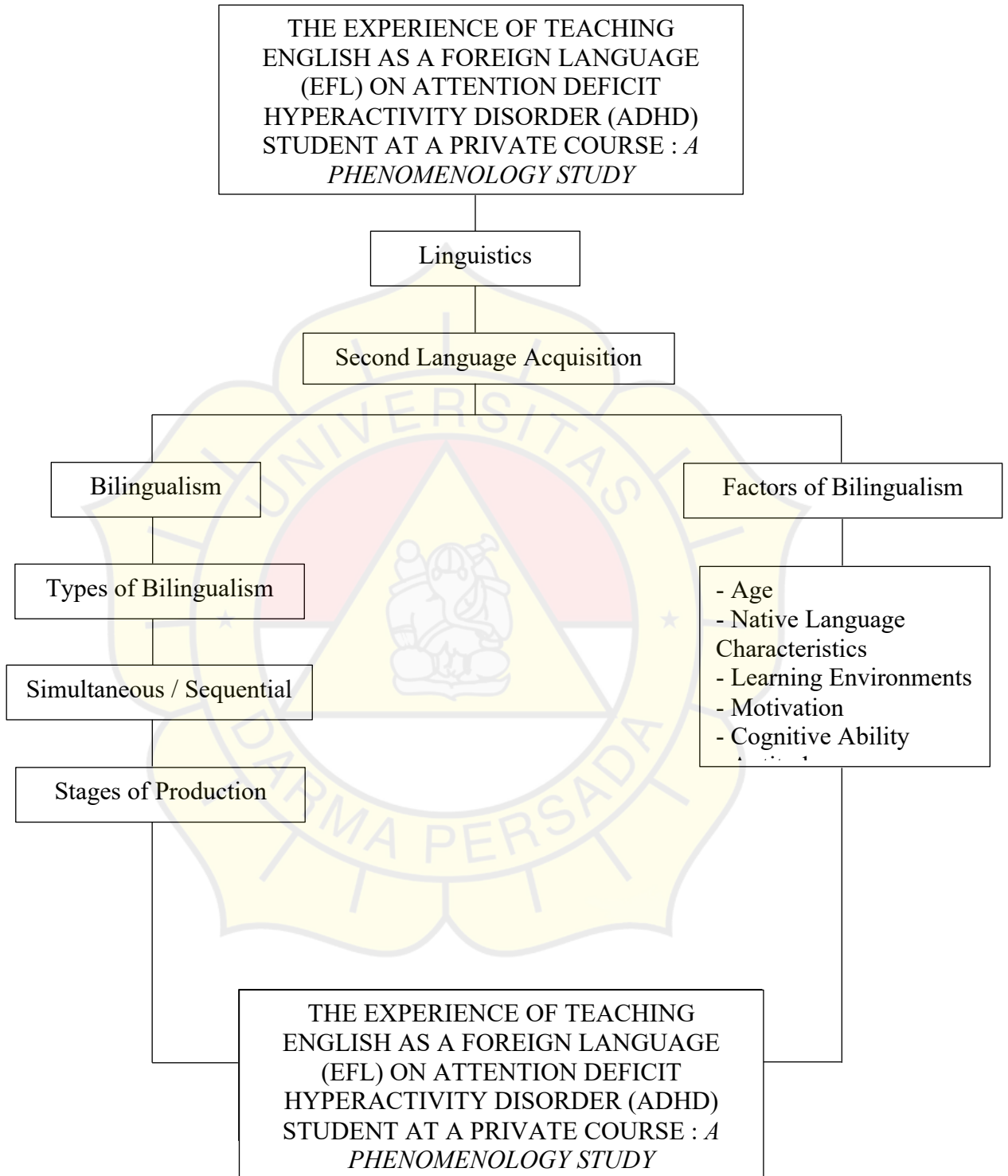


APPENDIX 1
SCHEME OF THE RESEARCH



APPENDIX 2

POSTER OF THE RESEARCH



THE EXPERIENCE OF TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL) ON ADHD STUDENT AT A PRIVATE COURSE : A PHENOMENOLOGY STUDY

LEVIA EKAPUTRI ALSA DAMITA
2019130117

1

INTRODUCTION

Language itself became the primary mediator for any communication that occurs in our lives. As our first footstep on the ground, language became the bridge in communication. According to Halilah and Zahroh (2023), a child's motivation to learn a language can often support or hinder language acquisition. As we could see clearly, that no matter how specifically a child was diagnosed with ADHD, speech delay, aphasia, or any language disorder they had, it still motivated them to learn about other languages.

2

FORMULATION

1. How the teacher's experience teaching English as a Foreign Language (EFL) to ADHD students?
2. How the ADHD Pre-School student achieve their Second Language Acquisition?

3

METHODS

This research used a descriptive qualitative method and phenomenology approach with the data based from the experience how I teach children and how they comprehend all of the English lessons. Whether speaking or writing, this research study focuses on how the children speak to me, as the teacher.

4

OBJECTIVE

- 1.To analyze how ADHD Students' dominance and achieve EFL than the other students.
- 2.To explain how English As a Foreign Language (EFL) occurs to the ADHD Pre-school student.

5

RESEARCH FINDINGS

This research study would provide and summarize the experience and process of how the ADHD Student achieve English as a Foreign Language Based on the psycholinguistics theory, it is Second Language Acquisition on children. If you are into Psycholinguistics or any phenomenology study, this research could useful for your research.

6

CONCLUSION

The research brought an explanation that there are no differences among students; however, their backgrounds were still just kids. I found several factors from what I have experienced by myself and the participants, including children's utterances, analyzing it deep down from what Halili and Zahroh believe in bilingualism for the second language acquisition itself by approaching it using phenomenology from Kuswarno

APPENDIX 3

PRESENTATION SLIDES

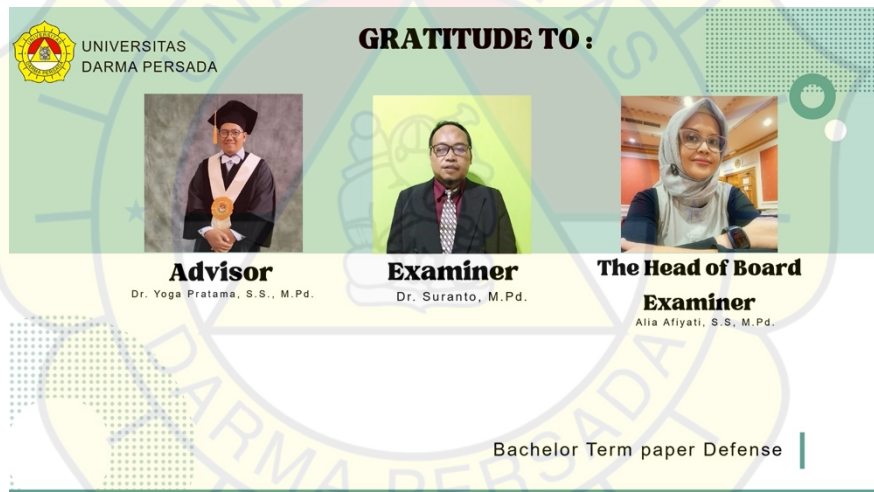



 **THE EXPERIENCE OF TEACHING ENGLISH AS A FOREIGN LANGUAGE (EFL) ON *ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)* STUDENT AT A PRIVATE COURSE : A PHENOMENOLOGY STUDY**






Levia Ekaputri Alsa Damita
2019130117

ENGLISH LANGUAGE AND CULTURE DEPARTMENT PROGRAM
DARMA PERSADA UNIVERSITY
JAKARTA 2024



 UNIVERSITAS DARMA PERSADA

GRATITUDE TO :



Advisor
Dr. Yoga Pratama, S.S., M.Pd.

Examiner
Dr. Suranto, M.Pd.

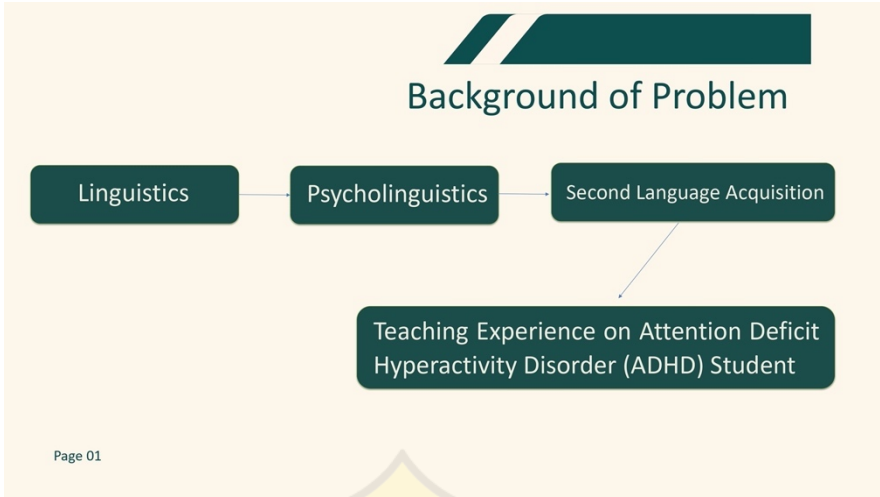
The Head of Board Examiner
Alia Afiyati, S.S., M.Pd.

Bachelor Term paper Defense

Bahasa & Kebudayaan Inggris

Table of Contents

Background of the Problem	Review of Previous Study
Identification of the Problem	Method of The Research
Formulation of Problem	Research Findings & Analysis
Framework of the theories	Conclusion



Bahasa & Kebudayaan Inggris

IDENTIFICATION OF THE PROBLEM

The Process of second language acquisition that occurs differently on ADHD pre-school students. All of those cases could be identified from each child's utterance, writing, and how they communicate with each other and with the people around them.

Page 02

- Page 3
- ### FORMULATION OF THE PROBLEM
- ★ FORMULATION OF THE PROBLEM 1
How the teacher's experience teaching English as a Foreign Language (EFL) to ADHD students?
 - ★ FORMULATION OF THE PROBLEM 2
How the ADHD Pre-School student achieve their Second Language Acquisition?

FRAMEWORK OF THE THEORIES

Bahasa & Kebudayaan Inggris

01 Linguistic

Linguistic form is how to describe languages, dialects, and speech styles accurately and in detail: the different kinds of speech sounds, how the sentences are put together, the kinds of meanings the words have, how the speakers make new words, the differences between formal and informal language, the changes in rapid and casual speech, their relationships to one another, and how they change over historical and even pre-historic time.

02 Psycholinguistics

According to Halli & Zahroh (2023), Psycholinguistics itself is an interdisciplinary field combining psychology and linguistics. Whereas psychology could diagnose someone by using linguistic theories. In the human body, the brain is the most important part of producing language or comprehending it.

03 Second Language Acquisition

Second Language Acquisition mostly discusses the process of second language development that occurs in each individual. Some of us might know about the period or process of this language acquisition.

01

02

03

04

05

04 Attention Deficit Hyperactivity Disorder

As Barkley (2013) found, ADHD is a neurobiological disorder that manifests itself in inappropriate hyperactivity, impulsivity, and self-control, as well as difficulties in maintaining attention

05 Phenomenology

A phenomenological study as a study that learns the natural characteristics of people. Kuswano defines that phenomenology teaches how people's natural characteristics could bring out theories for any knowledge field.

Page 04

REVIEW OF PREVIOUS STUDY

01

The first one, is from Sandra Moro Ramos (2020) for her Doctoral Problems with the research journal entitled Discourse Analysis and ADHD in the English as a Second Language Teaching Context. In this research, Ramos using Discourse Analysis from the student with the ADHD Symptoms, with the purpose to analyze their L2 from Spanish to English.

02

The Second One comes from Triseygeni Lontou (2019) entitled "Foreign language learning for children with ADHD: evidence from a technology-enhanced learning environment". This research caught my attention, caused the researcher also used the globalization or technologies to analyze the main objects which is ADHD Students.

03

The last research that I found is from Tan Anqi (2023) entitled "A Literature Review of the Effect of Individual Differences on Second Language Acquisition (Tan anqi, 2023). This research might not as specialized in ADHD Students but there are several similarities with this research, which is comprehend how any individual could differently acquire their second languages.

Page 05

METHOD OF THE RESEARCH

Descriptive Qualitative

Endraswara (2006) defines qualitative research as a research procedure that produces descriptive data in the form of written or spoken words from people and actors that can be observed.

Data Collection Technique

According to Sugiyono (2017), the collected data is divided into primary data and secondary data. The data was collected by interview, observation, and documentation.

Data Analysis Technique

In this research I used Narrative Analysis and Triangulation data to do the research. Webster and Metrova define that narrative as a research method in the social sciences. The core of this method is the ability to understand a person's identity and worldview by referring to stories (narratives) that are heard or told in their daily activities Denzin (2018) found that data triangulation had already been used since the 1970s. In this approaching data method, you will find four linking methodological approaches: qualitative, quantitative, interviews, and observation.

Page 06



RESEARCH FINDINGS AND ANALYSIS



Data Analysis

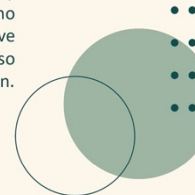
I found the Teaching Experience from two participants to convince that ADHD Student had a specific ability in implementing and acquiring English as their Foreign Language (EFL).

I found four kids with ADHD symptoms who can improve their English and influence other students to gain their abilities. I found 2 children who advanced in English and 12 utterances identified from what I have experienced in teaching. There are specific differences and techniques on how they implement and acquired English as a Foreign Language.

Page 07

Conclusion

The research brought me in an explanation that there are no differences among students; however, their backgrounds were still just kids. I found several factors from what I have experienced by myself and the participants, including children's utterances, analyzing it deep down from what Halili and Zahroh believe in bilingualism for the second language acquisition itself by approaching it using phenomenology from Kuswarno. I found 2 children who advanced in English and 12 utterances identified from what I have experienced in teaching. Both participants in teaching experience also strengthen the phenomenon of ADHD students' second language acquisition.



Page 08



THANK YOU

NAME : Levía Ekaputri Alsa Damita

Darma Persada University



APPENDIX 5
CERTIFICATES



11677859



BADAN NASIONAL
SERTIFIKASI PROFESI
INDONESIAN PROFESSIONAL
CERTIFICATION AUTHORITY

SERTIFIKAT KOMPETENSI
CERTIFICATE OF COMPETENCE

No. 56303 5132 0 0002642 2023

Dengan ini menyatakan bahwa,
This is to certify that,

Levia Ekaputri Alsa Damita

No. Reg. KLL.122.00153 2023

Telah kompeten pada Bidang:
Is competent in the area of:

Kopi
Coffee

Dengan Kualifikasi / Kompetensi :
With Qualification / Competency :

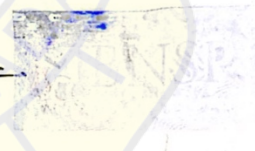
BARISTA
BARISTA

Sertifikat ini berlaku untuk : 3 (tiga) Tahun
This certificate is valid for : 3 (three) Years

Tangerang, 26 September 2023

Atas nama Badan Nasional Sertifikasi Profesi
On behalf Of Indonesia Professional Certification Authority
Lembaga Sertifikasi Profesi Kopi Indonesia
Professional Certification Board Kopi Indonesia



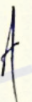

Ir. Eddy Panggabean
Ketua Dewan Pengarah
Chairman



APPENDIX 6
TERM-PAPER COUNSELLING FORM

Nama Mahasiswa : Levia Ekaputri Alsa Damita
Dosen Pembimbing : Dr. Yoga Pratama, S.S., M. Pd.
Judul Skripsi : The Experience of Teaching English as a Foreign Language (EFL) on ADHD Student at a Private Course : *A Phenomenology Study*
Mulai Bimbingan : 30 September 2024
Tahun Akademik : 2019

No	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	30 September 2024	<ul style="list-style-type: none"> • Penggantian judul menjadi "English as a Foreign Language (EFL)" karena kurang tepat untuk di Indonesia • Gunakan jurnal eropa untuk teori ADHD 	<i>A</i>
2	17 Oktober 2024	<ul style="list-style-type: none"> • Penambahan teori psikolinguistik dari buku • Fokus terhadap anak ADHD yang menjadi objek penelitian • Mengecek lebih teliti untuk kepenulisan karena banyak yang typo 	<i>A</i>
3	31 Oktober 2024	<ul style="list-style-type: none"> • Pemakaian alfabet atau huruf pada list-paragraph 	<i>A</i>
4	28 November 2024	<ul style="list-style-type: none"> • Penggantian judul beserta teori pendekatan penelitian dengan menggunakan fenomenologi 	<i>A</i>

		<ul style="list-style-type: none"> • Penambahan teori-teori untuk teori triangulasi data • Menambahkan partisipan wawancara dari guru Bahasa Inggris yang mengalami pengalaman yang serupa 	
5	2 Desember 2024	<ul style="list-style-type: none"> • Lakukan Analisa cara meneliti dengan fenomenologi dari contoh penelitian lain • Tambahkan teori analisis naratif 	
6	18 Desember 2024	<ul style="list-style-type: none"> • Tambahkan teori studi fenomenologi di bab 2 secara singkat 	
7	26 Desember 2024	<ul style="list-style-type: none"> • Samarkan nama guru sebagai partisipan menjadi teacher 1 atau teacher 2 • Sintesaikan setiap akhir teori 	

Jakarta, January 20, 2025

Menyetujui:

Dosen Pembimbing



(Dr. Yoga Pratama, S.S., M. Pd.)

Mengetahui:

Perabimbing Akademik

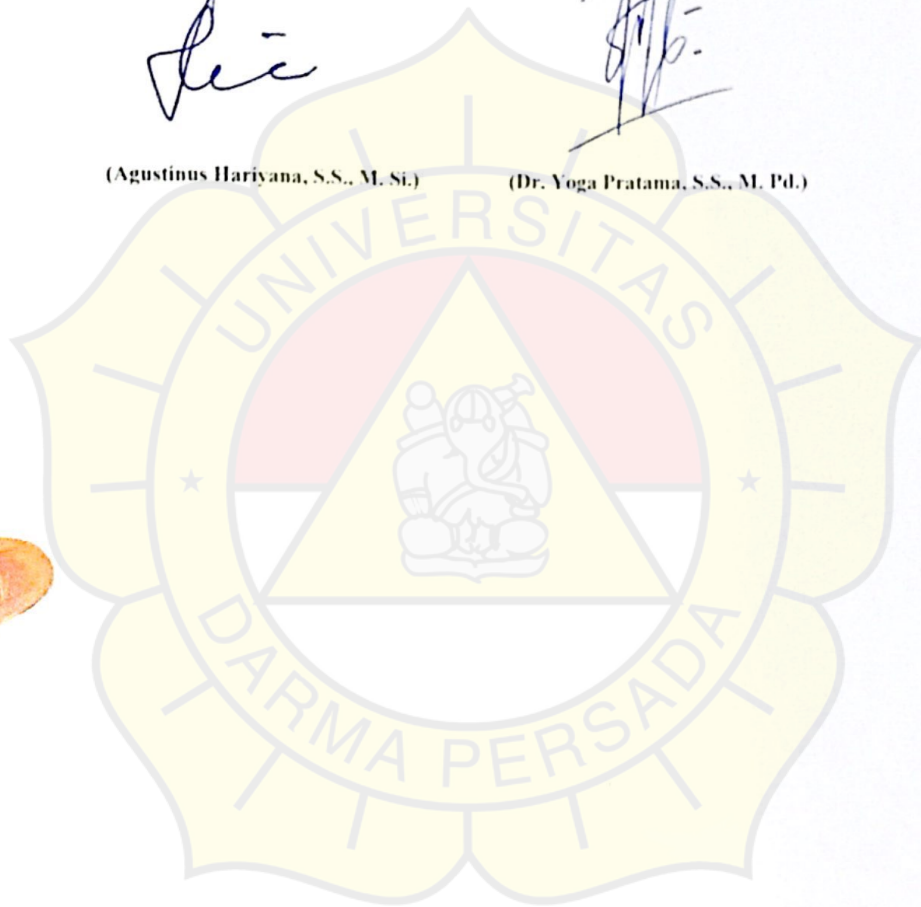
Ketua Program Studi
S-1 Bahasa dan Kebudayaan Inggris



(Agustinus Hariyana, S.S., M. Si.)



(Dr. Yoga Pratama, S.S., M. Pd.)



APPENDIX 7

TURNITIN



12% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Match Groups

- 96 Not Cited or Quoted 8%**
Matches with neither in-text citation nor quotation marks
- 25 Missing Quotations 3%**
Matches that are still very similar to source material
- 4 Missing Citation 0%**
Matches that have quotation marks, but no in-text citation
- 1 Cited and Quoted 0%**
Matches with in-text citation present, but no quotation marks

Top Sources

- 11% Internet sources
- 2% Publications
- 0% Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.



APPENDIX 8

CURRICULUM VITAE

Levia Ekaputri Alsa Damita

Jakarta, Indonesia • 13430 • ekaputrivevia@gmail.com • +62 896 5207 5407

EDUCATION

UNIVERSITAS DARMA PERSADA (2019 - 2025)
Bachelor of Linguistics in English Language and Culture Department

- GPA 3,09/4.00
- Candidate for President of Student Executive Board Language and Culture Faculty (BEM FBB)

RELATED SKILLSET

- English as Second Language (ESL) / TOEIC 825
- Creative Writing, Content Writing, Scriptwriting, and Copywriting
- Fine Arts and Graphic Design
- Social Media Marketing
- Communication Skills
- Sales and Marketing
- F&B Service (Coffee Knowledge, Cooking and Hospitality)

PROFESSIONAL EXPERIENCES

COPYWRITER AND SCRIPTWRITER (Oct 2024 - Jan 2025)
PT. MAGNA JUARA KREASI

- Editing the moduls depends to client's request model
- Copywriting the moduls into script
- Making the video storyboard

CREATIVE WRITER INTERN (June 2024 - Aug 2024)
IDN Media / Popmama Community

- Write articles for Popmama Community
- Research depends to the content based from the internet
- Report the Articles to the Editor

MARKETING COMMUNICATION (Oct 2022 - Mar 2023)
Jaeger Cafe and Tandaso Cafe

- Handling the customers and also do the promotion to achieve target
- Making the marketing plan and sales report every month
- Managing the social media account and also became the content creator

CONTENT WRITER INTERN (Feb 2022 - Aug 2022)
PT.Indoesports Karya Indonesia / Vantage Indonesia

- Making articles for website Vantage Indonesia based from SEO
- Research depends to the original content based from the internet
- Report the Articles results to the Editor

ENGLISH TEACHING ASSISTANT (Apr 2022 - Sept 2022)
English First

- Helping the Main Teacher to teach Small Stars
- Handling all of the students if its necessary
- Teaching basic english based from the curriculum

SOCIAL MEDIA INTERN (July 2021 - Aug 2021)
Akademi Relawan Turun Tangan

- Managing the @akademirelawan.id's Instagram account,
- Making the editorial plan and content plan for the Instagram Account.
- Reach 100 followers in 5 days.

ORGANIZATIONS AND COMMUNITIES

Social Media	(July 2023 - Present)
Kolektif Atelir Ceremai	
<ul style="list-style-type: none"> • Handling the finance for Ruang Tamu Pekan Kebudayaan Nasional by Kemendikbud • Helping as a crew from each event held in the place. 	
Program Officer	
Ngakarya (Ngajak Berkarya)	(Jan 2024 - Present)
<ul style="list-style-type: none"> • Planning and handling arts and social program • Helping as a crew from each event held in the place. 	
Actor	
Salindia Teater	(Nov 2024 - Present)
<ul style="list-style-type: none"> • Helping Social Media • Contributed as an Ensemble for <i>TREM BERNAMA DESIRE</i> 	
External Affairs Staff	
BEM Fakultas Bahasa dan Budaya	(Sept 2020 - July 2022)
<ul style="list-style-type: none"> • Negotiating and Meeting with External Organizations, Company or Community. • Handling the event and Making the MoU • Brainstorming for any event depends to the command from the lecturer 	
CONTENT WRITER STAFF	
Yada Youth Indonesia	(Jul 2021 - Nov 2021)
<ul style="list-style-type: none"> • Brainstorming the content ideas for microblogs • Writing the microblogs both in English and Indonesian • Editing the microblogs for Instagram • Research for the content depends to the vice manager's command 	
CONTENT WRITER STAFF	(June 2021 - Dec 2021)
TalkNow.id	
<ul style="list-style-type: none"> • Writing the microblog depends to the theme • Brainstorming the content for Instagram Account with the whole team • Reseaching the content microblog depends to Supervisor's command 	
PUBLIC RELATIONS STAFF	(June 2021 - Sept 2021)
Sumbu Suara	
<ul style="list-style-type: none"> • Handling the Instagram Account and E-mail • Giving any topic ideas once a week • Making a content on the Instagram Story such as QnA, Polling, etc. 	
RESEARCH AND CREATIVE DEPARTMENT STAFF	(June 2021 - June 2022)
Patahkan Sekat	
<ul style="list-style-type: none"> • Becaming the host of Patahkan Sekat Podcast • Brainstorming for the topic of the podcast 	
PODCAST EDITOR	(June 2021 - Sept 2021)
Bike2Build Indonesia by Turun Tangan	
<ul style="list-style-type: none"> • Editing the Podcast Audio • Brainstorming the question for the guest speaker each episode 	
CERTIFICATION	
BARISTA BNSP CERTIFICATION by LSP Kopi Indonesia	2023
TOEIC Certificate by ETS / Score : 825	2025
PERFORMING ARTS	
'Where The Cross Is Made' Performance Theatre Exhibition	Nov 2023
Festival Rawamangun Exhibition	June 2024
Ngakarya Raya Exhibition	Oct 2024
"JANDA" Monologue 16HAKTP Day by Kemenpppa	Nov 2024
"Penjara adalah Filateli Ciuman Pertama" Monologue Waktu Indonesia Berpuisi by patjarmerah	Dec 2024
'Trem Bernama Desire' as Ensemble / Salindia Teater	Jan 2024

**ATTACHMENT 1.
INTERVIEW TRANSCRIPT**

TEACHER 1

**THE RESULT OF AN INTERVIEW FOR THE EXPERIENCE OF
TEACHING ENGLISH ON ADHD STUDENT**

Source Person's Profile

Day/Date : December 18th, 2024

Profession : Marketing Specialist

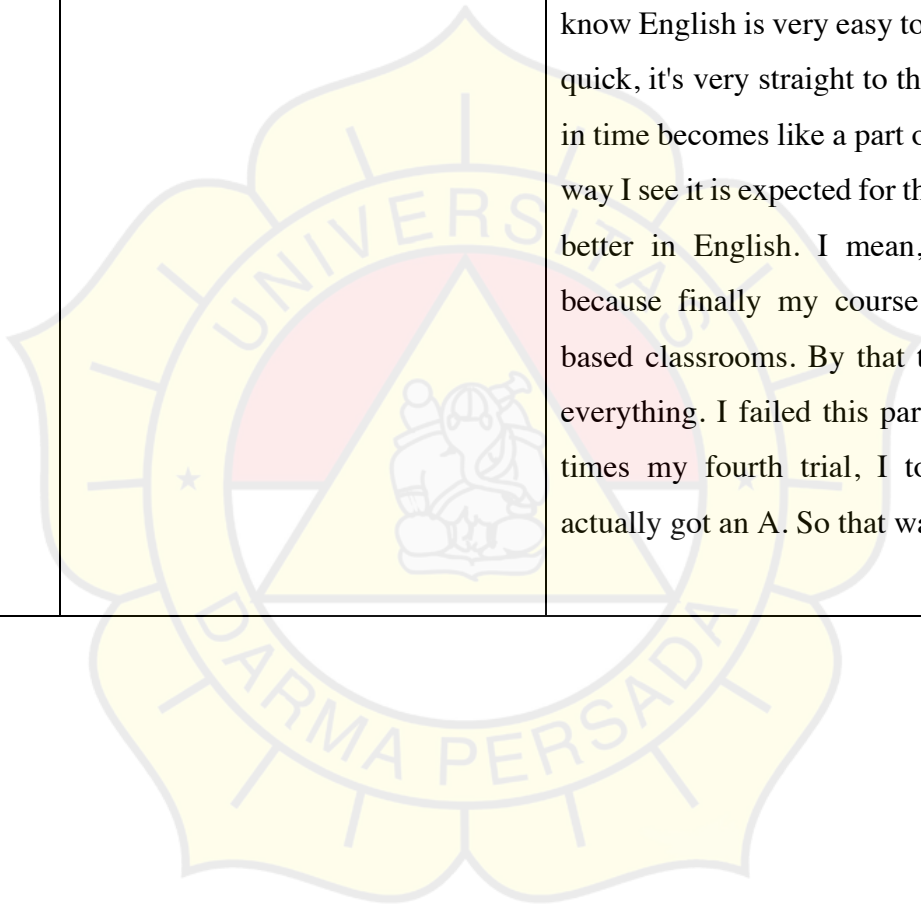
Age : 26 Years Old

No.	Question	Source's Answer
1.	Do you have any experience for being a teacher? Especially Teaching ADHD?	Yes actually. I, I taught a few children with ADHD, autism, ODD, OCD, back in my uni days as a Part-Time job.
2.	Could you tell us about your experience in teaching children with ADHD?	It was quite a hustle, if I'm being quite honest. It comes with its own challenges. It comes with their own threats, of course. But behind all that bad, there is always some good into it. I find a lot of happy moments with them. I find a lot of tear jerking moments with with those children. So it was a mixed feeling in yourself.
3.	How did that (your teaching experience) influence you in physical and mentally?	At that time, physically, it makes me anxious to the bone, if I can be honest. Because every day, I don't know what I'm gonna face in that classroom. I couldn't imagine what kind of shenanigans they're gonna pull. But, at the same time, there's always this anticipation, because these kids are so creative, and their problem solving are like no other. They know how to collaborate well, maybe because of their because ADHD kids tend to be

		<p>to do better as a leader, considering that people rely on them quite gives a quiet dopamine boost. So that's quite cool. But in the long term, I thought I would be more pessimistic to children, but it's actually the opposite. I become more optimistic to them, because it just gives me hope for the better future for the children. Because this kid, I think they're going to be the one that changed the world.</p>
4.	<p>What things come up to your mind while you're teaching them? Have you ever felt overwhelmed?</p>	<p>I never get angry, actually. Maybe it's because I have ADHD myself. But in general, I feel frustrated, of course. Because these kids won't be they won't keep still. They keep running around, they keep disturbing others, they keep ruining the study flow and all that stuff. But I know they meant well. I know it's just, it's just their mechanics and their chemicals that doesn't allow them to be as a bad, a quote, unquote, obedient or normative like any other children. So I think it was more like an <i>empathetic feelings</i> for them. Considering that this kid, these kids, they're really good kids, if you get to know them a little bit better</p>
5.	<p>How The Experience of teaching English on Children with ADHD changes you?</p>	<p><i>I became more empathetic</i> to people. I don't know if it's a good thing or a bad thing, but I tend to understand people struggle a bit more, especially adults with untreated or undiagnosed ADHD. I became more sensitive towards the signs of the ADHD in adults. Therefore, it makes me a better leader in my team. It makes me a better person in general, because I'm seeing a lot</p>

		<p>of patterns going on. So that's quite good. That's quite great. And physically, it makes me want to work out a little bit more. I want to be more active, just because that experience with ADHD kid running around just traumatized me to the core. I remember how. I panned and how my breath was super short, because I have to cheese these kids around so that there is my way all the time. Yeah. So that inspires me to work out a little bit more. Definitely.</p>
6.	<p>What do you think about ADHD children who find it much easier or dominate the class to implement English as a second language?</p>	<p>It's very normal, because you see, I myself study psychology, especially in neuropsychology, and as we understand it, when you learn language, when you when you learn language, you also learn about the culture impact, or the culture that is associated with that linguistic and languages right your brain. Understand language better when you implement that culture, and Western culture, especially in the English speaking country like America, UK, Australia, they're much more forgiving and much more tolerated to towards the ADHD people, or the neurodivergent kids. Therefore, therefore, I think they caught that aspect of culture subconsciously. So when they use English, they understand that it's a safe space for them, culturally, to just be themselves, you know? So I think it's very normal. And English tend to be more simple than Bahasa Indonesia, because Bahasa Indonesia is so romantic. Yeah, complicated language is the romanticism, usually the ADHD kid doesn't really like that romanticism aspect towards language. They were</p>

		like, straight to the point. Otherwise, if, if we're not straight to the point with them, they're gonna lose it. They're gonna lose the focus. So it's in for me, I think it's encourageable for them to use English as their studying option.
7.	Do you believe that ADHD children are still using English when they're already adult?	Yeah, myself as an example. I always studied in English ever since I was in junior high school. Back then, I did not know I have ADHD, I just know English is very easy to understand. It's very quick, it's very straight to the point. So that habit in time becomes like a part of you. So for me, the way I see it is expected for those children to study better in English. I mean, I survived college because finally my course opened up English based classrooms. By that time, I keep up with everything. I failed this particular class for four times my fourth trial, I took it in English. I actually got an A. So that was quite good.



ATTACHMENT 2
INTERVIEW TRANSCRIPT

TEACHER 2

**THE RESULT OF AN INTERVIEW FOR THE EXPERIENCE OF
TEACHING ENGLISH ON ADHD STUDENT**

Source Person's Profile

Day/Date : December 20th, 2024

Profession : English Teacher

Age : 28 Years Old

No.	Question	Source's Answer
1.	Do you have any experience for being a teacher? Especially Teaching ADHD?	Yes, I have
2.	Could you tell us about your experience in teaching children with ADHD?	Teaching children with ADHD requires me to manage my emotions well and create a dynamic and active learning environment. These children often get bored easily and have a short attention span, so I have to design lessons that are inclusive and varied activities need to be engaging and game based to keep them interested.
3.	How did that (your teaching experience) influence you in physical and mentally?	The experience has been emotionally and mentally draining. At times it's overwhelming, because teaching children with ADHD requires a lot of creativity and flexibility. I also need to prepare both a plan A and a backup plan, in case the original plan doesn't work out.

4.	What things come up to your mind while you're teaching them?	I always think about how to keep them engaged and make sure the classroom environment supports their learning. Yes, I have felt overwhelmed, especially when the strategies I planned don't work, or when managing their behaviors becomes challenging.
5.	How The Experience of teaching English on Children with ADHD changes you?	It has made me more patient, creative and adaptable. I've also learned to prioritize creating an inclusive and supportive learning space for every student.
6.	What do you think about ADHD children who find it much easier or dominate the class to implement English as a second language?	From my perspective, whether children with ADHD find it easier or dominate the class when learning English depends on various factors, not just ADHD itself. It could be influenced by their environment, support system and personal interests.
7.	Do you believe that ADHD children are still using English when they're already adult?	It depends on many factors. As someone with a limited background in psychology and only a basic understanding of Educational Psychology, I can't definitively say, however, their use of English as adults likely depends on how much they practice their environment and their motivations, rather than solely their ADHD.

ATTACHMENT 3

The ADHD Student's Utterances

Source's Name	The Utterance	Narrative Analysis
ADHD Student 1	Miss, I have new backpack!	<p>'I have' using present perfect that not commonly used or known by children nor ADHD Student. In this utterances, it can be concluded that ADHD Student 1 understand the text in grammars. The second utterance explain that ADHD Student 1 understand a lot of metaphor from her own interest or <i>Motivation</i>. 'I don't want study for today' from this utterances, It can be concluded that student nderstand the context of a chronology with a structure. 'I am too busy.' Represent metaphor that used by ADHD Student.</p>
	"Miss, I will always remember that purple is your favorite color. We need red and blue for purple."	
	I don't want to study for today, Miss Via! I am too busy!	
ADHD Student 2	Miss! Pencil! I have a new pencil!	<p>In this utterance, Student also implement English with grammar structure that occurs match with the right time. "No. no. No." Represent that sometimes student use repetitive text to explain their feelings, mood, in some of specific period, they express it</p>
	No, No, No.	
	Look! There is giraffe, here!	

		by utterances. “There is giraffe,” describe that student could mention visual thing in English.
ADHD Student 3	I want that Fan! I don’t wanna be in this world! I want to touch that Fan!	We could see, among other student had a great communication skills in English, she even imply “I don’t wanna be in this world” with the slang words “wanna” also “be in this world” that represent her anger in literal ways. “I want to touch that fan” refers to her desire own of those fan. It could be concluded, ADHD Student 3 have the perfect speaking ability in English
	I don’t like blue	
	Can you help me?	
ADHD Student 4	I can do it by my own.	ADHD Student 4 had a introvert personality, but he always speaks in English while he has to speak in many context. “I can do it by my own,” not all children commonly use this formal discourse to interact. He also knows some utterances communicatively. Most of parents in Indonesia, get their children used to English from basic manner utters such as
	No, I have blue in here	
	Yes! Thank You!	

		Thank You, You're Welcome, or Can You help me?
--	--	---



ATTACHMENT 4

THE RESULT DATA OF ADHD STUDENT'S SECOND LANGUAGE ACQUISITION

ADHD STUDENT 1		
ADHD Symptoms		Inattentive Type
Factors of Bilingualism		
a.	Age	4 years old
b.	Native Language Characteristics	Indonesian – Javanese
c.	Learning Environments	Home and School
d.	Motivation	From hobby, drawing and coloring
e.	Cognitive Ability	Yes
f.	Aptitude	Adeeva's parent treat her with specific treatment that occupied special ability she had.
Types of Bilingualism		Societal Bilingualism Coordinate Bilingualism
Simultaneous/Sequential		Simultaneous
Stages of Production		Early Production

THE RESULT		
Question	Learning Type	Acquired/Not?
a. Can you give colors to Vic like this, please? (<i>pointing to an instance of coloring worksheet</i>)	Listening & Writing	Acquired
b. Do you know where is Vic? (<i>pointing to Tablet TV</i>)	Listening, Reading & Speaking	Acquired
c. Can you dance like Kev?	Listening	Acquired

d. How many eyes does Kev has?	Listening Speaking	&	Not
e. Is Kev feeling sad?	Listening Speaking	&	Not
f. Can you please read the alphabet?	Listening Reading	&	Acquired
f. Follow the tracing, please!	Listening Writing	&	Not

SCORE	
Listening	3
Speaking	3
Reading	4
Writing	2
Using English Outside of Courses?	Yes

ATTACHMENT 5

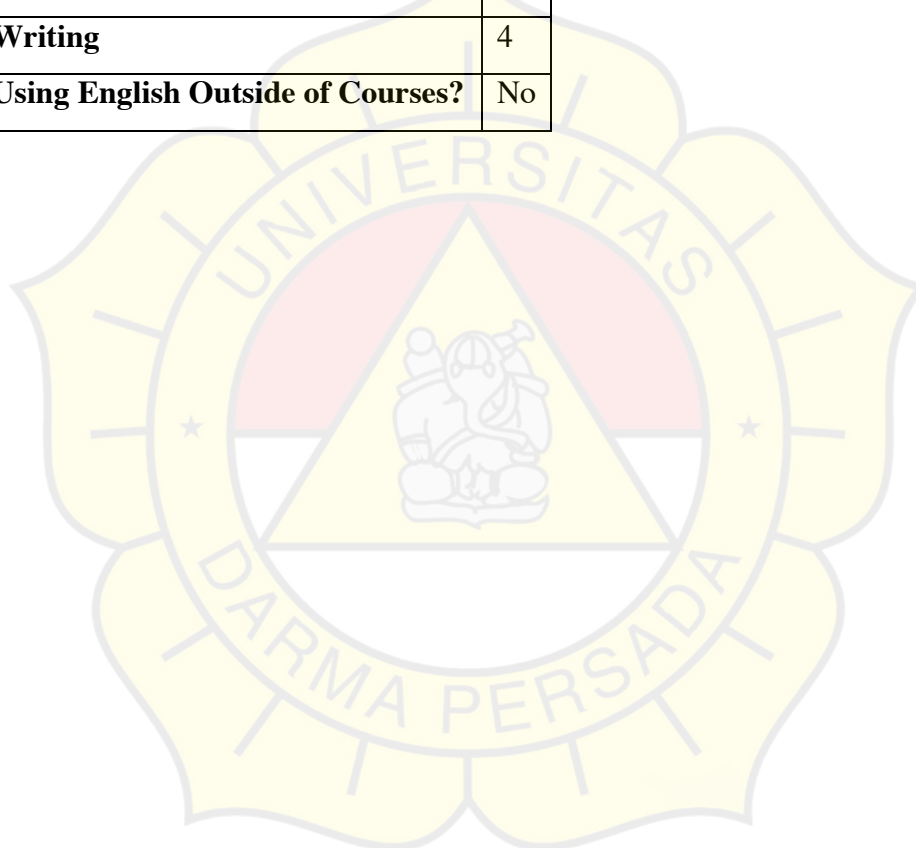
THE RESULT DATA OF ADHD STUDENT'S SECOND LANGUAGE ACQUISITION

ADHD STUDENT 2		
ADHD Symptoms		Combined
Factors of Bilingualism		
a.	Age	3 and half years old
b.	Native Language Characteristics	Indonesian Language
c.	Learning Environments	Home & School
d.	Motivation	Fairy-tale Book YouTube
e.	Cognitive Ability	Yes, mostly in Listening
f.	Aptitude	Yes
Types of Bilingualism		Societal Bilingualism / Sub-Coordinate Bilingualism
Simultaneous/Sequential		Sequential
Stages of Production		Early Production

THE RESULT		
Question	Learning Type	Acquired/Not?
a. Can you give colors to Vic like this, please? (<i>pointing to an instance of coloring worksheet</i>)	Listening & Writing	Acquired
b. Do you know where is Vic? (<i>pointing to Tablet TV</i>)	Listening, Reading & Speaking	Not
c. Can you dance like Kev?	Listening	Acquired
d. How many eyes does Kev has?	Listening & Speaking	Not

e. Is Kev feeling sad?	Listening & Speaking	Not
f. Can you please read the alphabet?	Listening & Reading	Acquired
f. Follow the tracing, please!	Listening & Writing	Acquired

SCORING	
Listening	2
Speaking	2
Reading	1
Writing	4
Using English Outside of Courses?	No



ATTACHMENT 6

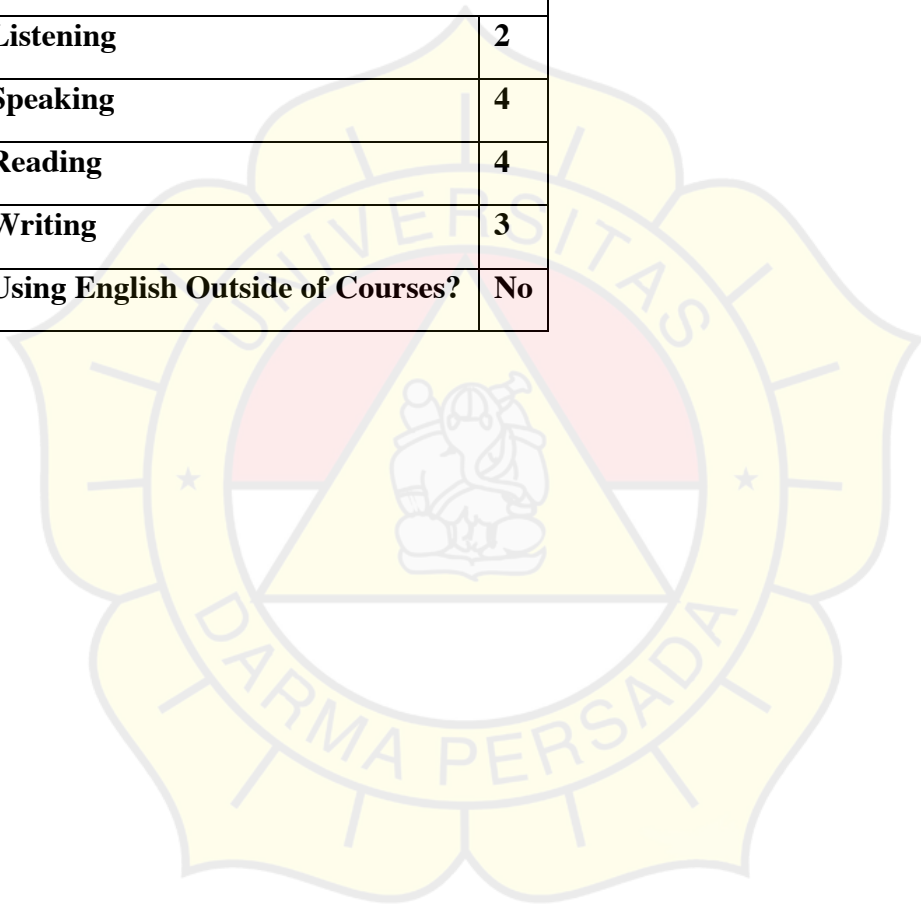
THE RESULT DATA OF ADHD STUDENT'S SECOND LANGUAGE ACQUISITION

ADHD STUDENT 3		
ADHD Symptoms		Hyperactive/Impulsive
Factors of Bilingualism		
a.	Age	3 years old
b.	Native Language Characteristics	Indonesian
c.	Learning Environments	School
d.	Motivation	YouTube and Mobile Games
e.	Cognitive Ability	Yes, in Speaking and Reading
f.	Aptitude	Yes
Types of Bilingualism		Societal Bilingualism Sub-coordinate Bilingualism
Simultaneous/Sequential		Sequential Bilingualism
Stages of Production		Speech Emergence

THE RESULT		
Question	Learning Type	Acquired/Not?
a. Can you give colors to Vic like this, please? (<i>pointing to an instance of coloring worksheet</i>)	Listening & Writing	Acquired
b. Do you know where is Vic? (<i>pointing to Tablet TV</i>)	Listening & Speaking	Acquired
c. Can you dance like Kev?	Listening	Not
d. How many eyes does Kev has?	Listening & Speaking	Acquired

e. Is Kev feeling sad?	Listening & Speaking	Acquired
f. Can you please read the alphabet?	Listening & Reading	Acquired
f. Follow the tracing, please!	Listening & Writing	Not

SCORING	
Listening	2
Speaking	4
Reading	4
Writing	3
Using English Outside of Courses?	No



ATTACHMENT 7

THE RESULT DATA OF ADHD STUDENT'S SECOND LANGUAGE ACQUISITION

ADHD STUDENT 4		
ADHD Symptoms		Inattentive Type
Factors of Bilingualism		
a.	Age	3
b.	Native Language Characteristics	Indonesian and Mandarin
c.	Learning Environments	Home & School
d.	Motivation	Daily Used Language and YouTube
e.	Cognitive Ability	Listening, reading, speaking and writing, he occupied all of the Cognitive abilities.
f.	Aptitude	Yes
Types of Bilingualism		Societal Bilingualism Compund Bilingualism
Simultaneous/Sequential		Simultaneous Bilingualism
Stages of Production		Speech Emergence

THE RESULT		
Question	Learning Type	Acquired/Not?
a. Can you give colors to Vic like this, please? (<i>pointing to an instance of coloring worksheet</i>)	Listening & Writing	Acquired
b. Do you know where is Vic? (<i>pointing to Tablet TV</i>)	Listening & Speaking	Not
c. Can you dance like Kev?	Listening	Acquired

d. How many eyes does Kev has?	Listening & Speaking	Not
e. Is Kev feeling sad?	Listening & Speaking	Acquired
f. Can you please read the alphabet?	Listening & Reading	Acquired
f. Follow the tracing, please!	Listening & Writing	Acquired

SCORING	
Listening	3
Speaking	2
Reading	4
Writing	4
Using English Outside of Courses?	Yes

Scoring :

1 = Bad

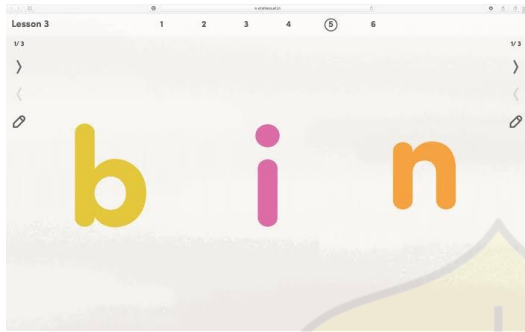
2 = Good

3 = Very Good

4 = Excellent

ATTACHMENT 8

LEARNING MODULE



Three legs.

One mouth. Two ears.

One head. Two eyes.

One nose.

It's a dog.

It's Ben.

It's Vic.

I'm sad.

Thank you.

It's Mel.

It's Kev.

I'm happy.