teacher makes two forms of adjustments in dealing with the ADHD student. In the academic aspect, the teacher modifies the task, which is to reduce the number of questions given to ADHD student, but still maintain the same work duration and deadline as regular students. This approach aims to maintain a sense of fairness in the classroom, while accommodating the abilities of student with special needs. In the behavioral aspect, the teacher also provides interventions in the form of rest time in the Counseling Guidance room (BK) when the student experiences tantrums, as a form of support in managing students' emotions so that they can return to learning more calmly.

Table 17

Meeting	Interview Result	Analysis
-	<i>“Sering. Kadang ada wali kelas yang minta “Sir, boleh nggak ya jam English kami pakai mau persiapan ini?”. Ya silahkan, tapi dengan catatan, kaya misalkan di hari itu saya punya dua kelas</i>	Teacher demonstrates the implementation of flexibility in the learning schedule, with certain conditions to maintain consistency of material between classes. This is

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| <p><i>nih, Al-Kindi sama Al-Jazari. Saya maunya kalau mau diambil, dua-duanya yang diambil. Nggak cuma satu kelas. Kalau satu kelas artinya materinya kan satu maju, satu stay tuh, nah saya bingung nanti. Saya sendiri yang kebingungan.”</i></p> | important to avoid falling behind and ensure that all students, including the ADHD student, receive structured learning. |
| <p>- <i>“Di learning contract itukan saya sampein materi enam bulan ke mereka. Materi enam bulan dari awal meeting satu, dua, tiga sampai enam belas. Nah ternyata biasanya ada, enam belas meeting itu saya sudah nyediain spare-time. Spare time itu misalkan dua meeting di akhir ada satu yang ketunda, semua materi akan mundur satu.”</i></p> | Teacher plans spare time in the learning contract to anticipate if there is a disrupted schedule. With this planning, the teacher can still manage to deliver all the material well, despite the changes, so that ADHD student is not confused due to the shift in material. |
| <p>- <i>“Dua minggu terakhir itu kosong. Biasanya digunakan, biasanya mereka kalau spare-time itu untuk kegiatan, memang buat itu. Jadi materi nggak saya desain full pertemuan semua, ada spare-time nya.”</i></p> | Spare time in the last two weeks of the semester for additional activities or adjustments. This shows flexible planning and responsiveness to students’ needs, including making space for the ADHD student to catch up or do activities that support their learning engagement. |
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From the interviews, it was found that the teacher designs lessons with a high degree of flexibility in scheduling. Teacher sets a policy to keep the material equal between classes when there is a request for the use of class hours for other activities, thus preventing one class from falling behind. In addition, the teacher also set aside spare time in the learning contract to anticipate uncertainties, such as school activities or schedule changes. The last two weeks are not filled with new material, but are allocated for additional activities or adjustments, which shows the teacher's attention to

the continuity of learning for all students, including ADHD student who may need a more flexible learning rhythm.

Table 18

Meeting	Interview Result	Analysis
-	<i>“Oh, kalau itu, kalau per-jamnya enggak. Cuma kan biasanya kalau di awal meeting kita pasti sampein ke anak-anak tentang Target Pembelajaran hari itu. Disebutin, kayak misalkan “Targetnya kita hari ini, Yang pertama, Kita memahami apa itu verb, Yang kedua Memahami penggunaan -s atau -es, Yang ketiga memahami bentuk perubahan -s atau -es dalam verb.” Di akhir, baru ada penguatan, post-test sih. Tapi bukan yang tertulis gitu, kadang saya konfirmasi ke mereka.”</i>	The teacher uses the strategy of communicating learning objectives at the beginning of the meeting to direct students' focus. At the end, the teacher provides reinforcement through verbal confirmation, rather than written evaluation, to ensure understanding, which can help the ADHD student who struggles with written assignments.
-	<i>“Ada. Biasanya di tahun ajaran baru meeting 1 saya sudah kasih tugas ke mereka sampai semester selesai”</i>	Teacher creates a long-term assignment plan that is given from the beginning of the school year.
-	<i>“Untuk siswa ADHD ini sebenarnya tidak efektif, karena siswa ADHD ini tidak membaca juga. Jadi itu untuk siswa reguler, nanti siswa reguler itu yang mengingatkan siswa ADHD. Saya minta ditempel di kelas juga, jadi anak-anak mengingatkan “ini ya guys tugasnya ini ya, nanti next meeting materinya ini”.”</i>	Teacher realizes that long-term assignments are less effective for the ADHD student. As a solution, the teacher relies on peer help and visual information displayed in the classroom to help remind assignments or materials.
-	<i>“Iya pernah pakai laptop, pas pakai Canva. Kan di Canva ada fitur timernya.”</i>	Teacher uses a digital visual aid in the form of a timer from the Canva app to help manage learning time. This can support the ADHD student to be more

aware of the duration of tasks or activities.

From the interview results, the teacher applies several strategies related to classroom management. Teacher conveys learning objectives at the beginning of the meeting to direct students' focus, and reinforces at the end of the session with verbal confirmation. In addition, teacher makes long-term assignment planning since the beginning of the year, although this strategy is less effective for the ADHD student who has difficulty remembering written assignments. To compensate, the teacher involves peers and uses visual media in the classroom as reminders. Not only that, teacher also uses technology such as the timer feature in Canva to help students manage time during learning. This approach demonstrates the teacher's efforts in customizing learning for the needs of all students, including the special-needs ones.

d. Setting Accommodation

The findings of the observation and interview demonstrate the state of the school environment, including problems with behavior control, accessibility, and material and space organization.

Table 19

Meeting	Description	Analysis
Day 2	<i>Guru mengingatkan Kembali terkait rules kelas, tidak boleh membawa makanan di dalam kelas; guru memberikan waktu 5 menit untuk prepare, tidak boleh masuk kelas terlambat/setelah guru; tidak boleh minum di gelas/kemasan selain tumbler minum.</i>	Teacher applies the strategy of reinforcing structure and routine in the classroom. Providing clear and consistent rules is essential to help the student with ADHD manage behavior and reduce uncertainty. These verbally provided reminders help the student understand expectations and increase engagement in the classroom.

In the observation, the teacher reinforced the classroom structure by reminding students of the rules that they must follow. The teacher emphasizes the rules for not bringing food into the classroom, gives a five-minute time limit for preparation before

the lesson starts, rules against lateness after the teacher enters the classroom, and sets rules for using tumblers for drinking. The consistent application of rules like these is important in creating a structured learning environment, especially to support the student with ADHD. Clear rules can help the ADHD student understand behavioral expectations, minimize distractions, and improve focus during the learning process. In addition, there is also teacher responses regarding this

Table 20

Meeting	Interview Result	Analysis
-	<i>“Pertama, tidak boleh minum dari gelas harus tumblr. Kedua, no food. Ketiga, tentang tanggung jawab tugas. Keempat, tentang waktunya. Waktu itu kan meeting 60 menit, 5 menit awal saya kasih telat masuk buat mereka mempersiapkan. Dan saya akan keluar 5 menit lebih awal. Biar mereka bisa nyiapin pembelajaran, sama stretching atau apa untuk materi setelahnya.”</i>	Teacher implements a clear classroom structure by setting rules on behaviour, responsibilities, and time management. This structure helps the ADHD student feel more secure, understand expectations, and reduces the likelihood of impulsive behaviour in the classroom. Providing preparation time at the beginning and end of class also helps activities transition more orderly.

The interview results show that teacher applies some rules to create a consistent classroom structure and routine. The teacher sets a no food and no cups, emphasizes students’ responsibility for tasks, and regulates time management in class by allowing five minutes of preparation time at the beginning and ending class five minutes early. The implementation of these rules is important to support the needs of the ADHD student, as a clear structure can help them reduce anxiety, understand expectations to be met, and increase focus and engagement during learning.

Table 21

Meeting	Description	Analysis
Day 1 to 6	<i>Guru mengajak seluruh siswa membaca ‘Basmalah’ sebelum peajaran dimulai; Guru mengecek kehadiran siswa;</i>	The teacher establishes a consistent routine at the beginning and end of learning, which can help ADHD student feel more prepared and emotionally secure. Opening and

<p><i>Guru mengajak seluruh siswa untuk membaca ‘Hamdalah’ setelah selesai Pelajaran.</i></p>	<p>closing activities in the same way every day provides a predictable structure, which is important for improving focus, lowering anxiety, and forming a positive attitude towards learning.</p>
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Based on the observation from the first day to the sixth day, the teacher consistently started the lesson by reading ‘Basmalah’ and ended by reading ‘Hamdalah’ with all students. In addition, teachers also check students’ attendance at the beginning of each meeting. This routine creates a structured and meaningful classroom atmosphere, providing a sense of security and clarity for all students, including the student with ADHD. This habit helps to manage the transition between pre-learning and learning activities, while facilitating students’ mental readiness for learning. This repetitive structure has proven effective in supporting the self-regulation needs of the student with ADHD. In addition, there is also teacher responses regarding this.

Table 22

Meeting	Description	Analysis
-	<p><i>“Yes, saya coba rutinkan biar anak-anak tuh tau apa yang diekspetasikan waktu meeting. Yang penting saya biasanya ada opening, terus saya akan memberikan tujuan pembelajaran, habis tujuan pembelajaran kalau sudah selesai class activity, nanti di akhir akan ada sesi tanya jawab post-activitynya. Kayak misalkan to make sure mereka paham atau enggak, kalau sudah, baru closing.”</i></p>	<p>Teacher builds a consistent learning structure from opening, objective delivery, main activities, to question and answer session and closing. This strategy aims to create a clear flow in each meeting, so that students, including the student with ADHD, can understand the expectations and feel more prepared to follow the learning from beginning to end. A clear structure helps reduce confusion and improve student focus.</p>

Based on the interview results, the teacher consciously forms a consistent learning flow in each meeting. Each class begins with the opening and delivery of

learning objectives, followed by the main activity, and ends with a question and answer session and closing. The implementation of this structure not only helps all students understand the direction of learning, but also provides special benefits for the student with ADHD, as the predictable pattern helps them stay focused, understand the sequence of activities, and adjust better to the classroom environment.

Table 23

Meeting	Description
Day 4	<i>Guru menyuruh siswa reguler yang ribut untuk tetap di tempatnya masing-masing dan tidak mengeluarkan suara selama siswa lainnya melakukan presentasi.</i>
Day 6	<i>Guru menyuruh siswa reguler yang ribut untuk tetap di tempatnya masing-masing dan tidak mengeluarkan suara selama siswa lainnya melakukan presentasi; Sebelum presentasi siswa lain dimulai, guru mengondisikan siswa dengan ADHD dengan memberikan instruksi untuk duduk di kursinya.</i>

Table 24

Meeting	Description
-	<i>“Kadang sih negur aja ke teman-temannya, kadang teman-temannya jail suka godain siswa ADHD. Sama, siswa ADHD ini gampang terdistrak kalau ada yang menyebut satu nama negara yang dia ga suka. Biasanya dia langsung tantrum. Bisa teriak, bisa lari ke depan, bisa nangis.”</i>

(Interview Transcription)

From the table 12 and the teacher stated, he reminded regular learners not to annoy student with ADHD, which helped to limit the sources of distraction for this student. Student with ADHD is typically teased by other students, and he will also throw a tantrum if someone mentions the name of a nation that he dislikes.

Table 13 Observation notes day 1, 4, 5, and 6

Meeting	Description
Day 1	<i>Guru mendudukkan siswa dengan ADHD dekat dengan meja; Guru membiarkan siswa dengan ADHD duduk di lantai untuk memprioritaskan kenyamanan siswa dengan ADHD saat learning activity.</i>
Day 4	<i>Sebelum presentasi siswa lain dimulai, guru mengondisikan siswa dengan ADHD dengan memberikan instruksi untuk duduk di kursinya.</i>
Day 5	<i>Sebelum presentasi siswa lain dimulai, guru mengondisikan siswa dengan ADHD dengan memberikan instruksi untuk duduk di kursinya.</i>
Day 6	<i>Sebelum presentasi siswa lain dimulai, guru mengondisikan siswa dengan ADHD dengan memberikan instruksi untuk duduk di kursinya.</i>

Following table 13, the teacher gives a specific seat to the student with ADHD. The purpose of giving the student with ADHD preferred seats is to make the learning process easier. So, the student with ADHD could be reached more readily, and the teacher also let him sit as comfortably as possible for his comfort.

Table 14 Observation notes day 1 and 2

Meeting	Description
Day 1	<i>Guru mengarahkan siswa dengan ADHD mengerjakan tugas secara individu daripada berkelompok.</i>
Day 2	<i>Guru mengarahkan seluruh siswa untuk membentuk kelompoknya sendiri terkait tugas pada pertemuan selanjutnya;</i>

Guru memberikan instruksi tugas kepada siswa dengan ADHD secara individu.

“Yang pertama, awal-awal saya paksakan dia masuk ke dalam kelompok ternyata ga kondusif sama partnernya, kasian partnernya. Yang kedua, dia lebih bisa menyelesaikan dengan kecepatannya sendiri kalau dia sendirian. Dia paham materinya, tapi kadang partnernya ini ga siap dengan respon-responnya dia. Jadi lebih baik dia sendiri, tapi dia selesai kok. Jadi lebih ke-kenyamanan partnernya si, soalnya gaada yang cocok sama dia. Tapi kalau kelompok besar, pasti join dia. Kalau cuman berdua, engga.” (Interview Transcription)

Table 14 shows that teacher instruct the student with ADHD to do schoolwork alone rather than in groups. The teacher explained why the student with ADHD completed the assignment alone rather than in pairs. It is not efficient, especially if the assignment is individualized, the teacher believes the student with ADHD fully comprehends the subject and can do it at his own pace. In the interview the teacher confirmed that while the ADHD student looks more at ease completing the activity alone, all other students are concerned about the student with ADHD in the group.

Table 15 Observation notes day 6

Meeting	Description
Day 1	<i>Akses menuju seluruh ruangan di sekolah ini sangat mudah, siswa dapat menggunakan semua bagian bangunan, termasuk ruang kelas, toilet, kantin, dan pusat media, serta mengakses ruangan atau ruang di halaman sekolah.</i>

“Selama ini sih nggak pernah bermasalah ya siswa ADHD ya. Paling kalau hambatannya, tangga yang tinggi itu termasuk hambatan nggak sih?” (Interview Transcription)

He added:

“He ehh.. Kan lumayan tinggi tuh. Dia sih nggak pernah ngerasa kesulitan, cuman kalau saya pribadi, kayaknya dia merasa kesulitan karena kakinya kan pendek masih dia ya. Kalau fisik kan dia ini nggak ada masalah, kan masalahnya di intelegensi aja ya. Kalau masalah fisik kayanya nggak ada masalah.” (Interview Transcription)

The researchers explored the school's room access following the table 15. Every space, including the media center, cafeteria, restrooms, and classrooms, was conveniently accessible and appropriate for the student with ADHD. According to the teacher, because the student with ADHD has short legs, the school's stairs are rather high. However, the student with ADHD has not reported experiencing any difficulty over the two semesters that he has completed. Additionally, according to the teacher, the student with ADHD does not have a physical impairment. As a result, all of the school's rooms are accessible to students with ADHD.

“Di luar kelas, sering kalau materinya sesuai. Kayak misalkan materinya itu tentang preposition, saya kasih mereka kayak kegiatan berburu. Jadi kadang saya kasih mereka clue, kadang “ini tempatnya di mana benda ini?”. Mereka cari ke seluruh kelas sampai ke masjid Cheng Ho juga mereka cari.” (Interview Transcription)

He added:

“Lingkungan sekolah, dan saya tau arahnya mereka ke mana. Kayak kemaren itu kita materinya, salah satunya clue nya itu pokoknya tentang komputer di sekitar lab komputer. Jadi mereka cari komputer sesuai dengan clue nya saya, baru mereka take a picture, sesuai dengan kondisi yang saya minta. Contoh, “Take a picture with computer number thirteen with you beside the computer”.” (Interview Transcription)

Learning outside of the classroom is one of the teacher's alternative learning settings. They are the regular students and the student with ADHD are instructed to explore the school area. In addition to randomly moving around, students are guided by the teacher and assigned assignments that meet the teacher's requirements.

Table 16 Observation notes day 1

Meeting	Description
Day 1	<i>Di dalam kelas terdapat loker yang digunakan untuk siswa-siswa menyimpan barang-barangnya.</i>

Table 16 supports the materials and space arrangement. All of the students, including the student with ADHD, utilize the storage lockers. In fact, the locker is now a school facility. This is where the locker serves as a location to store, arrange, and maintain the classroom's tidying up.

5. DISCUSSION

The researchers discussed about the results of the strategies employed by the English teacher for the student with ADHD in this session, as well as how to put the strategies into

implementation. Data was gathered by the researchers through investigating transcriptions of interviews and observations.

5.1 Repetition of The Material

To help student with ADHD remembers the material taught, the teacher went over the material with the class at various points. The teacher implemented the repetition of the material strategy four times in a row while the researchers was observing. While employing the repetitive material strategy with an ADHD student may exhausted the teacher with the repetition, [Dhermawati et al. \(2019\)](#) suggest that it can also help the learner in discovering information and ideas regarding the significance of learning English. According to the table 1, the teacher always reviews the material pertaining to clocks at the beginning of each lesson. repeating material about clocks, such as the variations between British and American clock styles. After the regular procedure is completed and before the main class begins, the teacher goes over the subject in the opening session. The teacher gave a quick explanation of how British-style clocks use the words “half” and “to”. The researcher’s findings indicate that the teacher reviewed the material four times. in keeping with the recommendation made by [CHADD \(Childrens and Adults with Attention-Deficit/Hyperactivity Disorder \(2016\)](#) that students should be given the previous information again in order to assist them remember it. This repeat exercise aims to increase comprehension of the previously covered material.

5.2 Direct Instruction

The teacher also constantly uses the direct instruction strategy; the teacher never lowers his or her voice when providing directions to the student. Through material delivery, examples, assignments, and Q&A sessions, the teacher carefully explains instructions to the student with ADHD. The teacher clarified the variation between the American and British ways of addressing the clock throughout the observation. The teacher began by explaining the meaning of “quarter” and “half” in Indonesian before slowly transitioning to English from the table 2. As recommended by O’Regan (2019) in his guidelines, which offers detailed recommendations to help students with memory problems. Every student, including the one with ADHD, acquired new material from the teacher in a way that was clear. The teacher’s explanation was all that the ADHD student looked at. According to [Hilmi \(2017\)](#), the depth and quality of the teacher’s explanation of the content should be correlated with the students’ success in learning new material.

All students, including the student with ADHD, received assignment instructions from the teacher. From the table 3, after seeing a video that the teacher had produced, the students were instructed to respond to questions that would be shown later. *“I will play the video twice and see if you get the answer after that”*, the teacher mentioned. The teacher then added in the interview that if the task was a group project, he would provide regular students with additional directions. According to [\(CHADD \(Childrens and Adults with Attention-Deficit/Hyperactivity Disorder, 2016\)](#), additional assistance may be developed by presenting the content in a new

way or by enlisting the aid of fellow students as peer tutors. Directions on how to instruct student with ADHD are provided to regular students. Regular students are advised to inform the teacher if they have attempted but are still unable to. The teacher will next provide the kid with ADHD with further instructions.

It was interesting to provide students examples of the content the teacher had covered. The teacher used animated images to give examples. From the table 4, he pulled up a photo of a just awakened person. By putting the question, ‘What time do you wake up?’ to every student. The responses from the ADHD student and other students, which varied and included phrases like “*six o’clock*”, “*Jam setengah enam*”, and “*five o’clock*”, came next. In addition, the teacher provided examples through writing and sketching. He noted, “*It’s half*”, after drawing a circle and drawing a line across the center of it that pointed straight down. The teacher then states, “*This one is quarter*” after drawing another circle on the board and creating a right angle inside it. In addition to teaching the ADHD student and the other students and ensuring they could accurately read the clock, the teacher also provided examples from the presentation screen on how to read “*quarter past*” and “*quarter to*”.

5.3 Indirect Instruction

Before starting the primary material, the teacher creates an inquiry question using an image on a Canva presentation slide as part of the nonverbal instruction strategy. This is following the table 5 and interview results. Every student is asked the question, “*What time do you wake up?*”. Additionally, student with ADHD was taught to read “*Jam Setengah 5*” in English, and he is able to speak it up. “*Half past five*”, he said. The teacher was using an Android TV at the time, which is comparable to [Higgins’s \(2007\)](#) theory that using a projector to educate can aid students with ADHD in their learning activities. The teacher has a lot of clock photos on display. In order to display up the clock on the presentation screen, the names of each student—including the one with ADHD—were spoken one at a time. Additionally, the teacher's clock might be mentioned by all of the students present.

5.4 Giving Reward

The teacher shows his students how much he appreciates them by using strategies like rewarding them. [Dhermawati et al. \(2019\)](#) suggests that rewarding the competition's successful with applause or refreshments will encourage kids to participate more actively in class and learn more. According to the findings of the observation and interview, the teacher praised and applauded the group of students, including the student with ADHD, after presenting the outcomes of their movie project. The group of students with ADHD screened a film titled “Anti-Bullying”. Additionally, the teacher provides praise by using the phrases “Good!” “Excellent!” and “Nice!” when a student with ADHD is able to respond to questions raised by the teacher. This supports [Higgins’s \(2007\)](#) assertion that staff members at the US Department of Education recommend using positive reinforcement to assist ADHD kids behave better in the classroom.

5.5 Classroom Accommodation

According to [Beech \(2010\)](#), the teacher implemented four types of accommodations in the classroom: presentation accommodation, response accommodation, scheduling accommodation, and setting accommodation.

a. Presentation Accommodation

Teacher implemented both auditory and visual forms while teaching English to student with ADHD as part of presentation accommodations. The teacher mentioned in the interview results that he asked that the student with ADHD read aloud in class. At the moment that the teacher introduces the topic of Japan, the student with ADHD is instantly engaged in the class. It is only possible, though, if the ADHD student enjoys the lesson's subject at each session. The ADHD student will be uninterested if the subject is not something he enjoy. The teacher instructed the student with ADHD to read aloud on a certain topic in class, which was about Japan. The teacher has noticed of the student's interest for everything related to Japanese. The teacher stated in his remark that he always uses imagery in addition to audio format.

The teacher used visual formats, such as large print and video recording, while teaching English to student with ADHD, according to table 7 and the interview data. The teacher claimed to have employed a huge printed poster as a visual tool. in keeping with [Beech \(2010\)](#), who recommends creating printed items to make them larger. Students created the posters with the material and then had a class discussion about them. Every student, even the one with ADHD, took part in creating the poster. Additionally, the teacher used a video recorder while the researchers conducted the observation. When assigning schoolwork, the teacher uses a video recording as a providing tool to explain the subject in a visual style.

The researchers additionally found Canva, another format that the teacher used in the classroom to teach English to student with ADHD. Canva is an online graphic design tool that can be used to create posters, presentations, and more. The teacher used an Android television to display the material, which is similar to [Higgins's \(2007\)](#) suggestion that information can be shown on a projector.

b. Response Accommodation

The researchers saw that the teacher provided accommodations for responds, which the findings of the interview and table 8 supported. Oral and written responses are the two forms of response that are implemented. By extending the waiting period and using visual aids, the teacher accommodated the student with ADHD in vocal expression during the observation and interview. When the student with ADHD answered, the teacher extended the waiting period, according to the findings of the observation and interview. Additionally, the teacher claimed to have implemented cue cards in addition to visual graphics.

Next written expression, the teacher employed a visual organizer and a vocabulary list during the interview. Some people with ADHD may have trouble understanding vocabulary and morpho-syntactic aspects due to cognitive function abnormalities, according to Shokrkon and Nicoladis (2022) (Cited in [Koder et al. \(2024\)](#)). Actually, the teacher statement only uses the word list when it is absolutely required. This is due to the teacher's belief that it takes more time and will lead students to become disinterested, uneasy, and distracted during class. Therefore, the teacher would rather not use a dictionary. However, if absolutely required, the teacher typically will write the new vocabulary in a space that is drawn in the upper or lower right corner of the whiteboard.

The teacher never uses computer programs that teach spelling, grammar, and punctuation to help student with ADHD in responding in writing. Afterwards the students have seen the pattern of the sentences that the teacher has given on the presentation slide, the teacher will show the formula at the end of the content. The information on verbal sentences that deals with the usage of -s and -es, for instance, includes statements like 1) I play football; 2) My mother writes the letter. In order to help students identify between the two statements, the teacher explained that the sentences will be marked with two separate parts. The students will then draw a conclusion. When the discussion is over, the teacher will show the sentence's formula. Moreover, a table-shaped visual organizer was made to arrange the data to be given so that student with ADHD may consistently concentrate on the subject.

c. *Scheduling Accommodation*

The teacher's scheduling of the accommodation for the student with ADHD. Time management and time allocation were the two elements that the study discovered. When it comes to time allocation, the teacher gives students more time to complete assignments. This is given to both regular students and student with ADHD. The teacher gives each student more time to complete schoolwork by playing repeating movies. At the intermediate level, extended time might entail giving students an incomplete grade for a project or course and letting them complete it within a certain time frame, according to Thompson et al. (2005) (Cited in [Beech \(2010\)](#)). Although the student is more active, the teacher believes that an ADHD student is learning English normally.

If a student with ADHD is having a tantrum or is not in a good mood, the teacher also provided break time. In order to rest and relax, the teacher typically brings the student with ADHD to the counseling room. According to [O'Regan \(2019\)](#), this may be achieved by giving students a location to go for a short while that is free from interruptions, such a classroom corner.

In addition, there are schedule modifications in the time allocation. If there is an event at school that happens during English classes, teacher frequently modify the English lesson plan. Schedule modifications allow learning or evaluation to take place at certain times of the day, week, or on specific days, in accordance with Thompson et

al. (2005) (Cited in [O'Regan \(2019\)](#)). The English teacher may occasionally be asked to leave class to get ready for an event by the homeroom teacher. The teacher does not, however, instantly concur with it. When two classes have English lessons on the same day, the teacher usually asks the other students whether they would want to switch to a different English schedule. If so, there are spaces in both classes. The teacher refuses to comply with the mayor's request if one class is not. This is because if the material differs from other classes, the teacher will become perplexed. In order to predict when there will be more events or activities at school, the teacher typically prepares their free time.

Timelines, assignment planners or visual schedules, electronic tools, and regular routines and procedures are all part of time management. The teacher often presents activity methods or regular routines at the start of each meeting, such as the learning objectives. According to [Beech \(2010\)](#), students can better understand what to anticipate on a school day if routines and processes are predictable. For instance, the following learning objectives are mentioned: First, verb comprehension. The second is knowing when to use -s or -es. Third, being aware of how verbs shift from -s to -es. Timelines, assignment planners, and visual schedules that are printed and shown in the classroom have been used by the teacher. This is in line with the schedule and assignment planner developed by [Beech \(2010\)](#) to assist students in monitoring their progress toward finishing necessary assignments. Regular students use it, and regular students remind the student with ADHD. The regular students remind the ADHD student in class since he refuses to study the plans and timeframe.

d. *Setting Accommodation*

According to the researcher, the teacher provides setting accommodation for the student with ADHD in the areas of behavior control, accessibility concerns, and material and space organization. The teacher used several of ways for managing behavior, including customized settings, preferred seats, regular routines, reducing distractions, and class rules. All students, including the student with ADHD, are controlled by the rules set out by the teacher. The teacher implements the following rules in the classroom: 1) No eating; 2) No glass drinking; 3) Task responsibility; 4) Time in and time out. To ensure that every student is prepared for the following topic, the teacher often allots five minutes before the class starts and five minutes before the subject changes. There will be consequences for any students who violate the established rules. In order to outline the guidelines and make clear the dos and don'ts, this is in line with [O'Regan \(2019\)](#).

According to the researcher's findings, the teacher followed regular procedures, which included reciting 'Basmalah' with every student and verifying attendance at the beginning session and reciting 'Hamdalah' with every student during the closing session. According to [Beech \(2010\)](#), a list of prompts and routines may be utilized to establish standardized practices for starting and ending classes. Additionally, by

encouraging other students not joke or make fun of student with ADHD, the teacher minimized the range of distractions for this ADHD student. This supports Beech's (2010) statement that student with ADHD should remain out of the reach of disruptive students. Student with ADHD is typically teased by other students, and he will also throw a tantrum if someone mentions the name of a nation that he dislikes.

The teacher also gives the student with ADHD preferred seats. By placing ADHD student close to the front of the room or away from distractions, this is in line with [O'Regan \(2019\)](#). The ADHD student is seated near the teacher's desk. Additionally, as long as the student with ADHD is seated close to the teacher's desk, the teacher lets him sit anywhere he chooses. The ADHD student typically sits beneath the whiteboard or on the floor.

In terms of accessibility concerns, the teacher implements alternate learning settings and physical access. In the table 15, the researcher looked at the student's ability to reach rooms that may be the primary objective. The researchers discovered that the student with ADHD could easily enter all of the rooms. Additionally, during the interview, the teacher stated that since the student with ADHD does not have any physical issues, they may access any area in the school. The last part in setting accommodations is organizing the space and materials; the teacher does this by creating separate containers. Lockers are used as divided containers. Absolutely the locker is now a school facility. This is where all students' things, including the student with ADHD, are stored and arranged in the locker.

6. CONCLUSION

Teaching strategies used by the English teacher to a student with ADHD only a classroom accommodation in the form of response accommodation through oral expression, scheduling accommodation through time allocation, and setting accommodation through behavior management. There are also some strategies used not only to a student with ADHD but also to regular students which are, repetition of material; direct instruction in the form of delivering material, giving example, giving assignment; indirect instruction in the form of instruction through slide presentation; giving reward in the form of applause and giving praise; and classroom accommodation in the form of presentation accommodation through audio format and visual format.

By going back a particular section of content as well, the teacher used repetition information. The teacher used repetition to deliver content, using Indonesian for direct instruction, including material delivery, assignment and example giving, and question and answer sessions, before transitioning to English and using an Android TV slide show for indirect instruction. Following the completion of the student's assignment, the teacher rewarded the student with praise and applause. Following accommodations for presentations

in the form of audio and visual formats, responses in the form of written and spoken expression, scheduling accommodations in the form of time management and allocation, setting accommodations in the form of behavior management, accessibility concerns, and space and material organization, the teacher eventually developed accommodations for the classroom.

7. REFERENCES

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