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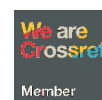
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Empirical study of implementation direct instruction (DI) and behavioral intervention of the attention deficit hyperactivity disorder (ADHD) on their development linguistics skills

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ABSTRACT

This research explores the influence of implementing the Direct Instruction strategy through a behavioral approach in developing the linguistic intelligence of ADHD students at East OKU State SLB and Kayuagung State SLB, using a qualitative approach with observation, interviews, and documentation, and data analysis carried out through data reduction, data presentation, drawing conclusions, and triangulation to ensure validity. The results show that the application of Direct Instruction has a positive impact on increasing linguistic intelligence, where structured delivery of material, concrete media, and systematic steps, including initial orientation, material delivery, reading practice, alphabet exercises as a multisensory approach, and structured and independent practice, help students develop listening, speaking, reading, and writing abilities. Observations and interviews show that teachers can help ADHD students focus attention, compose sentences, and socialize through body movements. Teachers emphasize patience, understanding students' shortcomings, and compassion to create a supportive and empathetic learning environment that motivates students, while factors such as teacher creativity, preparedness, and learning media influence the effectiveness of Direct Instruction. Overall, structured Direct Instruction supported by creative and prepared teachers can be an effective strategy for developing the linguistic intelligence of ADHD students.

Keywords:

Direct Instruction
ADHD
Linguistic intelligence
Behavioral approach
Special education

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Introduction

Children with Attention Deficit Hyperactivity Disorder (ADHD) often face various challenges in the learning process and in developing linguistic skills. Linguistic skills include the abilities to listen, speak, read, and write, which are essential for academic success and daily communication (Docking et al., 2013). Therefore, it is important to develop effective teaching methods to help ADHD students develop skills. ADHD is a developmental disorder characterized by sustained attention problems, impulsivity, and hyperactivity, which often interferes with children's academic, social, and emotional functioning (Bilkey, 2016). The global prevalence of ADHD is estimated to be approximately 5–7% in the pediatric population, with significant variations between countries and cultures (Polanczyk et al., 2014) and the impact on these children's academic and social skills is significant. Children with ADHD often have difficulty developing linguistic skills due to attention problems and impulsivity (Bierman

et al., 2023). Research shows that attention disorders can affect a child's ability to process and understand verbal information, while impulsivity can interfere with their ability to communicate effectively and consistently (Crispel & Kasperski, 2021). The attention problems experienced by children with ADHD can cause them to be easily distracted by external stimuli, reducing their ability to focus on academic tasks. In addition, impulsivity and hyperactivity can cause disruptive behavior in the classroom, which not only disrupts the teaching and learning process but also affects their social relationships with peers and teachers (Moore et al., 2018; Romadona et al., 2017). Therefore, it is important to develop teaching strategies that are not only effective in improving linguistic skills but are also able to accommodate the special needs of children with ADHD. Children with ADHD often have difficulty concentrating, which causes them to be easily distracted and have difficulty following lessons in class. Apart from that, they also tend to be impulsive and hyperactive, which can cause them to behave disruptively in class and disrupt the teaching and learning process (Méndez-Freije et al., 2024). This requires a teaching approach that is not only structured but also able to accommodate special needs.

One approach that has been proven effective in improving linguistic skills in ADHD students is the use of Direct Instruction (DI) strategies combined with behavioral interventions. Direct Instruction is a highly structured and systematic teaching method that emphasizes delivering material in small steps with direct feedback from the teacher (Stockard et al., 2018). This method is designed to reduce uncertainty in learning and provide clear guidance for students, which is especially necessary for students with ADHD who often have difficulty focusing and need concrete and specific instructions. Research conducted by Stockard et al. (2018) showed that DI had a significant positive effect on the academic achievement of ADHD students who had attention disorders and hyperactivity. This approach emphasizes delivering material in a clear and structured manner, which can help ADHD students more easily understand and remember the information presented. Additionally, this approach allows teachers to provide immediate feedback and immediate correction, which is important for ensuring that students not only receive the information but also process and apply it correctly (Odom et al., 2021).

In addition to Direct Instruction, behavioral interventions are also an important component in supporting children with ADHD in the school environment. The behavioral approach involves the use of positive reinforcement to encourage desired behavior and reduce undesirable behavior (Simonsen & Myers, 2018). For example, teachers can give praise or rewards every time students complete an assignment well or show improvement in their linguistic skills. This strategy has proven effective in increasing student motivation and involvement in the learning process (George J DuPaul et al., 2011). Behavioral interventions implemented in conjunction with DI can help reduce disruptive behavior and increase student focus during the learning process (Staff et al., 2022). This approach also helps create a more positive and supportive learning environment, which is important for long-term academic success. Teachers who are trained in using DI strategies and behavioral approaches tend to be more successful in helping ADHD students overcome the various challenges they face during the learning process (Pelham Jr. & Fabiano, 2008).

The role of teachers in understanding and addressing the special needs of ADHD students cannot be ignored. Teachers who have a deep understanding of ADHD and appropriate strategies for supporting students with this condition are likely to be more successful in helping students develop their linguistic skills (Cedillo Tello & Argudo-Serrano, 2024). Training for teachers in the use of DI strategies and behavioral approaches is one of the key factors in the successful implementation of DI (Ward et al., 2022). Teachers at East OKU State Special School and Kayuagung State Special School, for example, receive special training in using DI strategies and behavioral approaches to teach ADHD students. This training helps them overcome various challenges faced during the learning process, as well as improve their ability to provide a supportive and inclusive learning environment.

The aim of this study was to explore the effectiveness of a combination of Direct Instruction strategies and behavioral interventions in developing linguistic skills in ADHD students at the East OKU State Special School (SLB) and Kayuagung State Special School. A qualitative approach was used

in this research with data collection techniques in the form of observation, interviews and documentation. The data obtained was analyzed through the stages of data reduction, data presentation, drawing conclusions, and data validation using triangulation techniques to ensure the validity and reliability of research findings. The results of this study indicate that the combination of Direct Instruction strategies and behavioral intervention is effective in improving the linguistic skills of ADHD students.

Method

This research aims to explore the influence of implementing the Direct Instruction strategy through a behavioral approach on the linguistic intelligence development of ADHD students at SLB N OKU Timur and SLB N Kayuagung. The study uses a qualitative approach, with data collection techniques including observation, interviews, and documentation. Data analysis was carried out through the stages of data reduction, data presentation, drawing conclusions, and data validation using triangulation techniques to ensure the validity and reliability of the research findings. This research method provides a comprehensive picture of the application of Direct Instruction in improving the linguistic intelligence of ADHD students in both schools. Detailed research stages can be seen in Figure 1.

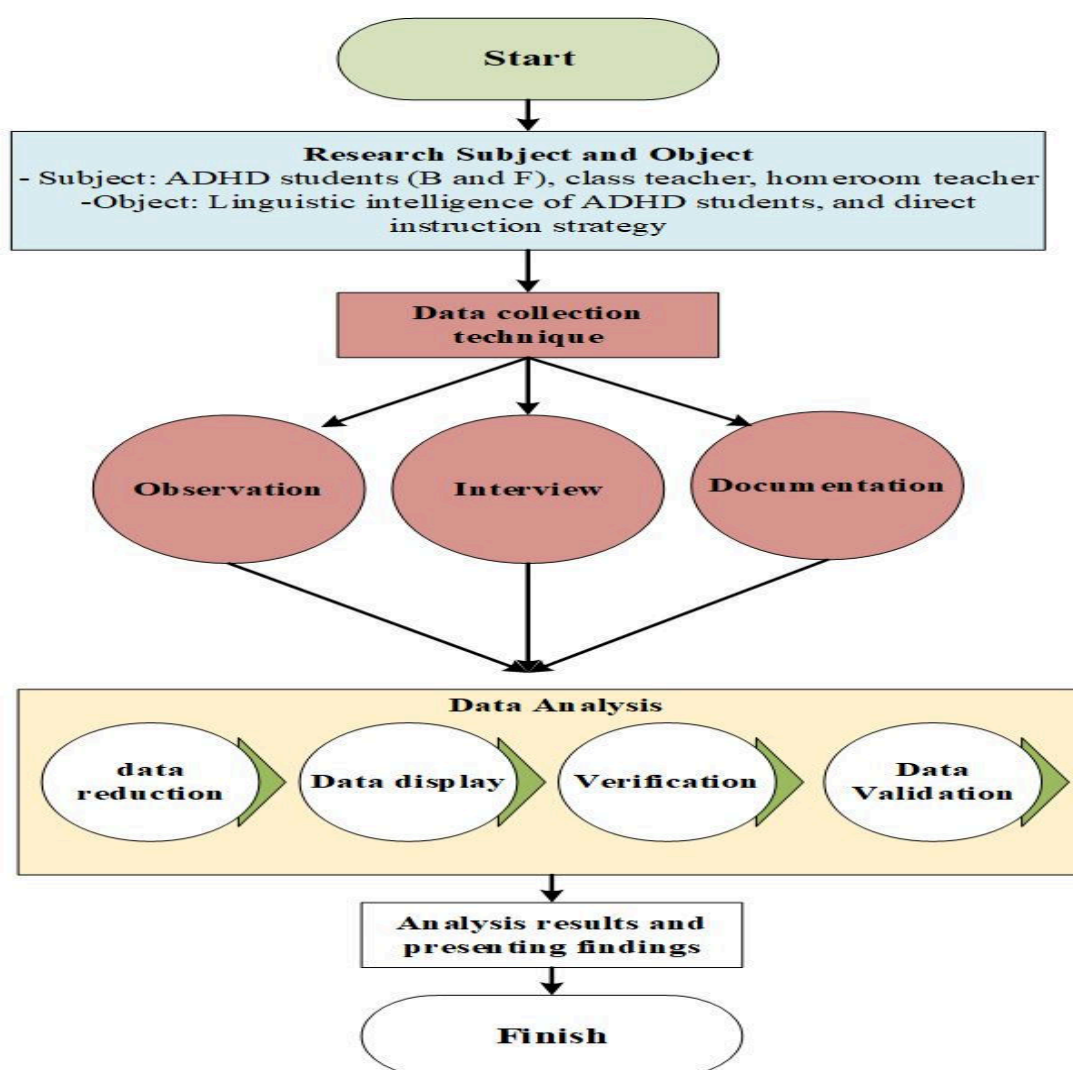


Figure 1 Research stages of implementing the Direct Instruction strategy

Subject and object of research

The case study in this research was applied to examine in depth and gather as much data as possible regarding linguistic intelligence and Direct Instruction strategies through a behavioral approach used by teachers in developing the linguistic intelligence of students at SLB Negeri Kayuagung and SLB Negeri OKU Timur. The research subjects are the sources for obtaining research data, consisting of ADHD students with the initials B and F, the class teacher as the main informant, and the homeroom teacher. Meanwhile, the object of the research is the issue that is the focus of the study, namely the linguistic intelligence of ADHD students and the Direct Instruction strategy through a behavioral approach used by Mrs. P and Y, the class 1 teachers at SLB Negeri Kayuagung and SLB Negeri OKU Timur.

Data collection

Data collection techniques are methods or methods used to collect information needed to answer research questions or test hypotheses. This technique is very important in research because the quality of the data obtained is very dependent on the data collection method chosen. Data collection techniques in this research were carried out:

Observation

Observation is a study that is deliberately carried out to directly observe research objects or subjects in a natural environment or under certain conditions (Down et al., 2025). In this research, the observation unit was chosen systematically to represent the behavior observed by the researcher at a predetermined time. The data collected by observation in this research relates to students' linguistic intelligence including listening, seeing, reading, writing, and direct instruction in improving the linguistic intelligence of ADHD students while at school. Furthermore, the data obtained by researchers by observation is the strategy used by the teacher, namely direct instruction, through a behavioral approach, in developing the linguistic intelligence of ADHD students. According to (Bogdan & Biklen, 2007), Observation is an important technique in qualitative research to directly observe subjects in natural contexts

Interview

The interview method is a process of communication interaction between two or more people where the direction of the conversation leads to a predetermined goal by prioritizing trust as the main foundation in a process of understanding. This research applies a guided interview model where guided questions and answers are used in data collection based on previously prepared interview guidelines, but this does not rule out the possibility of development in accordance with the required data. The interviewees in this research were the class teacher (Mrs. P), the school principal, and the head of the curriculum. According to (Morse, 2015) application of guided interview guidelines as an effort to increase accuracy. the use of purposeful sampling in collecting qualitative data, including the use of guided interviews as an effective data collection technique (Palinkas et al., 2015).

Documentation

Documents are records of past events, which can be in the form of writing, images or works. Documentation was used by researchers in this study with the aim of completing data related to ADHD students, teacher strategies and linguistic intelligence from documentation in the form of video interviews with ADHD teachers, photographs and other supporting documents.

Analysis Data

In this section, data analysis is used to illustrate data collection using observation, interview and documentation techniques. The stages of data analysis carried out are 1) data reduction is used to filter and reduce data on main findings and patterns that emerge from observations, interviews, and documentation. 2) Data presentation is used to arrange data in the form of a matrix or table and to assist visualization and further analysis, 3) drawing conclusions is the interpretation of data from data that has been compiled to ensure and match it with research objectives, and 4) data validation, a method for testing Validity in this research is triangulation. Triangulation is a data validity checking technique that involves the use of multiple data sources, techniques, or perspectives to examine and validate research findings. Triangulation was used to ensure that data regarding the application of

Direct Instruction to develop the linguistic intelligence of ADHD students at SLB N OKU Timur and SLB N Kayuagung was valid and reliable. The data obtained was analyzed through the stages of data reduction, data presentation, drawing conclusions, and data validation using triangulation techniques to ensure the validity and reliability of research findings. The triangulation used in this research is data source triangulation, namely by comparing data from analysis/observations with interview results. , comparing interview data, and analyzing related documents.

Result and discussion

Basically, developing linguistic intelligence in ADHD students can be done through direct instruction (DI) and behavioral approaches. The steps that must be taken are how to teach ADHD students to speak, read and write diligently. Because the ability to read, think and write includes linguistic intelligence, learning needs to be emphasized in instilling competence, selecting materials and distributing them in schools so that students achieve language goals in a targeted manner.

Based on research conducted at Kayuagung State SLB and East OKU State SLB, implementing the Direct Instruction strategy for students with attention deficit hyperactivity disorder (ADHD) can help develop linguistic intelligence in ADHD students. This research involved direct observation and in-depth interviews with teachers who taught ADHD students at the two schools. Observations show that ADHD students in both schools have major difficulties in focusing attention and tend to be hyperactive. In learning, teachers face challenges to maintain students' attention and ensure that they can follow the material presented. However, through the application of structured and systematic Direct Instruction strategies, several positive developments in students' linguistic intelligence can be observed. The results of interviews with Mrs. Prita (P) and Mrs. Yuni (Y), as teachers at the Kayuagung State SLB and East OKU State SLB, emphasized that:

The main principle in learning activities for ADHD students must be patience, understanding the student's abilities and weaknesses, treating students with attention deficit hyperactivity disorder (ADHD) like their own children. Accompanied by love, because love is what every student needs and wants to feel most .

Based on interviews with Mrs. P and Mrs. Y, it shows the importance of patience, understanding students' shortcomings, and compassion in teaching students with ADHD. They explained that in learning, material must be presented clearly, structured, and using concrete media to help students understand and focus attention. Indeed, limitations in focusing attention of students with attention deficit hyperactivity disorder (ADHD) are the main obstacle in learning activities, especially language skills. Learning materials for ADHD students must be structured and use concrete media, considering that students with attention deficit hyperactivity disorder (ADHD) experience limitations in concentrating. However, the linguistic intelligence of ADHD students must be developed, because to complete other subjects linguistic intelligence which includes language must be possessed by students. The results of the interview with Mrs. D, as the principal at East OKU State SLB revealed that:

Teachers are trained to choose appropriate learning strategies to improve students' linguistic intelligence, with the aim of expanding students' information, developing language skills starting from the listening, speaking, viewing and writing stages .

The results of the interview with Mr. T as the principal at SLB Negeri Kayuagung, revealed that:

Teachers are directed to develop students' language skills starting from the listening, speaking, viewing and writing phases in order to improve the linguistic intelligence of students identified as ADHD .

Based on the observations that have been carried out, this research reveals that the Direct Instruction strategy has significant potential in developing the linguistic intelligence of ADHD students. This approach emphasizes the delivery of structured material, the use of concrete media,

and systematic steps. This is very relevant to the needs of ADHD students who have difficulty focusing and need clear guidance in studying. Apart from that, the teacher's patience and understanding of the condition of ADHD students is also a key factor in learning effectiveness. Teachers at Kayuagung State SLB and East OKU State SLB show that with a loving and understanding approach, ADHD students can feel more comfortable and motivated in learning. This is in line with educational theory which emphasizes the importance of a supportive and empathetic learning environment. Developing linguistic skills through the stages of listening, speaking, viewing and writing is also an effective strategy to implement. This stage helps ADHD students to develop language skills in a gradual and structured manner, which can ultimately improve their linguistic intelligence. The emphasis at this stage indicates that teaching must be adaptive and responsive to individual student needs.

The use of Direct Instruction (DI) to improve linguistic intelligence in ADHD students has been proven effective in several studies. DI is a highly structured and systematic teaching method, which involves delivering material in small steps with immediate feedback from the teacher. This approach is especially suited to ADHD students who often have difficulty focusing and need clear, concrete instructions (Hornby & Greaves, 2022; Rolf & Slocum, 2021). According to Stockard et al. (2018) in meta-analysis research found that DI has a significant positive effect on the academic achievement of students, including those with attention disorders and hyperactivity. This shows that the structured approach of DI is able to provide the support needed by ADHD students to learn more effectively and purposefully. Teachers' understanding of ADHD and appropriate strategies to support students with this condition. Teachers who have a deep understanding of ADHD and use strategies such as DI tend to be more successful in helping ADHD students develop their students' linguistic intelligence (Sedgwick et al., 2019). In addition, the principles applied in this research at SLB Negeri Kayuagung and SLB Negeri OKU Timur to develop linguistic skills in ADHD students are relevant to the research (Hyman et al., 2017) through structured learning.

A Synopsis of Implementing Direct Instruction via a Behavioral Approach to Foster Linguistic Intelligence in Students with ADHD

Simulation of the application of direct instruction through a behavioral approach in developing the linguistic intelligence of ADHD students at Kayuagung State SLB and East OKU State SLB starting from the moment the students arrive at school.

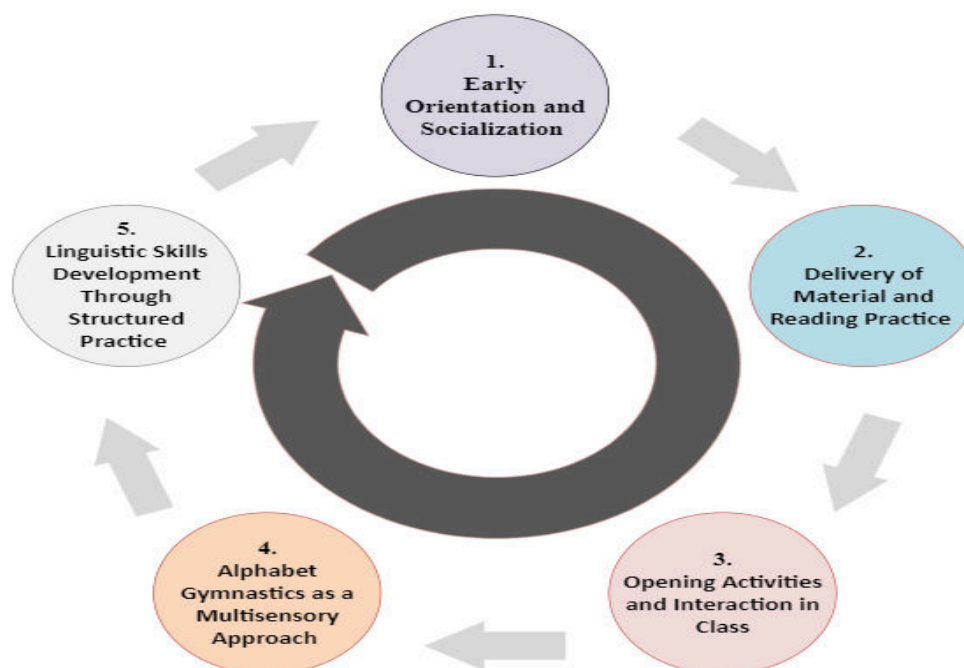


Figure 2 Application of Direct Instructions

An effective behavioral approach is applied in developing the linguistic intelligence of ADHD students through the direct instruction method by providing opportunities for students to socialize with the environment. An illustration of the application of direct instruction can be seen in Figure 2. Based on the picture, the flow of developing Linguistic Intelligence for ADHD Students at Kayuagung State Special School and East OKU State Special School through the application of direct instruction strategies with a behavioral approach is as follows:

Early Orientation and Socialization

At this stage, student F was picked up by Mrs. P, the class teacher, and invited to socialize with Mrs. A, the guard at the entrance to the lobby. In this interaction, Mrs. P asked student F to ask about Mrs. A's news, which Mrs. A then answered, so that two-way communication occurred. This activity is designed to prepare students mentally and practice speaking and listening skills naturally in a social context. In addition, these early interactions provide a strong foundation for developing speaking and listening skills. These activities also help students feel more comfortable and ready to learn.

Delivery of Material and Reading Practice

After the initial socialization, Mrs. P asked student F to read the writing in front of Mrs. A. Student F started reading by spelling each letter until words and sayings were composed. Mrs. P gave positive feedback in the form of a smile and a nod of the head indicating that student F's reading was correct. This activity aims to develop students' reading skills and linguistic understanding through direct practice and feedback. Positive feedback from teachers, such as smiles and head nods, has a big impact in increasing students' self-confidence and motivation. This shows the important role of teachers in providing emotional and motivational support to ADHD students.

Operating Activities and Interaction in Class

Upon arrival at class, the opening activity began with reading a prayer together, followed by a question-and-answer session and singing together. Before starting core learning, the teacher gave students B and F the opportunity to talk about their experiences on the way to school. This activity serves to prepare students mentally, improve speaking skills, and create a pleasant learning atmosphere.

Alphabet Gymnastics as A Multisensory Approach

Next, students are involved in alphabet exercises, where gymnastic movements are carried out according to the shape of the letters spoken by the teacher. This activity is accompanied by repeated singing to strengthen memory and pronunciation of letters. Students B, F, and other students followed this movement enthusiastically. Alphabet gymnastics aims to develop linguistic intelligence through a multisensory approach that combines physical and verbal movements. Alphabet gymnastics as a multisensory approach shows that combining physical movement with verbal learning can increase student engagement and retention. This approach is especially suitable for ADHD students who tend to have difficulty maintaining focus.

Linguistic Skill Development Trought Structured Practical

Through the series of activities above, ADHD students are given the opportunity to develop their linguistic skills. They learn to choose the right words, provide brief illustrations, maintain the focus of the conversation, and pronounce words systematically and communicatively. This approach ensures that students get structured practice that allows them to develop language skills gradually and consistently. The results of this research are related to the findings from the research (Martin, 2013) that Direct Teaching, as part of a structured learning approach, is effective in increasing the academic achievement and engagement of ADHD students.

Implementation of the Direct Instruction Strategy to Enhance Linguistic Intelligence of ADHD Students

Figure 3 shows the implementation of the Direct Instruction strategy for ADHD students at East OKU State SLB and Kayuagung State SLB.

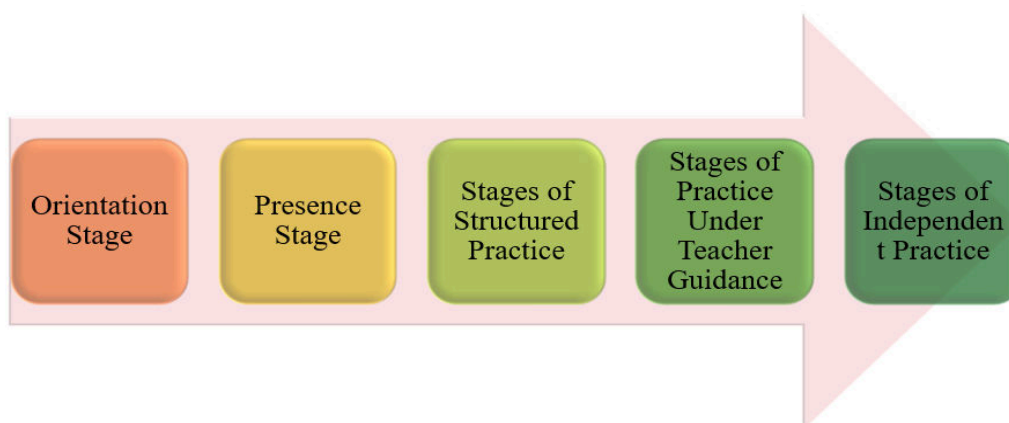


Figure 3 Implementation of the Direct Instruction strategy for ADHD students

Based on Figure 3, the implementation of the Direct Instruction strategy for ADHD students at East OKU State SLB and Kayuagung State SLB can be explained as follows: (1) In the first stage of orientation, the activities carried out between the teacher and students are praying before starting to learn activities, checking student attendance, opening the lesson while giving an apperception, conveying the theme of the material, conveying learning objectives, and providing instructions regarding learning procedures. The orientation stage aims to prepare students mentally and provide a general overview of the material to be taught; (2) In the presence stage, the activities carried out by the teacher are conveying the lesson material, students explaining the material being taught again, the teacher providing a visual representation of the material, and ensuring students' understanding through questions and answers. The aim of the attendance stage is to ensure that students understand the material being taught and can repeat the information well; (3) Structured Practice Stage, the activities carried out by students are Students practice what the teacher exemplifies, respond to questions given by the teacher, carry out structured practice based on guidelines, and the teacher provides corrections and reinforces correct procedures. The purpose of this activity is to provide students with the opportunity to practice the material studied directly and get feedback from the teacher; (4) Practicing stage under teacher guidance, the activities carried out are students carrying out practice under the guidance of the teacher, the teacher observes the student's practice and records it in the observation sheet, provides corrections to errors, and reinforces correct procedures. Teachers also provide feedback on student progress and determine the next stage of practice. The purpose of this activity is to provide more intensive guidance to ensure students understand and can carry out the practice correctly; (5) Independent Practice Stage, the activities carried out are students practicing independently, the teacher providing feedback, and students cleaning and storing practice tools. The aim of this activity is to provide students with the opportunity to apply what they have learned independently and develop their skills without direct guidance from the teacher.

Based on the results of the implementation of the Direct Instruction strategy for ADHD students at East OKU State SLB and Kayuagung State SLB, it shows positive results in developing linguistic intelligence in students. This strategy emphasizes the delivery of structured material, the use of concrete media, and systematic steps, which are very relevant to the needs of ADHD students who have difficulty focusing and need clear guidance in learning. Research shows that Direct Instruction is effective in improving the academic and behavioral skills of ADHD students because this approach provides the structure and routine that students need (G J DuPaul et al., 2014). The teacher's patience and understanding of the condition of ADHD students is also a key factor in learning effectiveness. Teachers at Kayuagung State SLB and East OKU State SLB show that with a loving and understanding approach, ADHD students can feel more comfortable and motivated in learning. This is in line with educational theory which emphasizes the importance of a supportive and empathetic learning environment (Lawrence et al., 2017; Pérez-Jorge et al., 2020). Developing linguistic skills through the stages of listening, speaking, viewing and writing is also an effective strategy to implement. This stage helps ADHD students to develop language skills in a gradual and structured manner, which can

ultimately improve their linguistic intelligence. The emphasis at this stage indicates that teaching must be adaptive and responsive to individual student needs (Cedillo Tello & Argudo-Serrano, 2024; Tegtmejer, 2019). Every student has a different learning style. Analyzing students' learning styles will be useful to better understand students' learning styles in class. By analyzing students' learning styles, teachers will be more helped in delivering material to students (Martinussen & Major, 2011).

Reactions of Students with ADHD

Based on observations, small class teaching is very beneficial for ADHD students, where the teacher is able to make direct eye contact, the teacher can keep the task interesting, is able to stimulate students, gives one command at a time, helps students remember and complete assignments. According to (Geoff Kewley and Pauline Latham) stated that in learning for students with ADHD, instructions should only be given once at a time. This aims to make it easier for students to remember and carry out these commands, remembering that a series of commands are more difficult for ADHD students to remember.

The results of interviews with Mrs. P as the homeroom teacher for classes B and F, revealed that:

One of the factors that hamper the development of language intelligence for students B and F is the difficulty of students in focusing on remembering letters, expressing feelings, and is accompanied by high hyperactivity. A simple example, student B really likes macaroni and hot tea, when break time comes student B goes to the cafeteria every day to buy macaroni and hot tea. It's appropriate that if we want to buy these foods, we express our feelings with (Mr. I want to buy macaroni and hot tea, here's the money), but student B doesn't, student B only expresses (Macaroni, hot tea). There was even a time when the hot tea had run out but there was still macaroni, but student B was angry and came back to class and told me that the tea was hot and the macaroni .

One of the factors that hinders the development of students B and F's language intelligence is difficulty in concentrating and remembering letters and expressing feelings, which is accompanied by high hyperactivity. The results of observations and interviews conducted by researchers showed that students B and F had difficulty composing sentences in a structured manner, had difficulty expressing their feelings, but motorically the students wanted to express their feelings, were aggressive and could not remain silent. Further observations show that with limited face-to-face learning, teachers can help ADHD students focus attention, compose sentences in a structured manner, and train them to speak and socialize through body movements. Through socialization, students practice listening to answers from the person they are talking to and can meet friends at school.

Research from (Laslo-Roth et al., 2020) relevant to these findings, where students with ADHD experienced difficulty maintaining attention and concentration during distance learning and felt extreme fatigue. They feel more comfortable with a structured daily schedule and meeting friends in class. Other research also shows that individual and small group instruction is very effective for students with ADHD. Teaching strategies that involve direct interaction between teachers and students, as well as the use of rigorous classroom management strategies, can help improve the attention and academic behavior of students with ADHD (G J DuPaul et al., 2014). Additionally, Jitendra and DuPaul, 2014 also emphasize the importance of using structured behavioral interventions and teaching strategies tailored to meet the individual needs of students with ADHD. (G J DuPaul et al., 2014).

The influence factors of direct instruction through a behavioral approach in developing the linguistic intelligence of ADHD students

The results of this research reveal several factors that influence direct instruction through a behavioral approach in developing the linguistic intelligence of ADHD students. Based on interviews with students and teachers, several main factors found included teacher creativity, teacher readiness, and learning media used during learning activities.

Teacher Creativity

Teacher creativity plays an important role in improving the linguistic intelligence of ADHD students. creativity allows teachers to modify learning activities so that they are more interesting and effective for ADHD students. This creativity helps in structuring appropriate material and attracting the attention of students, who often have difficulty focusing for long periods of time. Mrs. A, head of curriculum, stated that:

In developing the linguistic intelligence of ADHD students, teacher creativity plays a very important role, because with their creativity, it will be easier for teachers to modify every learning activity that will be given to students. Readiness in developing the language intelligence of ADHD students is also highly demanded, because in learning activities teachers are able to understand the material that will be presented to students B and F in order to develop their language intelligence. Apart from teacher creativity and preparedness, teaching media is also very influential in increasing the linguistic intelligence of ADHD students. The learning media is in the form of story books, props, speakers for gymnastics, and songs that support the development of linguistic intelligence in ADHD students .

Teacher readiness

Teacher readiness in developing the language intelligence of ADHD students is also very important. Teachers must understand the material to be presented as well as effective teaching methods for ADHD students. This readiness includes an understanding of the characteristics of ADHD students and teaching strategies that can help them learn more effectively.

Learning media

The learning media used is very influential in improving the linguistic intelligence of ADHD students. Media such as storybooks, props, speakers for gymnastics, and songs support students' linguistic development. Alphabet gymnastics activities, for example, help students recognize letters while moving, which also helps students' physical motor development,

Activities outside of study hours

Activities outside of study hours also play an important role in developing the linguistic intelligence of ADHD students. According to grade 1 teachers at SLB Negeri Kayuagung and OKU Timur, activities such as vocal training, playing musical instruments, batik and drawing help develop students' skills and improve their linguistic intelligence. This activity provides an opportunity for students to practice communicating and expressing themselves. Activities outside student study hours are one of the supports in developing and improving the linguistic intelligence of ADHD students, where at SLB Negeri Kayuagung and OKU Timur itself, activities outside student study hours include vocal activities, playing musical instruments, batik making, drawing and many others. . This activity is one way to develop students' skills and improve the linguistic intelligence of students who are identified as attention deficit disorder accompanied by hyperactivity.

Teaching strategies

The teaching strategies used include direct instruction through a behavioral approach using storytelling, socializing, playing, singing and asking questions. This strategy focuses on students and their learning process. Yeti Mulyati et al.'s research. emphasizes that linguistic intelligence can develop through activities such as speaking, listening to stories, composing stories, playing with letters and numbers, playing roles, listening to songs, and singing together.

Learning environment

The learning environment, both at school and at home, also has a significant influence on the language development of ADHD students. Interaction with adults, such as teachers and parents, can help improve students' communication skills. Good language development contributes to development. The teacher's strategy in developing the linguistic intelligence of Attention Deficit and Hyperactivity Disorder (ADHD) students with students with the initials B and F class 1 LB Negeri Kayuagung and OKU Timur uses direct instruction strategies through a behavioral approach using storytelling, socializing, playing, singing and focused question and answer methods. on students and the student

learning process. Linguistic intelligence can be developed by inviting students to talk, read stories, compose stories, students play with letters and numbers, students play roles, students and teachers listen to songs, and sing together. Direct instruction through a behavioral approach used by Kayuagung State and East OKU SLB teachers greatly influences the development and increase in linguistic intelligence of students B and F.

This data is supported by theory and results from researchers involved in the field that the language development of students identified as ADHD also includes the development of communication competence, namely students' ability to use all language skills including listening, speaking, reading and writing to express and make meaning. Language development for both normal students and attention deficit hyperactivity disorder (ADHD) students is greatly influenced by the environment, both the school environment and the home environment. Interaction of ADHD students with older people such as parents and teachers can help improve students' ability to communicate. So the increasing language development of ADHD students plays a very significant role in their social development. The results of the observations made by the researchers showed that the development of students B and F increased when limited face-to-face learning activities were carried out. Students B and F are able to socialize, interact, B and F's interest in reading has increased, students B and F are able to talk to the teacher about what they feel, students B and F are able to write. Although ADHD symptoms still appear in students.

Conclusion

This research shows that the application of the Direct Instruction (DI) strategy through a behavioral approach has proven to be effective in improving the linguistic intelligence of ADHD students at East OKU State SLB and Kayuagung State SLB. Direct Instruction (DI) emphasizes the delivery of material in a structured manner, the use of concrete media, and systematic steps that suit the needs of ADHD students who have difficulty concentrating. The results of observations and interviews with teachers show that the teacher's patience, understanding of the student's condition, and the love given by the teacher play an important role in the effectiveness of learning. ADHD students can develop their linguistic skills gradually and structured through the stages of listening, speaking, seeing, and writing. Apart from that, teacher creativity and preparedness, use of appropriate learning media, and support from the learning environment at school and home also contribute to the language development of ADHD students. The DI strategy has also proven effective in small classes, where direct interaction between teachers and students can be carried out more optimally. The implementation of this strategy succeeded in making ADHD students more comfortable, motivated, and able to communicate better, thereby showing an increase in the linguistic intelligence of ADHD students.

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