CHAPTER I

INTRODUCTION

This chapter provides an introduction to this study. It includes the background of the study, research questions, research purposes, previous studies, research significance, and framework of thinking.

Research Background

Teaching English speaking skills to children with Attention Deficit Hyperactivity Disorder (ADHD) presents unique challenges for educators. Attention-Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder characterized by symptoms of inattention, hyperactivity, and impulsivity, which significantly impact a child's ability to learn and engage in classroom activities. Barkley (1997), explains that deficits in executive functions, such as working memory, self-control, and cognitive flexibility, underlie the behavioural and learning challenges seen in children with ADHD. In language learning, maintaining focus and participating actively in speaking exercises can be particularly difficult for children with ADHD. Sergeant (2020) emphasizes that ADHD symptoms are influenced by the interaction of cognitive resources like attention and working memory, and energetic factors such as motivation and arousal, which impact task performance and learning outcomes.

Understanding the obstacles faced by teachers, along with assessing the effectiveness of various teaching strategies, is crucial for enhancing educational outcomes. Moreover, Meyer, et al. (2014) highlight the need for creating flexible learning environments that accommodate individual learning differences, which is particularly effective in supporting students with ADHD through multiple means of engagement, representation, and expression.

Children with ADHD often experience deficits in executive functioning. It involves working memory, inhibitory control, and cognitive flexibility, which are essential for language learning. Diamond (2019) explains that these executive function deficits hinder students' ability to focus on and retain linguistic information, making it challenging to practice and develop speaking skills. Barkley (2020) further elaborates that children with

ADHD struggle to manage and sequence tasks, which can cause difficulties in following conversations or participating in structured speaking activities. Additionally, Gathercole and Alloway (2019) point out that limitations in working memory affect their ability to recall vocabulary and organize their thoughts, making consistent and effective language practice even more difficult.

Another significant challenge is maintaining students' attention and minimizing distractions in the classroom environment. According to Zentall (2018), children with ADHD are more prone to distractions, which can make traditional speaking exercises less effective. Zentall (2018) suggests that an overstimulating or chaotic classroom environment can exacerbate attention difficulties, reducing the effectiveness of language lessons. Furthermore, Daley and Birchwood (2019) note that hyperactivity and impulsivity can interfere with students' ability to wait their turn, listen actively, and engage in meaningful conversations, which are crucial aspects of speaking skill development. Therefore, creating a well-structured and carefully managed learning environment is essential for fostering effective language and speaking skill development.

Cognitive Load Theory (CLT) emphasizes the need to reduce unnecessary cognitive demands when teaching children with ADHD. Cognitive Load Theory (CLT) explains how our brain processes and learns new information. It emphasizes that working memory has a limited capacity, meaning it can only handle a small amount of information at a time. For students with ADHD, this limitation can make learning challenging, especially when they are overloaded with too much information. CLT highlights the importance of reducing unnecessary distractions and simplifying learning materials to make it easier for students to focus and understand.

Hall et al. (2021) highlight the importance of offering various ways to engage and support learners, such as through visual supports, hands-on activities, and flexible assessment methods. Sweller et al. (2019) argue that using simplified instructions, visual aids, and explicit modelling can lower extraneous cognitive load and improve learning efficiency. Kalyuga (2020) supports this by stating that reducing complex or overwhelming information can help students focus better and retain what they have learned. Ayres and Paas (2019) also highlight that presenting content in a structured, scaffolded manner can

enhance comprehension and make speaking tasks less intimidating for learners with ADHD.

Moreover, differentiated instruction and the Universal Design for Learning (UDL) framework are essential for meeting the diverse needs of children with ADHD. Tomlinson (2017) stresses that differentiated instruction allows teachers to tailor their methods to individual student needs, which is particularly beneficial for those with ADHD. Additionally, Meyer, Rose, and Gordon (2020) explain that UDL principles provide multiple means of representation and engagement, helping children with ADHD process information in a way that suits their learning style and enhances their participation in speaking exercises.

Another one is the multisensory learning approach which is believed to be effective in engaging students with ADHD. Norbury (2020) suggests that incorporating activities that involve visual, auditory, and kinesthetic elements can enhance attention and language acquisition. Shams and Seitz (2019) add that multisensory learning can increase neural connections, aiding in better information processing and retention. Similarly, Fleming and Mills (2021) argue that using varied sensory inputs, such as visual images and physical movement, can cater to the diverse learning preferences of students with ADHD, making language practice more engaging and memorable.

Smith (2022) states that positive reinforcement remains a critical component of effective teaching for children with ADHD. Still, according to Smith (2022) discusses how consistent praise, rewards, and positive feedback can increase students' motivation and confidence. Skinner (2019) highlights that positive reinforcement is effective in shaping behavior and promoting desired outcomes, such as active participation in speaking activities.

Bandura (2020) underscores the role of social reinforcement, where positive feedback from peers or teachers encourages repeated engagement and reduces anxiety in language learning situations. By employing consistent reinforcement strategies, educators can create a more supportive and encouraging environment for language development. In addition to this, Kofler et al. (2020) emphasize that children with ADHD benefit from approaches that target executive functioning skills, such as attention and impulse control, which can be improved through interactive, engaging methods.

Lastly, integrating Social and Emotional Learning (SEL) into the language curriculum is beneficial for children with ADHD Durlak et al. (2019). Further Durlak et al. (2019) show that SEL programs improve not only academic outcomes but also social and emotional well-being, which are crucial for successful language learning. Casel (2020) adds that promoting emotional regulation and peer interactions through SEL can reduce stress and increase students' willingness to participate in speaking activities, contributing to a more productive and inclusive classroom dynamic. Thus, SEL becomes a crucial component in supporting effective and holistic language learning for students with ADHD.

Current research explores challenges and strategies for teaching English speaking skills, identifying issues like student inhibition and low participation. While individualized teaching methods and game-based activities have been suggested, there is a lack of studies in Indonesia examining the long-term impact of these approaches. Traditional methods used to manage behavioral challenges in ADHD students, such as visual aids, classroom modifications, and parental involvement, have emphasized structured environments. However, it does not explore interactive, motivation-based techniques. To address these gaps, the current study introduces gamification and personalized strategies, supported by motivational theories such as Self-Determination Theory (Deci & Ryan, 1987), to enhance the speaking skills of children with ADHD in a more engaging way.

Therefore, this study aims to identify the key challenges faced by teachers in teaching English speaking skills to children with ADHD, as well as the strategies that can be implemented to enhance the learning experience. By gaining a deeper understanding of the challenges and potential solutions, this research expects to provide valuable insights for educators, parents, and education professionals in designing more inclusive and beneficial approaches for children with ADHD in English language learning.

Several studies have investigated the challenges and strategies involved in teaching English speaking skills. The research conducted by Laila et al (2022) identified challenges such as student inhibition and low participation, as well as strategies such as individualised teaching and the use of games, their research did not examine the long-term effectiveness of these strategies.

Vernando and Verónica (2024) focused on traditional methods like visual aids, classroom modifications, and parental involvement to manage behavioral challenges in

teaching ADHD students. These methods emphasized structured and flexible environments but lacked exploration of interactive, motivation-based strategies. Katsarou et al. (2024) investigated the language development challenges faced by children with ADHD, particularly in reading and writing, which have a significant impact on their academic performance. The findings reveal that many children with ADHD experience difficulties with phonological processing and exhibit delays in reading proficiency. Sjuts et al. (2021) explored personalized strategies, such as play-based therapy and structured communication methods. It has been shown to be effective in enhancing the verbal skills of children with ADHD. Deci and Ryan (2020) investigated Self-Determination Theory and highlight the importance of intrinsic motivation in learning, suggesting that strategies like gamification can significantly increase student engagement and participation.

The present research focuses on strategies to support children with ADHD in improving their speaking skills and updating methods to address the challenges faced by teachers. The current study introduces gamification as an innovative approach, supported by theories such as motivational theories and Self-Determination Theory (Ryan & Deci, 2019).

Research Questions

This study formulates two research questions related to the challenges and strategies in teaching English-speaking skills to children with ADHD.

1. What challenges do teachers face when teaching English speaking skills to children with ADHD?
2. What strategies are considered suitable for addressing these challenges when teaching English-speaking skills to children with ADHD?

Research Purposes

This research seeks to identify the challenges encountered by teachers in teaching English speaking skills to children with ADHD, as well as to examine the strategies considered suitable for addressing these challenges. By understanding teachers' perceptions, the challenges they face, and the strategies they deem appropriate, this study

aims to provide a deeper insight into the teaching of English-speaking skills to children with ADHD. The aim of this study is to explore:

1. Teachers' challenges in teaching English-speaking skills to children with ADHD.
2. Teachers' strategies are considered suitable for addressing these challenges when teaching English-speaking skills to children with ADHD.

Significance Contributions of the Study

The findings of this research are expected to offer a meaningful contribution. The advantages of this study include:

1. Theoretical Benefits:

This study contributes to the theoretical understanding of language teaching by exploring the challenges faced by teachers in teaching English-speaking skills to children with ADHD. It provides a deeper insight into how ADHD impacts language learning and how teachers perceive these challenges. The research also expands existing theoretical frameworks on language acquisition in children with learning disabilities, specifically ADHD, and offers new perspectives on how ADHD affects the teaching and learning process in a language classroom. By identifying the specific needs of children with ADHD in the context of English speaking skills, this study contributes to the development of more comprehensive theories in both second language acquisition and special education.

2. Practical Benefits:
    a. For Institutions: From a practical standpoint, the study offers teachers, educators, and policymakers valuable insights into effective strategies for teaching English speaking skills to children with ADHD. By identifying the challenges teachers face, along with the strategies they find most suitable for overcoming these obstacles, the research provides actionable recommendations that can be implemented in real-world teaching environments. This can lead to more tailored and effective instructional approaches that accommodate the needs of children with ADHD, ultimately improving their educational experience and language learning outcomes. Furthermore, the findings of this study can inform teacher training programs,

helping educators develop the skills necessary to support children with ADHD in their language learning journey.

b. For other researchers: This study offers the researcher a valuable opportunity to better understand the challenges and solutions related to teaching children with ADHD. By conducting this research, the researcher will improve their ability to analyze educational issues and gain practical insights into teaching strategies for children with special learning needs. Furthermore, this study contributes to the existing literature on ADHD and language acquisition, supporting future academic exploration in the field. Finally, through this research, the researcher will enhance their qualitative research skills and expand their expertise in educational practices.

Framework of Thinking

Teaching English speaking skills to children with Attention Deficit Hyperactivity Disorder (ADHD) presents unique challenges due to the cognitive, behavioral, and emotional characteristics of these students. This literature review aims to explore existing research on the difficulties faced by educators and the strategies that have been developed to support these students in acquiring speaking skills in a second language.

1. Understanding ADHD in Language Learning

ADHD (Attention Deficit Hyperactivity Disorder) is a neurodevelopmental disorder that significantly impacts an individual's ability to learn, particularly in acquiring English language skills. ADHD affects a student's capacity to focus, retain critical information, and manage impulsivity factors essential for language acquisition. According to Barkley (2019), ADHD is closely linked to deficits in sustained attention, which are crucial for learning language skills, such as grammar and speaking. Fischer et al. (2020) add that ADHD impairs executive functions like self-regulation and information processing, leading to difficulties in comprehending and using language effectively.

Recent studies indicate that traditional teaching methods are often ineffective for students with ADHD. For example, Zentall (2020) highlights that learning environments incorporating variety and interactivity are more successful in maintaining the attention of these students. Building on this, Hutanen and Björn (2021)

found that multisensory stimulation, including visual aids and physical activities, helps students stay engaged and focused on learning tasks. Furthermore, research by Taylor et al. (2021) highlights that game-based educational technologies significantly enhance motivation and information retention. Together, these findings support the notion that technology and interactive tools can address the unique challenges faced by students with ADHD in learning English.

Teaching English speaking skills to students with ADHD requires specialized strategies. White and Graczyk (2020) point out that speaking skills demand structured idea organization, which is often challenging for these students. Hence, activities like role-playing and scenario-based simulations are highly recommended to make speaking practice engaging and relevant. Sibley et al. (2019) discovered that pair or small group activities make students feel more comfortable, reducing the pressure commonly felt in large class settings. Evans and Langberg (2021) suggest that scaffolding techniques can improve students' ability to speak fluently without becoming overwhelmed by the complexity of language.

The learning environment also plays a crucial role for students with ADHD. According to Evans, Owens, and Bunford (2019), strategies such as breaking tasks into smaller, manageable parts, using visual aids, and scheduling regular breaks can greatly improve student engagement. Wehmeier and Schacht (2022) found that structured yet flexible environments enable students to stay focused without feeling overly stressed. This aligns with Hallowell and Ratey (2020), who emphasize that positive reinforcement, such as praise and recognition, is essential for building the confidence of students with ADHD.

Overall, recent literature underscores the importance of personalized approaches to teaching students with ADHD. Johnson and Kirova (2022) argue that a comprehensive understanding of the neurological impacts of ADHD can help educators design more responsive and inclusive curricula. Both Barkley (2019) and Tannock (2021) stress that individualized strategies are vital for addressing challenges in English language learning. further, Pelham et al. (2022) supports the need for flexible and adaptive methods, including the use of interactive technology and experiential learning approaches. While further research is required, these strategies

have shown promising results, helping students with ADHD reach their full academic potential in English.

2. **Challenges in Teaching Speaking Skills to Children with ADHD**

Teaching English speaking skills to children with ADHD presents unique challenges due to the disorder's characteristics, such as difficulties in sustaining attention, impulsivity, and challenges in organizing thoughts. Children with ADHD often struggle to maintain focus during speaking exercises, especially when the activities require sustained attention. According to Brown (2020), these children are easily distracted by external stimuli, which disrupts their ability to listen actively and engage in meaningful conversations. A study by Lee and Zentall (2021) also found that the inability to maintain focus affects their capacity to follow the flow of discussions, understand questions, and provide coherent and relevant responses.

Another significant challenge in teaching speaking skills is the impulsivity associated with ADHD. Children with ADHD often interrupt or speak out of turn, disrupting the flow of group discussions or structured speaking activities. Sibley et al. (2019) note that this impulsivity also impacts their ability to monitor and organize their speech, resulting in rushed and unclear sentences. Furthermore, Landau et al. (2022) emphasize that uncontrolled impulsivity can hinder the use of effective communication strategies, such as turn-taking or active listening. Therefore, teaching approaches must focus on developing self-regulation and promoting structured interactions with clear rules.

Organizing and expressing thoughts logically is another major hurdle. Tannock (2021) highlights that children with ADHD often struggle to structure their ideas coherently, leading to disorganized or hard-to-follow speech. A study by Kim and Kaiser (2023) demonstrates that scaffolding techniques, such as using concept maps or visual aids, can support these children in organizing their thoughts more effectively. Additionally, role-playing or scenario-based speaking activities provide meaningful and engaging contexts that help maintain their interest. According to Johnson and Reid (2022), interaction in small groups or pairs creates a less intimidating environment, reducing pressure and enabling children with ADHD to practice speaking skills more confidently and successfully.

3. **Strategies for Teaching Skills**

   Teaching English skills to students with ADHD necessitates the use of adaptable and engaging strategies tailored to their unique learning profiles. One effective approach involves multisensory instruction, integrating visual, auditory, and kinesthetic elements to boost engagement and retention. According to Jensen and Kenny (2021), employing visual aids, such as flashcards or illustrated storyboards, can support vocabulary recall and assist in constructing sentences during speaking exercises. Green and Rabiner (2020) highlight the efficacy of auditory techniques, such as the repetition of phrases or the use of rhythmic chants, in reinforcing pronunciation and maintaining attention. Moreover, Fonseca and Kaiser (2022) found that incorporating kinesthetic activities, like physical gestures or role-playing scenarios, can enhance fluency by engaging multiple sensory modalities. These approaches render speaking practice more dynamic and effective, facilitating improved language acquisition for students with ADHD.

   Establishing consistency and routine is critical for helping students with ADHD develop their speaking skills. A structured and predictable environment reduces distractions and fosters sustained focus on speaking activities. DuPaul and Stoner (2020) argue that consistent classroom routines, such as starting each lesson with a warm-up dialogue and concluding with a reflective group discussion, can alleviate anxiety and increase engagement. Pfiffner and Haack (2019) suggest breaking speaking tasks into incremental steps, such as brainstorming ideas, practicing in pairs, and presenting to a small group, to make the learning process manageable. Luman, van Meel and Oosterlaan (2021) also emphasize the importance of employing visual and auditory cues, like timers or signaling techniques, to facilitate turn-taking and structured interactions. These strategies help students with ADHD remain organized and actively participate in language-based activities.

   Interactive and collaborative activities are particularly advantageous for fostering speaking skills among students with ADHD. Group discussions, partner-based exercises, and role-playing activities create a supportive atmosphere that encourages active participation and social communication. Hoza, Pelham and Waschbusch (2019) indicate that peer interaction can improve social communication skills, including

active listening and appropriate turn-taking, which are often challenging for students with ADHD. Arnett and Jansen (2020) advocate for the use of real-life scenarios in role-playing exercises such as introducing oneself or asking for assistance because they provide contextual relevance and engage students meaningfully. Kofler et al. (2021) found that small group interactions reduce the pressure of speaking in front of the entire class and foster meaningful exchanges, boosting students' confidence in their communicative abilities. These activities not only develop language proficiency but also enhance essential interpersonal skills.

Technology integration is another powerful strategy for engaging students with ADHD in speaking practice. Digital platforms, including language-learning apps and interactive games, provide instant feedback and can be personalized to meet individual learning needs. Radesky and Christakis (2021) underscore the role of technology in sustaining attention and offering engaging content tailored to diverse learning styles. McTigue et al. (2021) note that gamification features, such as rewards or progress tracking, can motivate students and make repetitive speaking exercises more enjoyable. Swanson and Wigal (2020) highlight the potential of virtual reality (VR) environments for immersive language practice, allowing students to participate in realistic conversations, like ordering food or navigating a foreign city. These technological tools make language learning engaging and adaptive, catering specifically to the needs of students with ADHD.

Building on this, focusing specifically on speaking skills can help students with ADHD become more confident and competent communicators. Jensen and Kenny (2021) assert that an individualized approach, which includes structured conversation practices and authentic language use, can yield significant improvements in language outcomes. Green and Rabiner (2020) stress the importance of understanding how ADHD influences speech planning and self-monitoring to inform effective teaching practices. By creating a supportive and engaging learning environment whether through peer interaction, structured routines, or technology-enhanced activities educators can empower students with ADHD to participate actively and succeed in speaking exercises. These strategies address both cognitive and social aspects of

language learning, offering a comprehensive approach that promotes long-term academic and communicative success.