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## Increased attention in ADHD (Attention-Deficit Hyperactivity Disorder) children using media based video in English language lessons

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### ABSTRACT

*English language learning in Indonesia began in childhood, namely playing groups. English is a foreign language in Indonesia and has not become a second language. For Indonesian people, English is considered difficult to learn because of the differences in rules and procedures. Especially for ADHD children, they tend to be active and need their own techniques to attract their attention. Meanwhile, based on the government policies ADHD children is accepted in public schools. The teacher usually treats ADHD children the same with non ADHD students. For this reason, the study aims to examine the increasing concentration of learning for ADHD children with media based video. This study used a qualitative descriptive study with ADHD children in eleventh-grade vocational school. After being examined, children with ADHD tend to be calmer and after several treatments, children with ADHD could also produce simple utterance related to the topic and more longer attention.*

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## 1. Introduction

Nowadays, the English language curriculum was overhauled several times to harmonize needs and education. Government regulation allows disability and ADHD or Autism study in public school. It is becoming a challenge, due to the condition of ADHD children who are active and easily distracted especially during the learning process of teaching. Furthermore, this also might happen when the teacher lack of competence, thus he/ she teaches them using the same method with non ADHD students.

ADHD is a behavioral disorder which is detected in childhood, and it can continue and effect until adolescence. Reporting from the National Institute of Mental Health, ADHD is a disorder that occurs in the brain, and it is characterized by lack of attention and/or hyperactivity and impulsivity that interferes with the work function and development of the child's brain. Children with ADHD have difficulty staying focused. They usually do not last long if they have to keep quiet and study for a long time. Other than that, this is not caused because they do not understand what they are learning. They are hyperactive children, because of brain disorders. They like to keep moving, and might to disturb friends nearby. They also like to act impulsively, in other words, they like to do spontaneous actions without having to think first. Besides, they are also less likely to delay desires or satisfaction. By that explanation, children who have ADHD and autism have problems with attention. Their behavior changes suddenly (impulsively) and also has difficulty communicating. They have problems in dealing with people around them.

ADHD and Autism look similar, people often equate ADHD with autism. But, actually, both are two different things. If you pay close attention, children with ADHD will be different from children with autism. ADHD affects how the brain grows and develops. While, autism is a series of developing mental disorders that affect language ability, behavior, social interaction, and learning the ability. ADHD children tend to not like

things that require high focus, such as reading a book. ADHD children even since the beginning have seen not interested in these things. Vice versa, Autistic children are more likely to be interested in focusing on things they enjoy. They can learn the things they like well, like playing with certain toys. In terms of interaction and communication with other people, children with ADHD tend to talk a lot, cannot stop. whereas they can interfere when people talk and like it if it becomes dominant during the discussion. While autistic children often have difficulty entering words into thoughts and feelings. Thus, they are more difficult in expressing their opinions and desires. They also have difficulty making eye contact. Children with ADHD tend to dislike doing the same routine every day or for a long time. While children with autism tend to like things that have been arranged, they like order, and do not like it when their routines suddenly change. Disturbance of attention is one of the symptoms of a child being diagnosed with ADHD. Disturbance of attention is the difficulty of the child to maintain his attention. During their childhood, Children with ADHD present with executive functioning impairments and behavioral challenges that negatively affect their daily functioning across everyday setting. (Nizar, 2018). The difficulty of maintaining attention is due to external stimuli that are difficult to push away from consciousness. According to Ayres & Sweller (2005) attention deficit disorder can be a major problem at school. When children cannot avoid noise and light and are confused about the activities of different people, this child has the potential to experience interference. ADHD children have difficulty pushing stimuli away from themselves. This causes ADHD children need energy in order to concentrate and to care for unnecessary stimuli. In public school students with ADHD often do uncoordinated and disturb their classmates.

Many media use to make them quite and stimulate attention in the material when teaching and learning process. Media is a tool to transfer information from sources to the receiver. In other word, media is software which contains information and supported by hardware in order to transfer information (Muhson, 2010). The video is suitable media because it can coordinate visual, audio and body moving together in one activity. And the video is interesting media not only for those who with ADHD but also for non ADHD students. For ADHD it can be reduced of effect in using the drug and its implication, because consume drug or medicine can effect in nerve and imply some mental diseases like insomnia, anxiety and many more. Many researchers reported that using video can make calmer .Waschbusch, et al. (2011) argued that ADHD students' behaviour significantly change when video movie played than before. In the same case researched by Sari, et al., (n.d) who investigated in using education video game in purposefulness. It showed that ADHD students have the same behavior as non ADHD students when they played an education video game. Furthermore, she recommended that the used of video in the classroom can improve attention. Although the video has benefit in learning, it also has weakness especially in playing a video game, a ADHD student has more greater risk in addictive it and its worse the effect in behavior (Gentile et al., 2011). Other investigation showed using video end to be addictive and bad effect in learning (Christopher, 2013). Game more one hour in the classroom is one of technic to make ADHD more quite and to cognitive functions that show attention disorders in children with ADHD are located in the frontal lobe. This disorder is more precisely in the catecholamine neurotransmitters, namely dopamine and norepinephrine which play a major role in attention, concentration, which is associated with cognitive functions such as motivation, attention, and success of children's learning. in norepinephrine and dopamine was pushed action to keep and staying focused. Handling ADHD children requires special treatment until they can independently carry out personal and school assignments. The government does not limit ADHD children to go to public schools according to their choice, but not all teachers in public schools have the ability to handle ADHD children. As a result, ADHD children are handled the same as normal children and they are not handled according to their needs. Likewise, in the same level of learning in English for the middle and high levels the same material and level of graduation makes ADHD children not properly handled. Learning media is a tool that facilitates or facilitates educators in delivering their material and achieving learning goals. Attractive learning media will stimulate improve students to learn and get satisfactory results. Learning media can stimulate and motivate students to be motorically and psychomotor active. Becoming more meaningful learning. Smaldino said; a medium (plural, media) is a means of communication and source of information. Derived from the Latin word meaning "between," the term for anything that carries information between a source and a receiver (A media is a means of communication and a source of information.(Smaldino, et.al., 2019)

Making media have to pay attention to the following:

1. Interesting or interesting with the aim of attracting students to participate specifically for ADHD children.
2. Simple or easy to understand.
3. Useful or useful content and useful for learning purposes.
4. Informative means the content must contain things related to learning or aspects of learning such as growing

motoric or psychomotor development.

The use of video-based media is one way to attract children with ADHD to focus their attention and the ultimate goal is that video-based media will have a comforting effect resulting in ADHD children being able to receive information conveyed by video-based media. The role of learning media according to Smaldino: 1) choosing material available by involving technology or media specialists; 2) surveying source and media reference guides by changing existing material and designing new material. The stages before utilizing the media as mentioned below, namely: 1) look at the material (can still be used or cannot), before conveying in the class the educator first checks the material and determines the appropriate material and considers the purpose of the learning process; 2) preparation of teaching materials, the needs of students must be in the data including all materials and media and learning resources (Purwanti, 2015). To make it easier to understand and to remember, the lesson with the use of media is clearly more helpful since it does not use one type of senses. the results of research with visual learning can increase memory 14% to 38%.

Steps to develop a media-based video for ADHD children:

1. Observing the needs of students with ADHD.
2. Selecting the needs of students. Children with ADHD have different needs for ordinary media which are needed according to their needs.
3. Choosing the video that matches the material.
4. Delivering material.
5. Evaluation.

## **2. Method**

In this study used qualitative descriptive study which observed ADHD behavior when teaching and learning process. Collecting data taken in two phases. First data was taken before using video and the second one was collected after using video in order to compare it. In observation used curriculum 2013 as a guideline.

## **3. Results and discussion**

### **1. Before using the video**

Observation at this stage, researchers gave teaching materials about expression opinion and though by conventional teaching strategy. The material is delivered in lectures and assignments. At this stage, it appears that ADHD children did not pay attention to the lesson and focus on learning material. The aspects that are examined are in the process of observing ADHD students tend to not showing any responds, and less listening to material at a glance. While, the activity was in a form of self-centered activity. ADHD children did not interact according to instructions. Imitation was also less responsive. In other words, social functions have not been achieved.

**Table 1. Observations before using video-based media**

Type of activity	activities of ADHD students	Duration
<p>Observe Consists of:</p> <ul style="list-style-type: none"> <li>• Students listen to the teacher's explanation together</li> <li>• Students follow interactions expressing opinions and thoughts</li> <li>• imitating the interaction model expressing opinions and thoughts</li> <li>• With the guidance and direction of the teacher, students identify the characteristics of the interaction expressing opinions and thoughts (social functions, text structure, an element of language).</li> </ul>	<ul style="list-style-type: none"> <li>• Tend to be passive occasionally seeing or interacting visually with the teacher</li> <li>• Not following instructions to express opinions and thoughts</li> <li>• More silence and seeing</li> <li>• Not able to recognize or identify the characteristics of interaction expressing opinions such as the teacher's direction</li> </ul>	5 minutes
<p>Asking</p> <ul style="list-style-type: none"> <li>• students are guided to ask about the differences between various expressions of opinions and thoughts in English, differences in expressions with those in Indonesian,</li> </ul>	<p>Could not ask or don't know what to ask so that ADHD children often stayed quiet or do their own activities even though there was guidance from the teacher.</p>	10 minutes
<p>Explore</p> <p>Students express their opinions and thoughts with English in the context of simulations, role-play, and other structured activities</p>	<p>Not able to express opinions even though things are simple with English. And at the next level of activity such as role-play.</p>	10 minutes
<p>Associate</p> <ul style="list-style-type: none"> <li>• Students compared expressions of opinions and thoughts that have been learned with those in various other sources.</li> <li>• Students compared between expressions in English and in student's language.</li> </ul>	<p>Not being able to complete the task of raising expressions of expressing opinions and thoughts from various learning sources</p> <p>Still confused to compare the expression of opinion in Indonesian even though with simple examples</p>	10 minutes
<p>Communicate</p> <ul style="list-style-type: none"> <li>• Students expressed their thoughts and opinions in English, inside and outside the classroom.</li> <li>• Students wrote down problems in using English to express expressions of opinion</li> </ul>	<p>Not yet able to use a statement that states to talk with friends or practice it in class with friends</p> <p>Problems not specified</p>	

## 2. Observations during learning using video-based media

During the treatment took place using video-based media observations was showing a positive indication of ADHD children in responding to the lesson. Students who was initially active and difficult to control showed in contrastively way. When they watched videos, children were calmer and could take lessons well. At the beginning of learning with media video-based media, the duration of the interest of ADHD children is not long for about two minutes but over time the ADHD child duration. interest is got longer. Children with ADHD when learning using videos become interested. Video-based learning media stimulates ADHD children to be more conducive to learning. At the end or learning objectives are achieved

**Table 2 Observations during learning using video-based media**

Type of activity	activities of ADHD students	Duration
Observe		
<ul style="list-style-type: none"> <li>• Students listened and watch videos about interactions expressing opinions and thoughts and how to respond</li> <li>• Students expressed mimic expressions of interaction expressing opinions and thoughts</li> <li>• Students were identifying the characteristics of interactions expressing opinions and thoughts (social functions, text structure, and linguistic elements) in the video.</li> </ul>	There was an interest in watching videos even though for a while and was accompanied by my own activities. Not being able to follow the interaction or imitated the expression model and not be able to identify it.	10 minutes
Asking		
<ul style="list-style-type: none"> <li>• Students asked about the different expressions expressing opinions and thoughts in English, different expressions with those in Indonesian, other examples of using other expressions, etc</li> </ul>	Students ask the purpose and function and the different expressions of expressing opinions with the guidance and direction of the teacher.	15 minutes
Explore		
Students expressed their opinions and thoughts with English in the context of simulations, role-play, and other structured activities	With simple sentences, students started using it in sentences and practice it in role play with friends and in the direction of the teacher	15 minutes
Associate		
<ul style="list-style-type: none"> <li>• Students compared expressions of opinions and thoughts that have been learned with those in various other sources.</li> </ul>	<ul style="list-style-type: none"> <li>• In small groups, while watching videos, students looked for other sources and functions and differences in expressions of opinion.</li> </ul>	15 minutes
<ul style="list-style-type: none"> <li>• Students compared between expressions in English and in students' language.</li> </ul>	<ul style="list-style-type: none"> <li>• After watching the video students look for words in Indonesian so that they are easier to understand and use.</li> </ul>	15 minutes
Communicate		
<ul style="list-style-type: none"> <li>• Students express their thoughts and opinions in English, inside and outside the classroom. Students write problems in using English to expressing</li> </ul>	<ul style="list-style-type: none"> <li>• After watching the video and understanding its contents students began to be able to express simple expressing skills such as "For me, it's not good"</li> </ul>	10 minutes

#### 4. Conclusion and Suggestions

ADHD children in different training multiplications and interesting media will make them interested in taking learning. They need special treatment. Otherwise, the teacher should have special competencies and passion for handling them. Before using video showed they, not interest and lack of attention, after or while using video body movement, visual and audio centered in one activity and increase coordination and concentration. In the English lesson, they could produce simple utterance related to giving an opinion. But, it should be selective in using video and not use video game or online game because has a negative effect in their activity It should be supported with teachers should know what they need will more easy to conduct them. The duration shows the target of ADHD children in enjoying the material. Longer they taking part in lesson indicate they enjoy it. And it implies the target of learning process have achieved. For the reader hopefully, it can be fruitful and reference in the same research.

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