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TEACHING MEDIA IN LEARNING ENGLISH FOR ADHD STUDENTS

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ABSTRACT

This study aimed to identify the teaching media used in learning English for an ADHD student and to describe how the English teacher applied the media in the classroom. The study employed a qualitative approach with a case study design at An-Nur Islamic School. Data were obtained from the English teacher, shadow teacher, lesson plan or teaching module, and classroom observations. Data were collected through document analysis, classroom observation, and semi-structured interviews, and were analyzed using Miles, Huberman, and Saldaña's interactive model of data condensation, data display, and conclusion drawing and verification. The findings identified six main teaching media: YouTube or animated video, animal flashcards, PowerPoint, audio, a whiteboard with picture and word cards, and printed worksheets. A visual cue card was additionally used by the shadow teacher as individualized classroom support. The media planned in the teaching module were also observed in classroom practice and confirmed through interviews. The teacher applied the media sequentially and adaptively through short and direct instructions, active interaction and movement, repetition, immediate positive reinforcement, and individualized support. The findings indicate that the role of teaching media in this classroom was closely connected to the way the teacher presented and adapted them to the student's learning needs. The study does not measure statistical effectiveness; rather, it provides a contextual description of what media were used and how they were applied in English learning for an ADHD student.

Keywords: teaching media, English learning, ADHD students, inclusive classroom, qualitative case study

INTRODUCTION

English learning has an important role in education because English is widely used in global communication, academic activities, technology, and access to information (Brown, 2007; Harmer, 2007). Through English, students can access wider sources of knowledge and communicate with people from different language backgrounds. Brown (2007) explains that language learning is not only concerned with language forms but also with using language meaningfully. Harmer (2007) similarly emphasizes the importance of providing learners with language input, practice, and opportunities for meaningful use. In Indonesia, English is learned as a foreign language in school, which makes classroom instruction, learning materials, interaction, and teaching media important parts of the learning process (Indrawati, 2024).

For young learners, English instruction needs to be simple, concrete, meaningful, and engaging. Cameron (2001) explains that teaching languages to children should consider how children understand meaning and respond to classroom activities. Brewster, Ellis, and Girard (2002) also emphasize varied activities that allow children to learn through seeing, listening, doing, and responding. Pictures, songs, games, videos, movement, repetition, and real objects can therefore provide useful support. Such support becomes particularly relevant when learners have additional learning needs.

Students with Attention-Deficit/Hyperactivity Disorder (ADHD) may experience difficulties related to attention, hyperactivity, impulsivity, and self-regulation (American

Psychiatric Association, 2013; Barkley, 2018). In school settings, these characteristics can influence students' ability to follow instructions, remain focused, complete tasks, and participate in classroom activities (DuPaul & Stoner, 2014). English learning may become more challenging when instruction relies on long verbal explanations, abstract material, or activities that require extended periods of passive attention (Indrawati, 2024; Moro-Ramos, 2021). This does not mean that students with ADHD cannot learn English; rather, classroom instruction may need to be structured and supported according to their learning needs.

Teaching media are one form of support that can help teachers present English materials in clearer and more concrete ways. Heinich et al. (2002) and Smaldino et al. (2012) view instructional media as materials, resources, or technologies that carry learning messages and support instruction. Visual media can connect words with images, audio can provide language input, and audio-visual media can combine sound and visual context. Paivio's (1990) dual-coding perspective suggests that verbal and visual representations can work together in learning, while Mayer (2009) emphasizes the meaningful combination of words and visuals in multimedia learning. For students who need additional classroom support, the choice and presentation of media may therefore be important.

Previous research has examined several forms of support for students with ADHD. Nurhidayati (2018), for example, discussed video-based media in English lessons for children with ADHD. Kinasih and Rochmawati (2020) examined vocabulary teaching for Indonesian young children with ADHD, while Agustien and Mursadi (2020) discussed instructional design for students with ADHD learning English. More recent studies have considered digital and technology-based support, including language-learning applications, augmented reality, and game-based learning (Al-Mutairi, 2024; Andreou & Argatzopoulou, 2024; Cesias-Diaz et al., 2024; Mohamed et al., 2024). Purwita et al. (2025) also discussed teaching strategies for an ADHD student in an inclusive classroom.

Although these studies provide useful evidence about particular media, technologies, and strategies, the present study addresses a more specific descriptive gap: what teaching media are used by an English teacher for an ADHD student and how those media are applied in actual classroom practice. The study also examines whether media documented in the teaching module are consistent with what is observed in the classroom and reported in interviews. This is important because the suitability of media cannot be understood only from their labels; their classroom use depends on sequencing, teacher instructions, interaction, repetition, and adaptation.

Based on this gap, the study focuses on two research questions: (1) What teaching media are used in learning English for an ADHD student? and (2) How does the teacher apply the media in teaching English to the ADHD student? The objective is not to measure the quantitative effectiveness of a particular medium or compare learning scores. Instead, the study provides a contextual description of the media used and the teacher's application of those media, supported by documentation, observation, and interview evidence.

RESEARCH METHOD

This study employed a qualitative approach with a case study design. The design was selected because the study focused on a specific classroom context and sought to describe teaching media and their application in depth. Creswell and Poth (2018) explain that qualitative inquiry is useful for understanding experiences and practices in natural settings, while Yin (2018) describes case study as appropriate for examining a contemporary phenomenon within its real-life context. In this study, the case was the use of teaching media in English learning for an ADHD student.

The research was conducted at An-Nur Islamic School in a Grade 1 English learning context. The participants who provided direct information were the English teacher and

the shadow teacher. The ADHD student was part of the classroom context observed during English learning but was not interviewed directly. This arrangement allowed the study to focus on the teacher's use of media while respecting the student's role and condition in the classroom. Three data collection techniques were used: document analysis, classroom observation, and semi-structured interviews. First, the researcher analyzed the lesson plan or teaching module to identify the teaching media planned by the teacher and the learning activities in which those media were intended to be used. Document analysis is useful for identifying information contained in existing documents and comparing planned practice with observed practice (Bowen, 2009).

Second, classroom observations were conducted to examine the media actually used, when they were introduced, how the teacher presented them, what instructions accompanied them, and how the shadow teacher supported the ADHD student. Observation enabled the researcher to examine the phenomenon in its natural classroom setting, which is particularly relevant in a case study (Creswell & Poth, 2018; Yin, 2018).

Third, semi-structured interviews were conducted with the English teacher and the shadow teacher. The English teacher was asked about the media used, the media documented in the teaching module, and the way the media were applied. The shadow teacher provided supporting information about individualized assistance, classroom instructions, and the student's responses. Semi-structured interviews were selected because they provide a prepared focus while allowing participants to explain their experiences in detail (Adams, 2015; Kallio et al., 2016).

Data were analyzed using Miles, Huberman, and Saldaña's (2014) interactive model. The first stage was data condensation, in which information relevant to the two research questions was selected, focused, simplified, and organized. The second stage was data display, in which the selected evidence was organized descriptively to identify patterns across the lesson plan, observations, and interviews. The third stage was conclusion drawing and verification. Conclusions were continuously checked against the available evidence rather than being based on a single source.

Data trustworthiness was maintained through triangulation of sources and techniques. Information from the teaching module, English teacher, shadow teacher, and classroom observations was compared. Document analysis, observation, and interview findings were also compared to determine whether the planned media were reflected in classroom practice and whether interview explanations were consistent with what was observed. The use of multiple sources of evidence is consistent with qualitative case study practice (Creswell & Poth, 2018; Yin, 2018). Ethical considerations included obtaining permission from the school, explaining the purpose and procedures of the study, obtaining participant consent, protecting the classroom context, and using the collected information for academic purposes.

RESULT AND DISCUSSION

The findings are presented together with their interpretation because the journal template recommends combining results and discussion. The analysis produced two main findings corresponding to the research questions: the teaching media identified from the three data sources and the patterns through which the teacher applied those media in the classroom. Teaching media used in learning English for an ADHD student. The analysis identified six main teaching media: YouTube or animated video, animal flashcards, PowerPoint, audio, a whiteboard with picture and word cards, and printed worksheets. A visual cue card also appeared during classroom practice, but it functioned primarily as individualized support for instructions and classroom rules rather than as a main English instructional medium. The teaching module documented visual, audio, audio-visual, digital, and printed media. Animal flashcards and board pictures represented visual media;

pronunciation audio represented audio media; an animated animal video represented audio-visual media; YouTube and interactive PowerPoint represented digital media; and a matching worksheet represented printed media.

Teaching medium	Teaching module	Observation	Interview
YouTube / animated video	✓	✓	✓
Animal flashcards	✓	✓	✓
PowerPoint / animal picture slides	✓	✓	✓
Audio	✓	✓	✓
Whiteboard + picture/word cards	✓	✓	✓
Printed worksheets	✓	✓	✓
Visual cue card	Not main medium	✓	✓ (support)

The convergence across the three principal data sources shows that the six main teaching media were documented in the teaching module, observed during classroom practice, and confirmed in interviews. In Session 1, the teacher used YouTube or an animated video, flashcards, PowerPoint, and printed worksheets. During the worksheet activity, the shadow teacher covered part of the worksheet so that the student could focus on fewer items. In Session 2, the teacher used audio for a “Listen and Act” activity, reused flashcards for vocabulary review, and used picture and word cards on the whiteboard for matching. The English teacher reported using YouTube videos or songs, animal flashcards, PowerPoint, audio, the whiteboard, and printed worksheets, and the shadow teacher independently confirmed these media while adding visual cue cards as individualized support.

The range of media reflects several categories discussed in the theoretical framework. Flashcards and picture/word cards functioned as visual media, audio as an audio medium, YouTube or animated video as audio-visual media, YouTube and PowerPoint as digital media, and worksheets as printed media. This distribution is consistent with the view that teaching media can provide different channels for presenting learning messages (Heinich et al., 2002; Smaldino et al., 2012). The findings also support Paivio’s (1990) explanation that verbal information can be accompanied by visual representations. In this classroom, English animal vocabulary was repeatedly connected with pictures through flashcards and picture/word cards, making the language input more concrete.

The use of YouTube and animated video is also consistent with Mayer’s (2009) multimedia learning perspective because the medium combined moving images, sound, and language input. According to the interview data, the animated video attracted the student’s attention and sometimes encouraged him to sing along. The shadow teacher similarly reported that moving pictures, colors, and sounds quickly attracted the student’s attention. These converging accounts suggest that the audio-visual medium was meaningful in this particular classroom as an attention-attracting resource. This finding is also compatible with Nurhidayati’s (2018) discussion of video-based media for English lessons

involving children with ADHD.

PowerPoint was used not merely to display information but to invite interaction. Students were asked to interact with animal pictures, while the shadow teacher supported the ADHD student in waiting for his turn. Audio was likewise used actively rather than as a prolonged passive listening activity. In the “Listen and Act” activity, students listened to animal sounds and responded with movement. These practices correspond with the young-learner framework, which emphasizes learning through seeing, listening, doing, and responding (Brewster et al., 2002; Cameron, 2001). They also show that the suitability of a medium depends not only on its category but on how the teacher connects it to classroom action.

The printed worksheet provides a particularly clear example of this point. The worksheet itself was a conventional printed medium, but the shadow teacher modified its presentation when the student became frustrated by several visible items. She covered part of the worksheet and pointed to the portion that needed to be completed. This suggests that the category of a medium alone does not determine its suitability for an ADHD student. Rather, presentation and individualized adaptation are important components of media use. This finding is consistent with the broader emphasis on adapted educational strategies for students with ADHD (Moro-Ramos, 2021) and with the need for classroom support identified by Purwita et al. (2025).

Patterns of media application. The second research question concerned how the teacher applied the media. The analysis produced six connected patterns: sequential use of media, short and direct instructions, active interaction and movement, repetition, immediate positive reinforcement, and individualized adaptation or support.

Application pattern	Evidence from observation/interview
Sequential use	Video/song → flashcards → PowerPoint → worksheet/review
Short and direct instructions	“Point to the bird” and “Match the cat” when attention decreased
Active interaction and movement	Touching pictures, matching cards, listening and acting
Repetition	Flashcards reused for vocabulary review and reinforcement
Positive reinforcement	Immediate praise after a correct response
Individual adaptation	Worksheet information reduced; visual cue cards used

Table 2 shows that the teacher did not use the media as isolated tools. Instead, the media were combined with teacher instruction, student action, repetition, and individualized support. The English teacher explained that she generally began with a song or video to attract attention, introduced vocabulary through flashcards, used PowerPoint or the whiteboard for practice and interaction, and finished with a worksheet or short flashcard review. The observations confirmed this sequence in the two observed sessions. This gradual progression reduced the need to present all materials simultaneously and allowed the teacher to move from attention-getting input to vocabulary presentation, interaction, individual work, and review.

Short and direct instructions became particularly important when the student's attention decreased. The English teacher explained that she used instructions such as "Point to the bird" or "Match the cat," repeated vocabulary, and sometimes moved closer to the student. During observation, after a longer explanation caused the student to lose focus, the teacher gave the short instruction "S1, match the Cat," and the student completed the matching task. The teacher then provided immediate positive feedback. This pattern is consistent with the need for clear and structured classroom support discussed by DuPaul and Stoner (2014) and Moro-Ramos (2021). The finding also shows that media use cannot be separated from teacher language and classroom management.

Active interaction and movement were another important pattern. Students touched pictures, matched cards, listened and acted, and interacted directly with flashcards. During the "Listen and Act" activity, the ADHD student responded physically to an animal sound and became excited while imitating a rabbit. Rather than treating movement only as a classroom-management problem, the teacher incorporated movement into the learning activity. This practice is compatible with the young-learner perspective that children benefit from varied activities involving seeing, listening, doing, and responding (Brewster et al., 2002).

Repetition was used through the reuse of flashcards for vocabulary review and reinforcement. Repetition is relevant because young learners often benefit from repeated exposure to language input, while students with ADHD may need information and instructions to be presented in manageable ways. The study therefore supports the idea that repetition is not simply an additional activity but can be integrated into the sequencing of media across a lesson.

Immediate positive reinforcement was also observed. When the student correctly completed a matching task, the teacher responded with praise. Positive feedback helped mark the successful response and maintain the interaction. The shadow teacher's role was similarly individualized. When the student looked away from the flashcards, she redirected his attention; during PowerPoint, she helped him wait for his turn by using a "Wait" visual cue card; and during worksheets, she reduced the amount of information visible at one time. These practices indicate that the shadow teacher did not replace the English teacher's media but helped the student access and participate in activities using those media.

Taken together, the findings indicate that the use of teaching media in this classroom involved three closely connected elements: the medium itself, the teacher's method of application, and individualized classroom support. This interpretation is important because simply identifying a medium as visual, digital, audio-visual, or printed does not explain how it functions in a real classroom. The observed lessons suggest that media became more meaningful when they were presented gradually, accompanied by short instructions, linked to physical or verbal responses, repeated for reinforcement, and adapted when the student encountered difficulty.

The findings are broadly consistent with previous studies while also adding a contextual description. Nurhidayati (2018) highlighted the potential of video-based media to attract attention in English learning for children with ADHD, and the present study similarly found that animated video attracted the student's attention. Kinasih and Rochmawati (2020) emphasized the need for appropriate support in teaching vocabulary to Indonesian young children with ADHD, which is reflected in the use of flashcards, repetition, and teacher guidance in this study. Studies on technology and interactive media have also pointed to the potential of digital tools for learners with ADHD (Al-Mutairi, 2024; Andreou & Argatzopoulou, 2024; Wanti et al., 2023). The present case extends this discussion by showing that digital media were used together with non-digital media and teacher-led interaction rather than as a standalone solution.

At the same time, the findings should not be interpreted as statistical evidence that one medium is more effective than another. The study did not use achievement tests, experimental comparisons, or statistical analysis. Instead, it documents what was used, how

it was applied, and how the student responded within the observed classroom context. The convergence among documentation, observation, and interviews strengthens the credibility of the description, but the findings remain bounded by the single case and its particular classroom conditions.

CONCLUSION

This study identified six main teaching media used in English learning for an ADHD student at An-Nur Islamic School: YouTube or animated video, animal flashcards, PowerPoint, audio, a whiteboard with picture and word cards, and printed worksheets. A visual cue card was additionally used by the shadow teacher as individualized support for classroom instructions and self-regulation. The consistency among the teaching module, classroom observations, and interviews indicates that the main media planned by the teacher were reflected in classroom practice.

The teacher applied the media through a structured but flexible process. The main patterns were sequential use of media, short and direct instructions, active interaction and movement, repetition, immediate positive reinforcement, and individualized adaptation. The shadow teacher supported the student by redirecting attention, supporting turn-taking, using visual cues, and reducing the amount of worksheet information presented at one time. Overall, the findings suggest that teaching media in this classroom were most meaningful when combined with appropriate teacher delivery and individualized support. The study does not establish quantitative effectiveness; rather, it provides a contextual account of media use and application in English learning for an ADHD student.

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