

ABSTRACT

Rofi'uddarozat, Challenges and strategies in teaching English-speaking skills using a gamification approach to children with attention deficit hyperactivity disorder (ADHD) (A case study at SLB Negeri Bandung).

Teaching English-speaking skills to students with Attention Deficit Hyperactivity Disorder (ADHD) presents multifaceted pedagogical challenges, particularly in inclusive educational settings. Deficits in attention regulation, impulsivity, and verbal organization significantly hinder oral language development (Carruthers, 2022). At SLB Negeri Bandung, educators are required not only to manage these barriers but also to implement adaptive and engaging instructional strategies, such as gamification. This study aims to examine the challenges faced by English teachers in teaching speaking skills to students with ADHD, exploring the pedagogical strategies employed to address these challenges, and analyze the effectiveness of gamification as an alternative instructional approach to enhance student engagement and verbal performance.

This research employed a qualitative case study design involving two English teachers at SLB Negeri Bandung. Data were collected through classroom observations, in-depth interviews, and document analysis. Thematic analysis was conducted to identify core issues and pedagogical patterns in the teaching process.

The findings reveal three major points. First, teachers encounter challenges such as limited student focus, impulsive classroom behaviors, difficulties in structuring coherent speech, and low self-confidence in speaking tasks. Second, to mitigate these issues, teachers implement strategies including game-based learning (gamification), multisensory instruction, visual scaffolding, structured routines, and consistent positive reinforcement. Third, the application of gamification, supported by the Universal Design for Learning (UDL) framework, has shown to be effective in fostering attention, motivation, and verbal participation among students with ADHD.

These study conclude underscore the necessity of responsive, flexible, and motivational teaching approaches to support the development of speaking skills in neurodiverse educational contexts. The study's implications contribute to the advancement of inclusive pedagogical practices in English language education.

Keywords: ADHD, speaking skills, English language teaching, gamification, inclusive education, instructional strategies