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Article-New Submission



Annisa Nurul Hidayah <anurulhidayah76@gmail.com>
kepada Marg ▾

Min, 10 Feb 2019 14.14 ☆ ↶ ⋮

Dear Marg Csapo,

This attachment below is my article. Hopefully, it can be include to the next issue in the **IJSE**.

Warm Regards,
Annisa

Satu lampiran • Dipindai dengan Gmail ⓘ



↶ Balas ↷ Teruskan

Teacher-Student's Instructional Communication Process: Case Study on Student with Attention Deficit Hyperactive Disorder (SwADHD) in Inclusive Classroom

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Abstract

The primary purposes of this research are to explore about instructional communication process of general teacher (GT) and student with ADHD (SwADHD) in pre- instructional process, instructional process, and in instructional evaluation process. The data collection is done by observation, interview, and documentation. Validity of this research use credibility test by source triangulation, technic triangulation and confirmability test by member check and expert judgement. The result showed that the communication process between GT and SwADHD occurred during the pra-instructional process using one-way and two-way communication. In instructional designing, GT uses one-way learning, but when in classroom before instructional process GT uses two-way communication with verbal and nonverbal types. During the instructional process uses two-way communication, with types of verbal and nonverbal communication. GT uses nonverbal communication to attract the attention of SwADHD to understand the subject matter, so that the learning becomes effective. The communication process carried out by GT with SwADHD of instructional evaluation has two types, namely verbal-writing communication, and verbal-verbal communication. The purpose of these two types of tests is to measure SwADHD's abilities and practice SwADHD communication skills.

Keywords : *instructional communication process, attention defisit hyperactive disorder, verbal, non verbal,*

Introduction

Humans are social creatures that interact with the surrounding environment. The role of humans as social beings is obliged to have the ability to build bonds with fellow humans. This ability is the ability to communicate. Communication in the field of education is intertwined between stakeholders of education with students and the community. Communication skills have a role in teaching students to achieve the effectiveness and quality of the instructional process (Titworth, 2017). Some students cannot communicate well so special handling is needed. Anyone can experience communication barriers (Storie, Coogle, Rahn, & Ottley, 2017; Curran & Petersen,

2017). These obstacles can be one of the main factors for a group or some people in their lives, one of which is children with special needs (Rasmitadila & Goldstein, 2017).

The children with special needs have special characteristics that are different from children in general, the difference lies in the physical, mental, intellectual, social, and emotional, so it requires special education services (Rasmitadila & Tambunan, 2018). The 12-year compulsory education program and the provision of education for all (Education For All) have become opportunities for special need students to receive an education. According Regulation of The Minister of National Education of The Republic of Indonesia, Number 70 Year 2009, Article 3 stated that every student who has physical, emotional, mental, and social abnormalities or has the potential for intelligence and special talent has the right to participate in education inclusive of certain educational units according to their needs and abilities. Based on data from the National Socio-Economic Survey (SUSENAS) in 2012, the percentage of persons with disabilities in Indonesia aged 5-17 years is 0.77%. The number of crews every year has increased. Data from the Ministry of Women's Empowerment and Child Protection in 2013, the number of special needs students in Indonesia was 1.5 million. Communication skills and understanding of the characteristics of special needs students need to be improved so that discrimination does not occur in the world of education (Rasmitadila, Tambunan & Rachmadtullah, 2018). In inclusive schools, there are various types of special needs students who have to get special services, one of which is attention deficit hyperactivity disorder (ADHD) students.

ADHD means impaired concentration and hyperactivity. This term provides an overview of an internationally validated medical condition that includes brain dysfunction, so that individuals have difficulty controlling impulses, inhibiting behavior, and being easily distracted (Sjöberg & Dahlbeck, 2018; Russell, Moore, & Ford, 2016). ADHD students have learning difficulties that must be a concern for teachers in learning (Wei, Yu, & Shaver, 2014); . A student who is declared to have ADHD can experience various learning difficulties, behavioral difficulties, social difficulties, communication difficulties, and other interrelated difficulties (Rodríguez, Areces, et al., 2015). This should be a concern for teachers in schools, especially in inclusive schools to be able to handle ADHD students (Garcia, 2013; Laasonen et al., 2014; Shillingford-Butler & Theodore, 2013). This condition if left unchecked will have an impact on achievement and results in school. Other consequences caused by the child cannot go up to class, and it is entirely possible to drop out of school with all the problems that will arise. The role of communication between the teacher and ADHD students is significant in the instructional process (Bellanca & Pote, 2013).

Some of the characteristics and barriers to learning experienced by ADHD students are not writing assignments given (Casas, Ferrer, & Fortea, 2013; Rodríguez, Grünke, González-Castro, García, & Álvarez-García, 2015), and the students do not understand how to complete the task, students' motoric activities are excessive (Barkley & Poillion, 1994; Reebye, 2008) The students cannot sit too long, so they run around in the classroom or disturb their friends, students show impulsivity when triggered by certain things, learning difficulties, and decreased learning concentration. Communication barriers are also experienced by ADHD students such as the use of low verbal communication, difficulty expressing opinions, tend to hide feelings so that excessive behavior is carried out. The concentration problems experienced by ADHD students make it difficult to communicate.

The results of other studies stated that the concentration of learning in ADHD children is shown by the behavior of not listening to the teacher's orders, often seeing friends, doing other activities outside of school activities, like to disturb friends (Ross & Randolph, 2016). Good cooperation between parents, classroom teachers, therapists, and shadow in providing treatment and tutoring for ADHD children can control hyperactive behavior and increase the concentration of learning for ADHD children. The causes of communication barriers experienced by ADHD students can be caused by the use of the type of communication applied in learning. The role of communication between teachers and students with ADHD is significant in the pre-instruction, process, and evaluation of learning (Hamilton & Astramovich, 2016; Barlow, 2005).

The purpose of this study was to describe the process of general teacher (GT) communication with students with ADHD (SwADHD) during pre-learning, learning processes, evaluation of learning in inclusive classes.

Methods

This study uses a qualitative approach, with a single case study research method. A single case study is commonly used for research in the fields of special education, psychology, inclusive education (Moeller, Dattilo, & Rusch, 2015). The single case is also very suitable for research with only 3-10 participants (Kennedy, 2005).

Participants

This research was conducted in one Public Elementary School in the City of Bogor, West Java, Indonesia during six months, from November 2016 to March 2017. The preliminary study was conducted in September 2016. The total of participants involved in this study consisted of 11 students from one SwADHD, ten Non-SwADHD, and one GT. SwADHD in this study has very active characteristics, very short concentration of learning and difficult communication with other people.

Data Collection

The data collected were about the communication process of GT and SwADHD at the time of pre-instruction, the instructional process, and instructional evaluation process. The communication studied is the use of verbal communication such as advice, reprimand, calls, questions, instructions, and the use of nonverbal communication such as emblems, facial expressions, head movements, eye contact, touch. The research data was obtained from 2 types of data sources, namely in the form of primary data and secondary data. Primary data in this study were obtained through interviews with GT, subject teachers, parents of students, and non - SwADHD students as well as observations. While secondary data in this study was obtained from archived data, documents regarding SwADHD.

Data analysis technique

The data analysis technique used is using the Milles and Huberman data analysis model which is in the form of data reduction, data display and verification (Miles, Huberman, & Saldana, 2014). The technique of checking the validity of the data is done through triangulation of sources obtained through namely SwADHD, Non-SwADHD students, teachers, and parents of students. The researcher also conducted expert judgment in examining the validity of the research data.

Results and Discussions

After coding and analysis process the data obtained is as follows:

Table 1. The Results of the Instructional Communication Process between the GT and SwADHD during pre-instruction

No	Kind of instructional communication process	Explanation	Type of communication
1	Advice	- When the GT gives motivation (in the form of advice) to SwADHD in verbal form - The SwADHD responds by listening to what the GT is talking about	Verbal
2	Rebuking	- The GT gives a verbal reprimand to SwADHD when not sitting in her place, disturbing her friend - The SwADHD responds to the reprimand with the answer "what is Ms. Yena", then sits in her own seat, stops disturbing her friend	Verbal
3	Calling	- The GT calls SwADHD and asks about the news and gives instructions to sit in her place - The SwADHD responds by approaching Ms. Yena, then kissing her hand and answering Ms. Yena's question	Verbal Verbal and Nonverbal
4	Asking	The GT asks SwADHD	Verbal
5	Instruction	- The GT instructs SwADHD to sit in her seat and pray	Verbal and Nonverbal
6	Voice intonation	- The GT uses a moderate tone of voice when talking to SwADHD	Verbal
7	Emblems	- The GT uses a thumb when SwADHD succeeds in following the instructions to sit neatly in her place, using a wave of hands when calling - The SwADHD approaches when called by the GT	Nonverbal Nonverbal
8	Face expressions	- The GT uses expressive facial expressions when giving a reprimand, smiling facial expressions when SwADHD succeeds in following instructions - The SwADHD gives a flat expression when she gets a reprimand, a smile when Yena praises her	Nonverbal Nonverbal
9	Head movement	- The GT nods his head when giving a thumbs-up to SwADHD shaking her head when reprimanding SwADHD - The SwADHD bends her head when being reprimanded, shakes her head when she says "no", nods her head when she says "yes"	Nonverbal Nonverbal
10	Eye contact	- The GT makes eye contact when reprimanding, gives advice, calls SwADHD - The SwADHD makes eye contact when invited to communicate by the GT even though it is not intense	Nonverbal Nonverbal
11	Touching	- The GT touches his back when asking SwADHD - The SwADHD kisses her hand when asked how she is saying	Nonverbal Nonverbal

In Table 1, of the 11 types of instructional communication processes between GT and SwADHD, the types of communication that occur are non-verbal, verbal and both verbal and non-verbal types. When designing, instructional communication conducted by GT and SwADHD is one-way

communication. During the pre-instructional activities in the classroom, GT and SwADHD used two-way communication. The use of verbal communication is more dominant in pre-instruction.

Table 2. The Results of the Instructional Communication Process between the GT and SwADHD in the Instructional Process

No	Kind of instructional communication process	Explanation	Type of communication
1	Advice	- When SwADHD does not sit where the GT gives advice and not only once but many times - The SwADHD responds by sitting back but repeating the same thing again	Verbal Nonverbal
2	Rebuking	- The GT gives a verbal reprimand to SwADHD when not sitting in her place, disturbing her friend and long time in doing the assignment - The SwADHD sometimes does not respond immediately at that time, but finally sits back in her place, does not disturb her friend and does her job again	Verbal Nonverbal
3	Calling	- The GT calls SwADHD to check the focus, asks for instructions, etc.	Verbal
4	Asking	- The GT asks about the material to SwADHD, asking what she is doing, asking why it disturbs her friend - The SwADHD asks the GT about the material	Verbal Verbal
5	Instruction	- The GT gives instructions to do the assignments in the worksheet	Verbal dan Nonverbal
6	Voice intonation	- When the instructional process takes place the sound intonation used by the GT is of moderate level, the GT also explains the material slowly and repeats it	Verbal
7	Emblems	- The GT uses a waving hand when calling SwADHD, describing the material with a certain gesture so that it is easy to understand - The SwADHD approaches when called by the teacher, raises his hand	Nonverbal
8	Face expression	- The GT uses expressive facial expressions when giving reprimand, smiling facial expressions when SwADHD succeeds in following instructions - The SwADHD gives a smiley face expression when understanding about the material or completing the task, the expression on the face is a little gloomy when reprimanded but also displays a flat facial expression when reprimanded	Nonverbal
9	Head movement	- The GT nods his head as a sign "yes" shaking his head as a "no" sign, - The SwADHD bends her head when being reprimanded, shakes her head when she says "no", nods her head when she says "yes"	Nonverbal
10	Eye contact	- The GT makes eye contact when reprimanding, gives advice, calls SwADHD, explains the material, looks at SwADHD while studying, writes on the board - The SwADHD makes eye contact when invited to communicate by the teacher even though it is not intense	Nonverbal

11	Touching	- The GT makes a touch when inviting SwADHD to read in front of the class	Nonverbal
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In Table 2, of the 11 types of instructional communication processes between GT and SwADHD, the types of communication that occur are non-verbal, verbal and both verbal and non-verbal types. In addition to explaining verbally learning material, GT also explained the material non-verbally as a form of affirmation of the material delivered such as writing on the writing board, using symbols / pictures when studying, using concrete media.

Table 3. The Results of the Instructional Communication Process between the GT and SwADHD in the Instructional Evaluation Process

No	Kind of instructional communication process	Explanation	Type of communication
1	Advice	- The GT gives advice to rework it honestly and not cheat	Verbal
2	Rebuking	- The GT gives a reprimand when SwADHD does not do the repetition but plays to disturb her friend - The SwADHD responds quietly and returns to work on the test	Verbal
3	Calling	- The GT calls SwADHD to take test questions, collect the results of the tests, and reprimand	Verbal dan Nonverbal
4	Asking	- The GT asks about the repetition questions whether something is not understood - The GT helps SwADHD by reading the test questions	Verbal dan Nonverbal
5	Instruction	- The GT gives instructions to do the test and if she doesn't understand she can ask the GT	Verbal dan Nonverbal
6	Emblems	- The GT uses a hand wave when calling SwADHD, - The GT goes around to SwADHD - The SwADHD approaches when called by the GT	Nonverbal
7	Face expression	- The GT uses expressive facial expressions when giving a test, giving a reprimand, smiling facial expressions when SwADHD completes the test - The SwADHD gives a smiley facial expression finished repetition, confused expression when answering test questions	Nonverbal
8	Head movement	- The GT nods his head as a sign "yes" shaking his head as a "no" sign, • The SwADHD bends its head when reprimanded, shakes its head when saying "no", nods its head when saying "yes"	Nonverbal
9	Eye contact	- The GT makes eye contact when reprimanding, gives advice, calls SwADHD, gives test papers, when approaching SwADHD - The SwADHD makes eye contact when invited to communicate	Nonverbal
11	Touching	- The GT made a touch when SwADHD finished working on the test by asking him to clap and "toss"	Nonverbal

During the instructional evaluation process, GT is more dominant using verbal communication, namely, with written tests and oral tests, verbal communication is used to help SwADHD work on

questions such as reading questions, explaining the intent of the problem, and giving instructions. As a follow up to the instructional evaluation for SwADHD, GT provides oral and written tests such as reading and writing spelling.

Some results in Table 1, Table 2 and Table 3 can be seen in Table 4 which are the results of data triangulation.

Table 4. Summary of Data Triangulation Results in Each Instructional Communication Process between GT and SwADHD

No	Communication Process	Explanation
1	The communication process between GT and SwADHD during pre-learning	<p>At pre-instruction the GT designed a simplified seating and material setting for SwADHD</p> <p>The GT places SWADHD to sit in the middle row surrounded by GS so that SWADHD is motivated and can learn more focus.</p> <p>The material provided is in accordance with the curriculum but for SWADHD, the learning material is more simplified according to SWADHD abilities as ADHD students.</p> <p>The material taught must be more simplified and conveyed in a concrete manner such as demonstrations if the material is related to practice.</p> <p>When designing learning, GT makes programs, lesson plans, and daily agendas for scheduled learning.</p> <p>To foster enthusiasm and motivation to learn SWADHD, the GT performs yells or pats varies.</p> <p>Communication that occurs in the design of learning is one-way communication</p> <p>Communication is done by mix and match between verbal and nonverbal, but tends to one-way communication.</p> <p>Before learning, SWADHD likes to chat with other friends. The GT asks about the news and the material before the instruction begins.</p> <p>Before learning, SWADHD communicates, sings, stories. The Gt likes to call SWADHD before learning, SWADHD likes to approach and answer</p> <p>When the GT gives motivation (in the form of advice) to SwADHD in verbal form, SWADHD responds by listening to what the GT is talking about</p> <p>The GT gives a verbal rebuke to SWADHD when not sitting in his place, disturbing his friend, SWADHD responds to reprimand and sits in his seat, stops disturbing his friend</p> <p>The GT calls SWADHD and asks about the news and gives instructions to sit in his place. SWADHD responded by approaching Ms. Yena, then kissed her hand and answered Ms. Yena's question</p> <p>The GT uses thumbs up when SWADHD succeeds in following instructions to sit neatly in his place, using a waving hand when calling, SWADHD approaches when called by the GT</p> <p>The GT uses expressive facial expressions when giving a reprimand, smiling facial expressions when SWADHD successfully follows instructions. SWADHD gave a flat expression when he got a reprimand, a smile when Yena praised her</p> <p>The GT makes eye contact when reprimanding, gives advice, calls SWADHD. SWADHD makes eye contact when invited to communicate by the GT even though it is not intense</p>

2	The communication process between the GT and SwADHD during the instructional process	During the instructional process for the first time, the GT asks for prayer and opens the textbook.
		The communication used is two-way, but for SWADHD it uses instructions to focus on the lesson
		During learning, using media images to attract attention SWADHD. The GT checks the results of the student's work by asking
		Communication carried out in the instructional process is variation, when explaining material using verbal, when demonstrations using nonverbal..
		The GT often gives instructions and approaches SWADHD
		When giving advice sometimes SWADHD according to sometimes does not respond
		The SWADHD asks about students to GS
		The GT likes to write on the board.
		When asked the SWADHD, GT likes to answer sometimes while joking and laughing.
		The GT gives a verbal rebuke to SWADHD when not sitting in his place, interferes with his friend and takes a long time in doing the assignment SWADHD sometimes does not respond immediately at that time, but eventually sits back in its place, does not disturb his friend and does his job again
		The GT calls SWADHD to check the focus, asking for instructions
		The GT gives instructions to do the assignments in the worksheet
		The GT uses a waving hand when calling SWADHD, describing the material with a certain gesture so that it is easy to understand SWADHD approached when called by the GT, raised his hand
3	The communication process between the GT and SwADHD during the instructional evaluation	When evaluating the GT is more dominant using written questions such as matchmaking and given a picture so that SWADHD understands the problem.
		If SWADHD scores under the mastery learning score, the GT carries out a remedial test with more simplified tutoring and questions that are easiest to suit their abilities through oral.
		In working on the SWADHD written test must get help, the GT reads out the questions for SWADHD
		When working on a written test SWADHD asks his friend and accompanying GT
		Communication carried out by GT and SWADHD during the instructional evaluation is one-way communication with the type of verbal and verbal writing

The communication process between GT and SwADHD in the pre-instruction process is based on the findings that the researcher obtained during collecting data that the activities carried out by the teacher when instructional designing so that SwADHD can make instructional implementation plans with more simplified material but still in accordance with the curriculum and competencies that must be achieved. Instructional planning is a scenario created by a teacher who projects a number of qualifications or abilities that must be mastered or possessed by students, and a description of the design of the actions to be carried out in the instructional process. Another activity carried out by the teacher is by arranging the classroom, namely the seating setting. SwADHD is positioned sitting surrounded by regular students will increase their learning motivation, so Non-Swadhd can help SwADHD when learning.

The position of the seat that is close to the teacher aims to be able to control the movements and behavior of SwADHD that can affect students in learning. If the seat is good, the position is right, and in accordance with students, students can learn well and calmly. The impact of a sitting position facilitates communication between GT and SwADHD, so learning can take place

smoothly. Communication carried out by teacher to ADHD students when instructional designing is one-way communication with the use of verbal communication which is more dominant in pre-instruction, which reflects a communication pattern that has often been done by the teacher to students (Rogers, Bélanger-Lejars, Toste, & Heath, 2015; Mulholland, Cumming, & Jung, 2015). The communication process of ADHD teachers and students in the instructional process is two-way communication. This can be seen from the GT activity providing a stimulus and SwADHD responds as a form of answer. In the instructional process GT uses nonverbal communication with the aim that SwADHD can understand the subject matter being studied. The ability to communicate nonverbally will make each meeting or meeting with other people more memorable so that the delivery of messages becomes effective and can strengthen communication (Geng, 2011; Mody et al., 2017). Non-verbal communication for ADHD students will be more effective carried out by the teacher, so that the transfer of material is more effective and the occurrence of feedback provided by students is faster than verbal communication (Clark, Harris, Jolleff, Price, & Neville, 2010; Gau & Shang, 2010).

The communication process in the instructional evaluation, GT makes evaluation questions based on the conditions of SwADHD, with material that is simplified and made by teachers adapted to the conditions of SwADHD using verbal communication in written form or written and oral. A written test is used by the teacher to measure SwADHD's abilities in the same competencies as Non-SwADHD. Meanwhile, the oral test, used by GT to SwADHD aims to measure SwADHD's abilities specifically and to practice SwADHD communication skills. This is in accordance with the opinion of Saleh, Fuchs, Taylor, & Niarhos (2018), that the purpose of carrying out an oral test is to assess problem-solving skills, thought processes, the ability to use spoken language and the ability to account for opinions (Ofiesh, Moniz, & Bisagno, 2015; Nelson, Lindstrom, & Foels, 2014). At the time of the oral test the teacher uses two-way communication. The use of oral tests for ADHD is in accordance with the opinion of Yerys et al (2017), that in conducting an assessment for ADHD it should use oral as a question and answer, this is done so that ADHD communication skills are getting better (Bussing et al., 2012).

Conclusion and Implication

The communication process between GT and SwADHD that occurs during pre-learning uses one-way and two-way communication. In designing learning GT uses one-way learning, but when in class before learning GT uses two-way communication with verbal and nonverbal types such as asking students, shaking hands, embracing. The communication process between GT and SwADHD during the learning process uses two-way communication, with types of verbal and nonverbal communication. GT uses nonverbal communication to attract the attention of SwADHD to understand the subject matter better so that the learning done becomes effective. The communication process carried out by GT with SwADHD at the time of evaluation has two types, namely verbal communication writing and verbal communication. The purpose of these two types of tests is to measure SwADHD's abilities and practice SwADHD communication skills.

The instructional communication process between GT and SwADHD is useful to achieve learning objectives so that GT can create an Individual Learning Program (PPI) for SwADHD on a regular and continuous basis. Training for teachers regarding student characteristics and how to handle ADHD students to be more targeted can be done through institutions such as schools, offices, and non-governmental organizations. The establishment of special units in schools can provide maximum educational services to students with special needs. To improve the quality of education,

the results of this study can be used as a basis or direction for teachers and schools to implement the learning communication process for students for ADHD students.

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**2. Bukti konfirmasi hasil review dari Editor dan Reviewer
(30 Desember 2020)**

sr., 30 gru 2020 o 23:45 B Cieślík <blaze.cieslik@gmail.com> napisa(a):
Dear Teguh Prasetyo,

Thank you for submitting your manuscript to The International Journal of Special Education (IJSE). After careful consideration, we feel that it has merit but does not fully meet IJSE's publication criteria as it currently stands. Therefore, we invite you to submit a revised version of the manuscript that addresses the points raised during the review process. It is essential for them to be addressed appropriately before considering the manuscript acceptable for publication.

Please submit your revised manuscript as soon as possible. If you will need more time than this to complete your revisions, please reply to this message or contact the journal office at b.cieslik@ujd.edu.pl

Please include the following items when submitting your revised manuscript:

- A rebuttal letter that responds to each point raised by the reviewers. You should upload this letter as a separate file labeled 'Response to Reviewers'.
- A marked-up copy of your manuscript that highlights changes made to the original version. You should upload this as a separate file labeled 'Manuscript with Track Changes'.
- An unmarked version of your revised paper without tracked changes. You should upload this as a separate file labeled 'Manuscript'.

Please confirm the reception of this email.

Kind regards,

Dr. B. Cieślík
Associate Editor
International Journal of Special Education (IJSE)
--
Faculty of Health Science
Jan Długosz University in Częstochowa, Poland

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RG: https://www.researchgate.net/profile/Blazej_Cieslik

SCOPUS: <https://www.scopus.com/authid/detail.uri?authorId=57188957055>

Comments to the Author

Reviewer 1

The author/s has raised an important issue and explored the instructional communication process of general teacher (GT) and students with ADHD (SwADHD) in pre-instructional process, instructional process, and in the instructional evaluation process. I appreciate that the author (s) submitted an original manuscript, when I read the manuscript, I drew attention to the theoretical analysis results - are very important and needed for practice, especially social science. I regret to state that the manuscript in its present form will require a little bit revision before reconsidering the publication. There is a large number of literature and research into some of the characteristics and barriers to learning experienced by ADHD. Give more examples from the literature on this topic. I have no doubt that there are still some original findings in this study that should be shared with readers, especially in reference to the experience in the City of Bogor, West Java, Indonesia. I am inclined to suggest the following ideas for the author to consider revising the manuscript for re-submission:

The data collection is done by observation, interview, and documentation. Validity of this research uses credibility test by source triangulation, technic triangulation and confirmability test by member check and expert judgement. It is correct but, your results section is a bit confusing; you do not tell a cohesive story. At some point toward the beginning, I would define moving forward to avoid wordiness. You do not describe the analyses you are going to run. I also do not really understand how you are reporting your empirical analysis. In your introduction, many of the statements are not clearly. You have to improve the abstract. This form is not acceptable.

I do not like the way you present method, this part is weak and needs to be better explained. The reader needs to know how you led your research. Provide a clearer description of the qualitative methods. Remember your reader did not witness the research. You must be clear and concise.

Generally speaking, in the literature review section, content has obviously been enriched with better flow of ideas and supporting literature. However, it could have been more concise and succinct to indicate the knowledge/research gap and how that had led to the research objectives or questions of the study. Be familiarized with the required writing and referencing style, format and selection of keywords by referring to previously published articles in the Journal. Instead of just summarizing the results of analysis, do consider to further discuss, explain or elaborate those data, thus to help the readers understand the context, implications or meanings behind. Do consider to minimize the use of direct quotes from literature.

I trust that the author has his/her own valid view on the topic, that may echo with other research findings, which needs to come out explicitly. I think that this manuscript sounds like a very important data set with many exciting conclusions to draw. This manuscript is an important contribution to the field.

Reviewer 2

The text comes from Indonesia and might be of great interest to international readers. It pictures the strategies for effective communication between a student with ADHD and their teachers. As the situation of ADHD students in inclusive classrooms is not well known nowadays, especially in international context, it will be valuable to learn more about the situation of ADHD students in Indonesia, the policy and educational practices in this field.

The text, however, needs some major changes and clarifications.

1. It should show more background information about the situation of ADHD students in Indonesia and generally about the inclusive education policy in this country.
2. The main drawback of the text is lack of clearly stated methodological approach. The Author plans to use the case study methodology, but does not give details:
 - how long did the observation take place - we only know they were taken "from November 2016 to March 2017", but we do not know how many hours or how often was it taken
 - the Author writes about primary and secondary sources, but does not seem to analyze the latter
 - the ADHD student characteristic has not been provided (the missing data include age, sex, family background, medical history, educational biography etc.)
 - the Author promises to analyze the students' communication with their ADHD peer - but does not provide any examples of it
 - the parents and teachers (in plural) have also been mentioned as the study participants (p. 3) - but there are no data analyzed from them

Moreover, the data provided in three tables contain a lot of repetition and have not been analyzed against any theory of education of students with ADHD. Some of the teacher's strategies (like reprimanding or forcing the student to sit in one place) have been widely known in the research community as not effective and what is more, improper in supporting the students with ADHD. As such they should not be described in the paper as "good practices"



3. There are many repetitions in the text and the division into "pre-instructional process, instructional process, and in instructional evaluation process" seems to be unnecessary. The paper describes different verbal and non-verbal strategies of communication between the teacher (it seems this is the same teacher all the time) and a student with ADHD. Generally they do not differ between the processes so they can be described together in one paragraph - thus avoiding repetition.

4. The text needs more cultural background - is kissing the teacher's hand a standard behavior in the classroom, or should it be treated as exceptionally good behavior?

To sum up, I see this paper as a piece of work that might be interesting for the international audience, but I would suggest major changes. I would advise to extend the background section and give more information about inclusive education in Indonesia and then give the example of the situation of the ADHD child in one of the classrooms. This should be critically analyzed against the updated literature on ADHD.

I provided some detailed suggestions and questions as comments on the text file. I strongly suggest also a native speaker proofreading for the whole text.

**3. Bukti konfirmasi untuk resubmit hasil revisi pertama
(29 Januari 2021)**

dari: **B.Cieślík (UJD)** <b.cieslik@ajd.czest.pl>
kepada: teguh.dikdas@gmail.com,
Rasmitadila Rasmitadila <rasmitadila@unida.ac.id>
tanggal: 29 Jan 2021 01.52
subjek: Gentle Reminder: Revision required - International Journal of
Special Education (IJSE)
dikirim oleh: ajd.czest.pl
keamanan:  Enkripsi standar (TLS) [Pelajari lebih lanjut](#)
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Gentle Reminder: Revision required - International Journal of Special Education (IJSE)



Eksternal  Kotak Masuk 



B.Cieślík (UJD) <b.cieslik@ajd.czest.pl>
kepada teguh.dikdas, saya ▾

29 Jan 2021 01.52 ☆ ↶ ⋮

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Dear Teguh Prasetyo,

It's been some time since you have received the decision to revise the manuscript:

Teacher-Student's Instructional Communication Process: Case Study of a on Student with Attention Deficit Hyperactivity e Disorder (SwADHD) in Inclusive Classroom

Please, send me a revised version of your manuscript as soon as possible.

Yours sincerely,

Dr. B. Cieślík

Associate Editor
International Journal of Special Education (IJSE)
--
Faculty of Health Science
Jan Długosz University in Czeszochowa, Poland

ORCID: <https://orcid.org/0000-0001-7275-7860>

RG: https://www.researchgate.net/profile/Blazej_Cieslik

SCOPUS: <https://www.scopus.com/authid/detail.uri?authorId=57188957055>

**4. Bukti konfirmasi revisi pertama
(29 Januari 2021)**



Teguh Prasetyo <teguh.dikdas@gmail.com>
kepada B.Ciešlik, saya ▾

29 Jan 2021 10.01 ☆ ↶ ⋮

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Dear Dr. B. Ciešlik,

Thank you for your information about the paper that we have to revise. We'll be revising the paper in the couple of the days, and sending it back to you as soon as possible.

Warm regards,
Teguh Prasetyo

**5. Bukti konfirmasi revisi pertama dan resubmit artikel revisi pertama
(1 Maret 2021)**



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Teguh Prasetyo <teguh.dikdas@gmail.com>
kepada saya ▾

1 Mar 2021 06.13 ☆ ↶ ⋮

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----- Forwarded message -----

Dari: **Teguh Prasetyo** <teguh.dikdas@gmail.com>

Date: Sen, 1 Mar 2021 pukul 06.13

Subject: Re: Gentle Reminder: Revision required - International Journal of Special Education ([IJSE](#))

To: B.Ciešlik (UJD) <b.cieslik@ajd.czest.pl>

Dear Editor, This attachment below is the revision manuscript, and respond to the reviewer. We need more time to revise because there are some changes that we have to make, especially in primary data and data analysis that we have to repeat. We hope that with these changes, the objectives of this research can be achieved well. If there are any changes or revisions from reviewers, we hope that it can be informed to us as soon as possible, so that revisions can be made again.

Best regards

Annisa Nurul Hidayah,

Rasmitadila,

Teguh Prasetyo

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The following changes have been made on the Manuscript “**Teacher-Student's Instructional Communication: A Case Study of Students with Attention Deficit Hyperactive Disorder (SwADHD) in Inclusive Classroom**” in accordance with reviewers’ comments

Reviewer’s comments (Reviewer 1)	Changes made	Page (see highlights)
<p>The data collection is done by observation, interview, and documentation. Validity of this research uses credibility test by source triangulation, technic triangulation and confirmability test by member check and expert judgement. it is correct but, your results section is a bit confusing; you do not tell a cohesive story. At some point toward the beginning, I would define moving forward to avoid wordiness. you do not describe the analyses you are going to run. I also do not really understand how you are reporting your empirical analiz. In your introduction, many of the statements are not clearly. You have to improve the abstract. This form is not acceptable.</p> <p>I do not like the way you present method, this part is weak and needs to be better explained. The reader needs to know how you led your research. Provide a clearer description of the qualitative methods. Remember your reader did not witness the research. You must be clear and concise.</p>	<p>We have made some changes in the section of data collection, data analysis and data validity. We updated the data analysis techniques which we deemed suitable for the purposes of the study. Some of the primary research data that we used observation and interviews. Meanwhile, our data analysis technique uses thematic analysis. For data validity, we tested using credibility and dependability.</p>	4-5
<p>Generally speaking, in the literature review section, content has obviously been enriched with better flow of ideas and supporting literature. However, it could have been more concise and succinct to indicate the knowledge/research gap and how that had led to the research objectives or questions of the study. Be familiarized with the required writing and referencing style, format and selection of keywords by referring to previously published articles in the Journal. Instead of just summarizing the results of analysis, do consider to further discuss, explain or elaborate those data, thus to help the readers understand the context, implications or meanings behind. Do consider to minimize the use of direct quotes from literature.</p>	<p>We have changed the writing and content related to literature reviews to be more concise, and easily understood by readers. We also added gaps, especially related to the condition of communication in the context of Indonesia.</p>	Page 2
<p>I trust that the author has his/her own valid view on the topic, that may echo with other research findings, which needs to come out explicitly. I think that this manuscript sounds like a very important data set with many exciting conclusions to draw. This manuscript is an important contribution to the field.</p>	<p>We have made and added changes in the section of Discussion based on the findings and elaborate on the previous findings. This is seen as a novelty from the previous research. In the Conclusion section, we have made more specific and provides very important implications for the topic.</p>	Page 10-11
Reviewer’s Comments (Reviewer 2)		
<p>It should show more background information about the situation of ADHD students in Indonesia and generally about the inclusive education policy in this country.</p>	<p>We have described the conditions and backgrounds of SwADHD in Indonesia</p>	Page 2
<p>2. The main drawback of the text is lack of clearly stated methodological approach. The Author plans to use the case study methodology, but does not give details:</p>	<p>We have changed and re-explained the Research Methodology, which consists of the research design, the participants (SwADHDs) involved, how to collect data, and data analysis. We detailed the</p>	Page 3-5

<p>- how long did the observation take place - we only know they were taken “from November 2016 to March 2017”, but we do not know how many hours or how often was it taken</p> <p>- the Author writes about primary and secondary sources, but does not seem to analyze the latter</p> <p>- the ADHD student characteristic has not been provided (the missing data include age, sex, family background, medical history, educational biography etc.)</p> <p>- the Author promises to analyze the students’ communication with their ADHD peer – but does not provide any examples of it</p> <p>- the parents and teachers (in plural) have also been mentioned as the study participants (p. 3) – but there are no data analyzed from them</p> <p>Moreover, the data provided in three tables contain a lot of repetition and have not been analyzed against any theory of education of students with ADHD. Some of the teacher’s strategies (like reprimanding or forcing the student to sit in one place) have been widely known in the research community as not effective and what is more, improper in supporting the students with ADHD. As such they should not be described in the paper as “good practices”</p>	<p>participants according to their respective profiles (back to school). The primary data we used was observations and interviews with explanations that we have made in detail. Data analysis used thematic data analysis to produce themes for the three activities (pre-instruction, instructional process and instructional evaluation). To make it easier to find themes, we used the NVivo 12. We changed some data and research focus a little (communication between classmates and parents) to fit the research objectives we had to achieve. We also attribute good practice (kissing the back of the teacher's hand) to the socio-cultural conditions that occur in education in Indonesia. Some of the (poor) practices described are research facts that we must explain, in comparison with previous research.</p>	
<p>There are many repetitions in the text and the division into “pre- instructional process, instructional process, and in instructional evaluation process” seems to be unnecessary. The paper describes different verbal and non-verbal strategies of communication between the teacher (it seems this is the same teacher all the time) and a student with ADHD. Generally they do not differ between the processes so they can be described together in one paragraph – thus avoiding repetition.</p>	<p>We have made Finding and Discussion according to the existing data, so that it is easy for the readers to read. This data comes from the results of data analysis. So that each finding, we describe only according to the three activities in which this type of communication occurs. So that the repetition does not happen excessively</p>	<p>Page 5-11</p>
<p>The text needs more cultural background – is kissing the teacher’s hand a standard behavior in the classroom, or should it be treated as exceptionally good behavior?</p> <p>To sum up, I see this paper as a piece of work that might be interesting for the international audience, but I would suggest major changes. I would advise to extend the background section and give more information about inclusive education in Indonesia and then give the example of the situation of the ADHD child in one of the classrooms. This should be critically analyzed against the updated literature on ADHD. I provided some detailed suggestions and questions as comments on the text file. I strongly suggest also a native speaker proofreading for the whole text.</p>	<p>We have added a socio-cultural / cultural background which is exemplified in the practice of "kissing the back of the teacher's hand" as a good practice in school, with good intentions. Broadly, we have changed the background Section, including the background for learning in inclusive classrooms, especially on SwADHDs communication with GT in Indonesia.</p>	<p>Page 2</p>

Teacher-Student's Instructional Communication: A Case Study of Students with Attention Deficit Hyperactivity Disorder (SwADHD) in Inclusive Classroom

**Annisa Nurul Hidayah,
Djuanda University, Indonesia,**

**Rasmitadila,
Djuanda University, Indonesia,**

**Teguh Prasetyo,
Djuanda University, Indonesia**

corresponding author: Rasmitadila@unida.ac.id

Abstract

The purpose of this study is to explore the types of instructional communication between general teacher (GT) and ADHD students (SwADHD) during activities of the pre-instructional, instructional process, and instructional evaluation. Data collection was carried out by observation and interviews. Data analysis used thematic analysis. The results showed that the types of instructional communication between GT and SwADHD were verbal, non-verbal, and verbal-non-verbal. The three types of instructional communication aim to improve the socio-emotional relationship between GT and SwADHDs, reduce negative behavior that often appears in SwADHDs in the classroom, and improve instruction quality to achieve quality educational goals according to their characteristics and needs. The type of communication between GT and SwADHDs has a big impact on teachers in making individual education programs that are more humane to handle SwADHDs both academically and non-academically more precisely.

Keywords: *instructional communication, attention deficit hyperactive disorder, verbal, non-verbal, inclusive classroom*

Introduction

Communication is an important aspect of successful instruction, including in inclusive classrooms consisting of students with diverse characteristics and unique learning styles. The success of instruction in an inclusive classroom is strongly influenced by the instructional interactions between all class members (Óskarsdóttir et al., 2020). Communication between students, students-teachers, and general teachers-special teachers must be built normally to be carried out properly. For this reason, teachers must be able to design instruction that promotes multidirectional communication so that instructional objectives can achieve (Fuentes et al., 2017). The diversity of students' characteristics and needs causes teachers to use various communication types with students with special needs, including those with attention deficit hyperactive disorder (ADHD).

ADHD means impaired concentration and hyperactivity. This term provides a general description of internationally validated medical conditions that include brain dysfunction, resulting in individuals having difficulty controlling impulses, inhibiting behavior, and being easily distracted (Sjöberg & Dahlbeck, 2018; Russell et al., 2016). Students with ADHD (SwADHD) experience learning difficulties that must be the teacher's concern in learning (Wei et al., 2014). SwADHDs can experience various learning difficulties, behavioral difficulties, social difficulties, communication difficulties, and other interrelated difficulties (Rodríguez et al., 2015). This must be a concern for teachers in schools, especially in inclusive schools, to handle SwADHD (Laasonen et al., 2014; Shillingford-Butler & Theodore, 2012). If this condition is ignored, it will have an impact on achievement and results in schools. Another consequence is that children cannot graduate from school, and it is possible to drop out of school with all the problems that will arise. Some of the characteristics and learning barriers experienced by SwADHD are not understanding how to complete assignments and having excessive student motor activity (Barkley & Poillion, 1994; Reebye, 2008). Students cannot sit for too long, so they run around in class or disturb their peers. Students show impulsivity and decreased learning concentration.

Communication barriers are also experienced by SwADHD, such as low use of verbal communication, difficulty expressing opinions, tends to hide feelings so that the behavior is excessive. SwADHD's concentration problems make it difficult to communicate. The results of other studies suggest that learning concentration in SwADHD is indicated by the behavior of not listening to teacher orders and often disturbing friends (Ross & Randolph, 2016). The causes of communication barriers experienced by SwADHD can be caused by using the type of communication applied in learning. The role of communication between teachers and SwADHD is significant in pre-instructional, instructional process, and instructional evaluation (Hamilton & Astramovich, 2016).

In Indonesia, SwADHD shows an increasing trend from year to year. The increasing number of SwADHD certainly gives bigger assignments to general teachers (GTs) so that instruction can run well. Like other inclusive classrooms, communication between GT and SwADHD is one of the keys to successful instruction. The diverse backgrounds of SwADHDs in inclusive classrooms in Indonesia, such as family backgrounds (for example, weak economy), parenting styles in educating SwADHDs at home, and the external environment of SwADHDs have provided different ways of communication (Rosita et al., 2020). This condition affects the use of the type of communication that GT makes to SwADHD in the classroom. Even though they have almost the same obstacles, such as difficulty concentrating, easily distracted from an activity, likes to annoy by friends. Still, with different backgrounds, SwADHDs cause different communication types used by GT (Rief, 2012). Furthermore, the communication differences in each SwADHDs make it difficult for GT to implement the type of communication that matches the characteristics of SwADHDs. Although previous research results have revealed many communication difficulties faced by SwADHDs, the socio-cultural conditions and differences in the backgrounds of students make GT in Indonesia more difficult. In the end, it is difficult to achieve the goals and quality of the SwADHDs learning.

Instructional communication between GT and SwADHD in inclusive classrooms in Indonesia uses verbal and non-verbal communication types. Verbal communication is focused on making SwADHDs follow instructions or commands given by GT to SwADHDs. Meanwhile, non-verbal communication is usually a type of supporting communication (Humairah, 2017). Some examples

of non-verbal communication that GT often uses include smiling, touching, face to face as an open symbol as a sign of approval, or praise to SwADHDs. Even as a socio-cultural manifestation of Indonesian society, especially in education as an example -kissing the back of a teacher's hand- is a type of communication in strengthening the psychosocial relationship between teachers and students (Dasrial et al., 2020). Apart from being a form of respect for educators or elders, it is also an expression of affection between students and teachers (Farida & Friani, 2018). This activity is a type of non-verbal communication between GT and SwADHDs, so that teachers can find out the readiness of SwADHD to start instruction and a form of thanks for SwADHDs when completing instruction. To achieve the instructional objectives for SwADHDs in Indonesia, it is essential to vary the types of communication according to the characteristics of SwADHDs to meet their needs. GT must be able to use the type of communication that matches the strengths of SwADHDs and even socio-cultural approaches that can support successful learning.

This study aimed to explore the type of instructional communication between general teachers (GT) and students with ADHD (SwADHD) during pre-instructional, instructional, and instructional evaluation in inclusive classrooms.

Methodology

Research Design

This research used case studies. Case studies are usually used for special education, psychology, inclusive education (Moeller et al., 2015). A single case is also well suited for studies with only 3-10 participants (Kennedy, 2005). Besides, case studies aim to provide flexibility for researchers to obtain data from a particular phenomenon or context. This study explores the phenomena associated with the communication process between GT and SwADHDs during pre-instructional until instructional evaluation. The use of literature is carried out to determine the research focus's conceptual and operational definitions, especially on the communication process in every learning activity in an inclusive classroom (Tuckman & Harper, 2012). Furthermore, the research instrument in the form of an observation sheet was prepared to determine all activities related to communication between GT and SwADHDs. In addition to the observation sheet, the interview instrument was also prepared to deepen information about the type of communication between GT and SwADHDs.

Participants

Participants in this study consisted of eleven students, consisting of three SwADHDs and eight general students (GS) at one of the inclusive public elementary schools in West Java province, Indonesia. The selection of the three SwADHDs in this study used school psychologists' assessment results with ADHD characteristics. Specifically, the characteristics of SwADHDs in this study, see Table 1.

Table 1. Profile of SwADHDs

Initial name	Age (years)	Sex	Academic ability	Personal ability	Family's background
KW	10	Female	<ul style="list-style-type: none"> - Likes art lessons - Achievement of learning outcomes for mathematics is low. - Like science lessons with practical methods/observation - Likes language lessons 	<ul style="list-style-type: none"> - Short concentration ranges - Lack of focus - Low learning motivation - Difficulty communicating with others 	<ul style="list-style-type: none"> - Pay attention to KW, including growth and development - Have brought KW to child psychologists for further analysis
SA	10	Male	<ul style="list-style-type: none"> - Likes subjects that rely on physical, such as sports - Dislikes language lessons and Mathematics (low learning outcomes) - Likes science lessons with the method of observation/practice 	<ul style="list-style-type: none"> - Short concentration range - Very active - Difficult to communicate - Quick angry - Motivation to learn will be high if given the reward. 	<ul style="list-style-type: none"> - SA does not get enough attention from the family because parents are busy working and give up learning ability to GT in school.
NI	11	Male	<ul style="list-style-type: none"> - Does not like math and language lessons. - Enjoys sports lessons Likes lessons in art/singing 	<ul style="list-style-type: none"> - Low learning motivation Low concentration range - Very active - Difficult to communicate with other 	<ul style="list-style-type: none"> - people Parents always ask GT about NI's progress, especially in activities that NI likes

Data Collection

Data collection was carried out in two stages. The first stage was carried out by classroom observations, with three SwADHDs and eight GSs in each instructional activity. Observations were made for five meetings, with the observation's duration starting from 07.00 am - 4.00 pm. Researchers used observation instruments containing instructional activities to obtain observational data, from pre-instruction until instructional evaluation (for one meeting). The

contents of the observation instrument were focused on the communication process between GT and SwADHDs. After carried out observations for five meetings, the researcher conducted interviews with GT during a special time so that GT could focus more on explaining the characteristics of SwADHDs. Interviews were conducted using semi-structured techniques and open-ended questions. GT's number of questions totaled five questions: communication types, communication problems faced by GT with SwADHDs (inside and outside the classroom), and how to communicate between GT and SwADHDs. Interviews were conducted for two consecutive days, with a duration of 1.5-2 hours by face to face.

Data Analysis

Data analysis techniques were analyzed using thematic analysis to identify, evaluate, and create themes expressed by participants (Clarke et al., 2015). Observation data and interview data were made in a manuscript (verbatim manuscript) and coded for each one not to overlap. The coding is done using a combination of deductive and inductive techniques. At the beginning of the study, the researcher determined the initial code for the three focuses, namely, activities on the pre-instruction, instructional process, and instructional evaluation. Furthermore, it was inductively by filtering and generating new code by iterating the code when filtering data. To simplify the data analysis process, the researcher used the NVivo 12 program in the coding and categorization process of each finding. Data from observations and interviews were entered into Nodes and Cases to be grouped into data with a specific code. Thematic maps show the organization of concepts according to various levels, and potential interactions between concepts are then developed. Researchers analyze and discuss all codes and categorizations and possible integration between codes to be streamlined. This inductive technique allows identifying themes given by participants in response to research questions (Liu, 2011). See Figure 1 below:

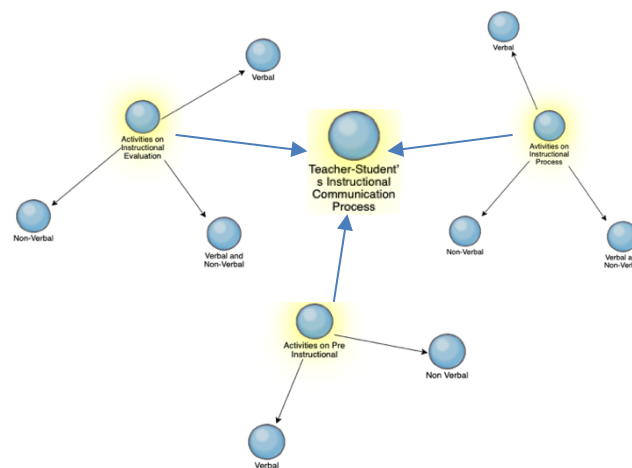


Figure 1. Results of Data Analysis from the Teacher-Student's Instructional Communication Process.

The credibility and dependability of data in this study are considered a form of data validity that can be justified. The data credibility procedure starts with preparing a data collection instrument that uses a review of the relevant literature. The observation and interview instruments were designed and validated by two experts: one inclusive education and one instructional design. After the data was collected, the data's credibility was carried out by member checking, especially in the interview data; the researcher confirmed the transcript and data analysis results to GT so that the data was guaranteed to be accurate. The use of source triangulation and investigator triangulation involving the three researchers was also added to dependability (Patton, 2014). Besides, researcher triangulation was also carried out to reduce bias by facilitating member-checking to check the integrity of participants' responses (Treharne & Riggs, 2015). All researchers' involvement is essential to produce the findings' integrity from different points of view of the same problem.

Findings

Pre-Instructional

Pre-instructional activity is one of the pre-instructional activities carried out between SwADHDs and GT. All communication processes that occur in preparing for core instructional activities occur pre-instruction.

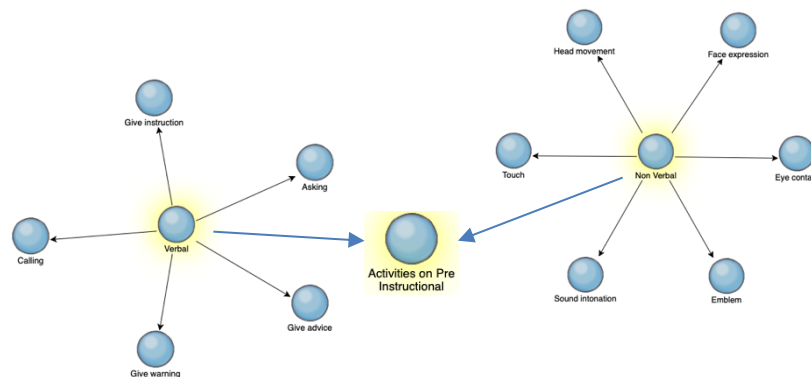


Figure 2 Types of Communication between SwADHD and DT in Pre-Instructional Activities

Pre-instructional activities consist of two themes, namely the types of verbal and non-verbal communication. This type of verbal communication consists of giving advice, admonitions, instructions, calls, and questions. Verbal communication when giving advice aims to motivate GT to SwADHDs to be enthusiastic in starting instructional activities. SwADHDs gave a positive response in preparing themselves to learn, such as the sentence "Yes, Miss." In giving reprimands and instructions, verbal communication aims to make SwADHDs immediately occupy a seat, indicating that instructional activities will begin. SwADHD understands that instruction is about to begin and has begun to take its seats through reprimands and hints. Apart from that, the warning and hint from GT are intended so that SwADHDs does not disturb his other friends. Examples of GT reprimands include:

- GT : "Come on SA, don't bother your friends, take your seat now because we are going to start studying."
SA : "Ah, Miss, what's wrong? (While stopping annoying friends and going to her seat)"

The other verbal communication is calling and asking questions to open communication when GT meets SwADHDs when they enter the class. GT calls the name of SwADHDs, and asks about the condition of SwADHDs (example: "how are you today?"). SwADHDs answer GT and are accompanied by school culture is kissing the back of GT's hand. The culture of kissing GT's hand is one of the school cultures that aims to make students respect teachers who as parents and understand what a student can and should not do to teachers (Dasrial et al., 2020). It aims to make the closeness of GT and SwADHDs better so that they have a sense of being more open in expressing opinions, self-confidence, and good social relationship between students and teachers.

Types of non-verbal communication consisting of emblems, head movements, facial expressions, eye contact, and touch. The use of emblems and head movements is a type of non-verbal communication that aims to provide symbols -the use of thumbs and head movements- so that SwADHDs follow instructions and, if successful, follow GT instructions. GT gave instructions in the form of a warning to SwADHDs by shaking their head. Meanwhile, use thumbs and nod head when SwADHDs follow GT instructions. GT used facial expressions and eye contact when giving reprimands with stern facial expressions. GT made a smiling face when SwADHDs successfully followed the instructions and reprimands. SwADHDs usually gave a smiling face when GT complimented them on executing their instructions well. Facial expressions are usually followed by eye contact between the GT and SwADHDs. This can be seen from the results of the interview with GT:

- GT : "I usually give a smile to SwADHDs if they are successful in carrying out my instructions well, besides, of course, always making eye contact with them."

The teacher does the type of non-verbal communication in the form of touch by touching the back of SwADHDs to inquire about the news and condition of SwADHDs. Apart from that, a touch to the students' heads when GT gives advice and motivates SwADHDs to be ready to learn. SwADHDs usually nodded their heads as a sign of approval of what GT had said.

Types of verbal and nonverbal communication between GT and SwADHDs in pre-instructional activities aim to ensure the readiness of SwADHDs to start learning. The readiness of SwADHDs is focused on the socio-emotional aspect so that they are ready to build relationships with friends and their environment but can provide attention and reduce impulsivity when learning.

Instructional Process

There are three themes of communication types in instructional activities: verbal, non-verbal, verbal and non-verbal. The communication process that occurs between GT and SwADHDs in instructional activities is a type of communication in both academic and non-academic aspects given by GT to all class members.

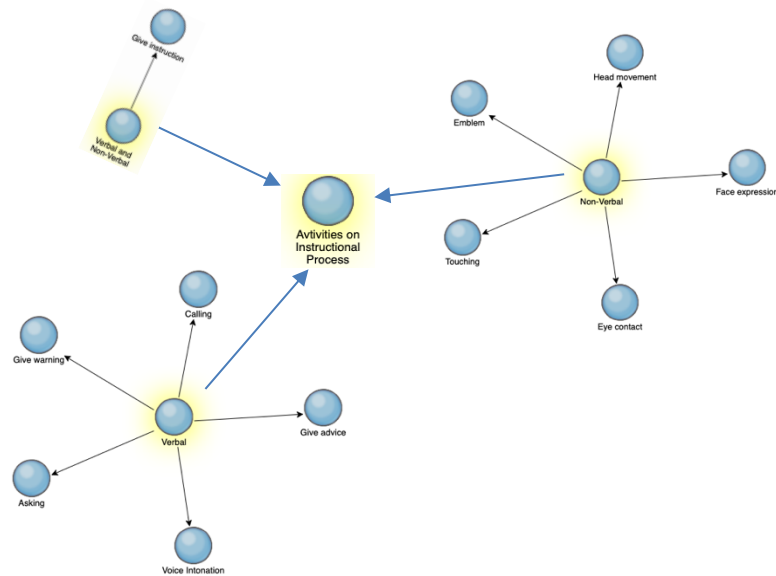


Figure 3 Types of communication between SwADHD and DT on Instructional Process Activities

Verbal communication consists of giving advice, admonitions, calls, questions, and voice intonation. Giving advice and reprimands is a type of communication between GT and SwADHDs, aiming to ensure that SwADHDs carry out instructions, assignments, and social interactions with other students (Tannock, 2018). GT provides advice to SwADHDs, usually in verbal sentences, to emphasize that SwADHDs listens to GT's advice and implements the advice. For example, GT advises NI to sit in his chair while doing assignments (done repeatedly). NI responds to non-verbal communication by sitting in his chair but doing it again by running in the classroom. Apart from advice, the warning also had the same objective: asking SwADHDs to carry out GT instructions (Saussure & Rocci, 2016). For example, GT admonished KW to do the assignment in his chair, not disturb his friends and immediately carry out the assigned task. KW responded non-verbal by carrying out all the warnings given by GT. Call and ask communication types are two types of verbal communication that aim to ensure that SwADHDs always focus or pay attention to the subject matter, ensure that SwADHDs understand the subject matter, and understand the instructions given by GT to SwADHDs. GT ensures that SwADHDs is focused on the given task in the call communication type and has correctly identified the instructions. After calling, GT will usually ask questions and ensure that GT's assignments and materials are correct. SwADHD usually responds by asking GT again about the tasks that must be done. For example:

GT : "SA (calling names), what are you doing? Have you done the task that you gave me?"

SA : "What was your job, Miss?"

Another type of verbal communication, namely voice intonation, is GT's communication type when explaining material repeatedly to SwADHDs both at moderate and slow levels. The type of voice intonation communication depends on the condition of the SwADHDs (Borkowska &

Zawadzka, 2008). The psychological condition of SwADHDs very much determines the medium, high and low tone of voice.

Types of non-verbal communication consisting of emblems, facial expressions, head movements, eye contact, and touch (Boyce, 2017). This type of emblem communication is used by GT using a certain hand wave or gesture. The goal is that SwADHDs focus on and understand the material described by GT. SwADHDs, such as pointing fingers and smiles, were given various responses, indicating that SwADHDs understand the material explained by GT. This type of non-verbal communication means facial expressions and head movements to ensure that SwADHDs understand GT's tasks and materials and understand the instructions given by GT to SwADHDs (Dustin, 2015). The stern facial expressions shown by GT are made to give a warning, and smiling faces indicate that SwADHDs have successfully followed instructions, can complete assignments, and understand the material. SwADHDs responses were also performed using facial expressions, smiling (if successful in completing the task, understanding the material), and a flat face when being reprimanded by GT. The type of non-verbal communication was ahead movement by GT by nodding the head as meaning "yes" and shaking the head as meaning "no." The SwADHDs response also uses the same meaning as GT, namely nodding means "yes" and shaking the head means "no." This type of eye contact communication between GT and SwADHDs aims to reprimand, give advice, pay attention to SwADHD when studying. SwADHD made eye contact when providing answers to GT's questions. This type of touch communication was carried out by GT when SwADHDs advised so that they were motivated to learn.

The verbal and nonverbal communication between GT and SwADHDs aims to invite SwADHDs to focus on doing tasks, starting with a call-using a hand wave- and then asking questions about the work done SwADHDs. The SwADHDs response was made by eye contact and answering questions about assignments.

The type of communication in instructional activities, namely verbal communication between GT and SwADHDs, aims to enable SwADHDs to understand instructions and subject matter, pay attention to understanding and complete assignments, and understand social relationships with other friends in the class (Prevatt & Levini, 2015). This type of non-verbal communication between GT and SwADHDs aims to make SwADHDs understand the form of instruction, subject matter, complete assignments (Iseman, 2012). Types of verbal and nonverbal communication between GT and SwADHD make SwADHDs understand instructions and work on assignments.

Instructional Evaluation

The instructional evaluation activities consist of three themes: verbal, non-verbal, verbal and non-verbal. The instructional communication between GT and SwADHDs occurs at the end of the instructional activity.

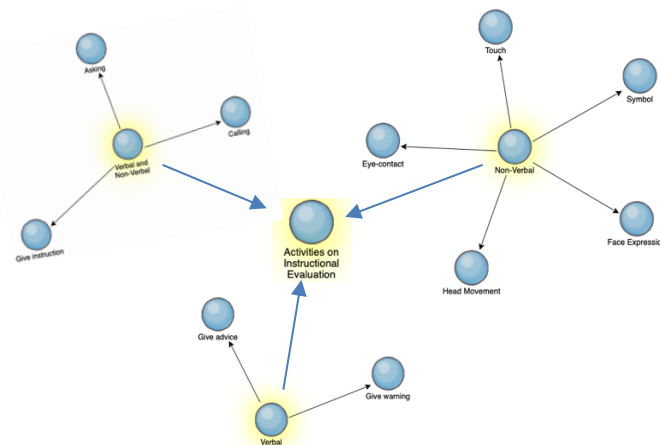


Figure 4. Types of communication between SwADHD and DT in Instructional Evaluation Activities

The types of verbal communication that occurred between GT and SwADHDs consist of advice and reprimands. The purpose of the advice and reprimands given by GT to SwADHDs is to ensure that SwADHDs carry out the instructions given by GT. Verbally, the advice was given to SwADHDs to do the test honestly and not to cheat or ask other friends. GT gave a warning when SwADHDs didn't do the test but annoyed their other friends. The response given by SwADHDs is usually done with non-verbal -body movements and eye contact- carried out the instructions repeated by GT. For example:

GT : "SA, let's do your test, don't bother your friends."

SA : (stop annoying friends, and rework the test)

Non-verbal communication consists of emblems, facial expressions, head movements, eye contact, and touch. The purpose of the general type of non-verbal communication that GT does with SwADHDs is to ensure that all instructions given can be carried out by SwADHDs, and provide advice. The communication through the emblem is carried out by GT in the form of a wave of the hand when calling SwADHDs, going around to SwADHDs and being responded by SwADHD by approaching GT when called by GT. Made facial expressions GT to SwADHDs using firm facial expressions when giving tests, giving warnings, and smiling facial expressions when SwADHDs finished working on the test. Meanwhile, the SwADHDs response was to give a smiling face when completing the test and a confused facial expression when they could not answer test questions. GT's head movements by nodding their head as meaning "yes" and shaking their head as a sign of "no." Responses provided by SwADHDs (NI and SA) bowed their heads when reprimanded, shook their heads when they said "no," and nodded their heads when they said "yes." The communication with eye contact that made GT to SwADHDs occurred when GT reprimanded, gave advice, gave test papers, and approached SwADHDs. SwADHDs gave the same response to GT. They made eye contact when invited to communicate with GT. Touch is a type of non-verbal communication when SwADHDs finish a test by inviting them to clap their hands together.

Types of verbal and non-verbal communication consist of calls, questions, and instructions. Verbal and non-verbal communication goals ensure that SwADHDs carry out instructions, understand test material, and provide reprimands. GT's type of call communication to SwADHDs verbally calls SwADHDs to take test questions, collect test results, and reprimand SwADHDs. SwADHDs gave the next response by making eye contact with the teacher and carried out GT instructions. The type of questioning communication was carried out by GT by asking SwADHDs about the part of the test questions that SwADHDs did not understand. GT also read out the test questions that SwADHDs did not understand verbally. SwADHD responds with eye contact and nods his head as a sign of "yes" to GT so they can read out questions that GT does not understand. An example can be seen in the conversation with NI below:

GT : "Is there any part that you do not understand in these questions? Do I need to read it out?"

NI : (nods" agrees "and makes eye contact with GT)

Type of instructional communication is given by GT to SwADHDs was giving instructions to do the test, and if SwADHDs did not understand, they could ask the teacher. SwADHD responded by nodding their head as a sign of "yes" or agreeing to GT.

Types of verbal, non-verbal, verbal and nonverbal communication conducted between GTs and SwADHDs aim to ensure that SwADHDs carry out instructions and understand test questions.

Discussion

The type of instructional communication between GT and SwADHDs in an inclusive classroom is a form of interaction that aims to increase one's knowledge and behavior. Furthermore, the ultimate goal of communication in instruction is to increase student success according to their respective needs and characteristics (Cornelius-White & Harbaugh, 2010). The type of communication between teachers and students with special needs provides the possibility for educators (Andzik & Cannella-Malone, 2019), in this case, GT, to strengthen the series of instructions given to SwADHDs. For example, verbal communication is one type of effective communication widely used by teachers in strengthening and clarifying instructions that students must carry out with special needs.

The instructional communication between GT and SwADHDs in pre-instructional activities consists of verbal and non-verbal communication. The purpose of verbal communication carried out by GT to SwADHDs is to provide enthusiasm, motivation, and provide repeated instructions, and to improve socio-emotional relationships before learning begins. Encouraging and motivating ADHD students is one way they are ready to start learning (Borkowska & Zawadzka, 2008). GT must provide direction and special treatment in positive sentences by providing a clear, concise, and precise, so that picture SwADHDs understand what is being learned. Teachers can engage ADHD students by singing, short and happy games, or guessing increasing student motivation and enthusiasm.

In addition to verbal communication, this type of non-verbal communication before learning aims to reinforce and invite students to carry out the instructions given and give praise to students (Dustin, 2015). In this case, GT uses non-verbal communication types such as thumbs up and head nods to sign that SwADHDs have carried out the instructions well. Besides, the use of thumbs and head nods is a form of praise to SwADHDs for carrying out the instructions well. Giving praise to ADHD students is one way to keep them focused and apply discipline regularly. On the other hand, shaking the head is a sign that the instructions have not been implemented properly. The use of verbal and non-verbal communication types in pre-instructional is a type of communication between GT and SwAFHDs. Students are ready to carry out learning, have enthusiasm, motivation, focus, and sufficient attention to the subject matter to be studied (Lestari, 2020). The emotional state SwADHDs that have been well prepared will affect the social aspects of SwADHDs with other students.

In instructional activities, instructional communication between GT and SwADHDs, both verbals, non-verbal, verbal and non-verbal has the same objectives. Verbal communication aims to remind SwADHDs to carry out tasks, ensuring that they understand and carry out instructions directed by GT (White, 2016). Another goal is to remind SwADHDs to focus on the material and tasks that are being carried out. ADHD students will be more easily distracted, so GT needs to remind SwADHDs repeatedly to use verbal communication because it is more effective than non-verbal types of communication (Jacobs, 2016). In contrast to verbal communication, non-verbal communication is more emphasized as a symbol of reward giving, praise and affirmation of a condition, and agreement on an option (Lishman, 2009). GT needs to affirm the conditions in learning activities so that SwADHDs understand the difference between what they can and cannot

do. For example, shaking the head as a sign of "no," on the other hand, "yes as a sign of agreement, or SwADHDs as a sign of carrying out instructions correctly.

Similar to the type of non-verbal communication, verbal and nonverbal communication aims to ensure and provide affirmation in carrying out tasks and instructions correctly. All types of communication between GT and SwADHDs in instructional activities describe the relationship between teachers and students. Instruction is more quality; instructional targets can be achieved according to student needs. Besides, it can improve students' socio-emotional and prevent excessive behavior, especially in physical activity (walking in class, disturbing friends) (Schrodt, 2003). This type of communication in verbal evaluation activities aims to make SwADHDs commit to doing tests/assignments given, provide affirmation to complete assignments, and provide warnings. The reminder is a communication that must be done by GT so that SwADHD is focused and gives attention to the task or test that is being faced. This must be done repeatedly so that SwADHDs have a high commitment to solving it. Although it will be carried out continuously, verbal communication is more effective, especially in activities that involve physical activities (Gorham, 1988; Rasmitadila et al., 2019), the more often the intensity of SwADHDs is distracted, the role of GT in reminding and reprimanding SwADHDs is the more frequent it is to be done using positive statements and affirmative sentences. Short, simple, and easy to understand SwADHDs.

Meanwhile, the non-verbal, verbal and non-verbal types of communication aim to ensure that SwADHDs have completed the assignment/test in the form of symbols -thumbs up & head nod- which GT did very clearly. Besides, it provides an understanding of what SwADHDs can or should not do. SwADHDs will make it easier to understand admonitions, warnings, and compliments in the form of stronger symbols. Like nodding your head as a meal, you can do and shaking your head as a sign you shouldn't do it.

Conclusion and Implication

Types of instructional communication between GT and SwADHD that occur during pre-instructional, instructional process, and instructional evaluation use verbal, non-verbal, verbal and non-verbal communication types. The instructional communication improves the positive socio-emotional relationship between GT and SwADHDs and SwADHDs and SwADHDs with general students. Besides, to reduce the negative behavior that often appears in SwADHDs in the classroom and improve instructional quality, SwADHDs can achieve quality education goals according to their characteristics and needs.

The type of communication between GT and SwADHDs has a big impact on teachers in making individual learning programs that are more humane to handle SwADHDs both academically and non-academically more precisely. For this reason, it will be more effective and targeted if a special unit is formed in schools to provide services, especially in making learning programs that focus more on improving behavior so that it can have an impact on the future of SwADHDs.

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Teacher-Student's Instructional Communication: A Case Study of Students with Attention Deficit Hyperactivity Disorder (SwADHD) in Inclusive Classroom

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ABSTRACT

The purpose of this study is to explore the types of instructional communication between general teacher (GT) and ADHD students (SwADHD) during activities of the: pre-instructional, instructional process, and instructional evaluation. Data collection was carried out by observation and interviews. The data analysis used was thematic analysis. The results showed that the types of instructional communication between GT and SwADHD were: verbal, non-verbal, and verbal-non-verbal. The three types of instructional communication aim to: improve the socio-emotional relationship between GT and SwADHDs, reduce negative behavior that often appears in SwADHDs in the classroom, and improve quality of instruction; to achieve quality educational goals according to their characteristics and needs. The type of communication used between GT and SwADHDs has a significant impact on teachers in developing individual education programs. These result in a more humane experience for SwADHDs both academically and non-academically .

Keywords: instructional communication; attention deficit hyperactive disorder; verbal; non-verbal; inclusive classroom

INTRODUCTION

Communication is an important aspect of successful instruction, especially in inclusive classrooms consisting of students with diverse characteristics and unique learning styles. The success of instruction in an inclusive classroom is strongly influenced by the instructional interactions between all class members (Óskarsdóttir et al., 2020). Communication between: students, students-teachers, and general teachers-special teachers must be structured normally to be carried out properly. For this reason, teachers must be able to design instruction that promotes multidirectional communication, so that instructional objectives can be achieved (Fuentes et al., 2017). The diversity of students' characteristics and needs causes teachers to use various communication types with students who have special needs, including those with attention deficit hyperactive disorder (ADHD).

ADHD is commonly defined as impaired concentration and hyperactivity. This term provides a general description of internationally validated medical conditions that include: brain dysfunction, resulting in individuals having difficulty controlling impulses, inhibiting behavior, and being easily distracted (Sjöberg & Dahlbeck, 2018; Russell et al., 2016). Students with ADHD (SwADHD) experience learning difficulties that must be the teacher's concern in learning (Wei et al., 2014). SwADHDs can experience: various learning difficulties, behavioral difficulties, social difficulties, communication difficulties, and other interrelated difficulties (Rodríguez et al., 2015). This must be a concern for teachers in schools, especially in inclusive schools, to handle SwADHD (Laasonen et al., 2014; Shillingford-Butler & Theodore, 2012). If this condition is ignored, it will have an impact on achievement and results in schools. Another consequence is that children may not graduate from school, and it is possible for them to drop out of school with all the problems that can arise. Some of the characteristics and learning barriers experienced by SwADHD are not understanding how to complete assignments and having excessive student motor activity (Barkley & Poillion, 1994; Reebye, 2008). Students cannot sit for too long, so they run around in class or disturb their peers. Students show impulsivity and decreased learning concentration.

Communication barriers are also experienced by SwADHD, such as reduced use of verbal communication, difficulty expressing opinions and a tendency to

hide feelings (so that the behavior exhibited appears excessive). SwADHD's concentration problems make it difficult to communicate. The results of other studies suggest that learning concentration in SwADHD is indicated by the behavior of not listening to the teacher's instructions and often disturbing friends (Ross & Randolph, 2016). The causes of the communication barriers experienced by SwADHD can be attributed to the type of communication applied in learning. The role of communication between teachers and SwADHD is significant in: the pre-instructional, instructional process, and instructional evaluation (Hamilton & Astramovich, 2016).

In Indonesia, the number of SwADHD show an increasing trend from year to year. The increasing number of SwADHD certainly gives larger assignments to general teachers (GTs) in order for instruction to run well. Like other inclusive classrooms, communication between GT and SwADHD is one of the keys to successful instruction. The diverse backgrounds of SwADHDs in inclusive classrooms in Indonesia, such as family backgrounds (for example, weak economy), parenting styles in educating SwADHDs at home, and the external environment of SwADHDs all provide different styles of communication (Rosita et al., 2020). This condition affects the choice of communication type that GTs use with SwADHD in the classroom. Despite facing similar obstacles, such as difficulty concentrating, being easily distracted from an activity, a tendency to annoy by friends. SwADHD from different backgrounds, require different communication types to be used by the GT (Rief, 2012). Furthermore, the communication differences between SwADHDs make it difficult for GTs to implement the type of communication that matches the characteristics of SwADHDs. Although previous research results have revealed many communication difficulties faced by SwADHDs, the socio-cultural conditions and differences in the backgrounds of students make Gts role in Indonesia more difficult. In the end, it is difficult to achieve the goals and quality in the SwADHDs learning.

Instructional communication between GTs and SwADHD in inclusive classrooms in Indonesia uses verbal and non-verbal communication types. Verbal communication is focused on making SwADHDs follow instructions or commands given by GTs to SwADHDs. Meanwhile, non-verbal communication is usually a type of supporting communication (Humairah, 2017). Some examples of non-verbal communication that GTs often

use include: smiling, touching, face to face as an open symbol and sign of approval, or praise to SwADHDs. As a socio-cultural manifestation of Indonesian society, especially in education, an example is-kissing the back of a teacher's hand-this is a type of communication strengthening the psychosocial relationship between teachers and students (Dasrial et al., 2020). Apart from being a form of respect for educators or elders, it is also an expression of affection between students and teachers (Farida & Friani, 2018). This activity is a type of non-verbal communication between GTs and SwADHDs, so that teachers can find out the readiness of SwADHD to start instruction and a form of thanks for SwADHDs when completing instruction. To achieve the instructional objectives for SwADHDs in Indonesia, it is essential to vary the types of communication according to the characteristics of SwADHDs to meet their needs. GTs must be able to use the type of communication that matches the strengths of SwADHDs and even socio-cultural approaches that can support successful learning.

This study aims to explore the type of instructional communication between general teachers (GT) and students with ADHD (SwADHD) during: pre-instructional, instructional, and instructional evaluation in inclusive classrooms.

METHODOLOGY

Research Design

This research used case studies. Case studies are usually used for: special education, psychology and inclusive education (Moeller et al., 2015). A single case is also well suited for studies with only 3-10 participants (Kennedy, 2005). Additionally, case studies aim to provide flexibility for researchers to obtain data from a particular phenomenon or context. This study explores the phenomena associated with the communication process between GT and SwADHDs from pre-instructional until instructional evaluation. A literature review was carried out to determine the conceptual and operational definitions. Specifically for the communication process in every learning activity used in an inclusive classroom (Tuckman & Harper, 2012). Furthermore, the research instrument in the form of an observation sheet was prepared to determine all activities related to communication between GTs and SwADHDs. In addition to the observation sheet, the interview instrument was also prepared to expand upon information about the type of communication between GTs and SwADHDs.

Participants

Participants in this study consisted of eleven students, consisting of three SwADHDs and eight general students (GS) at one of the inclusive public elementary schools in West Java province, Indonesia. The selection of the three SwADHDs in this study used school psychologists' assessment results with ADHD characteristics. Specifically, the characteristics of SwADHDs in this study, see Table 1.

Table 1.

PROFILE OF SWADHDS

Initial name	Age (years)	Sex	Academic ability	Personal ability	Family's background
KW	10	Female	<ul style="list-style-type: none"> Likes art lessons. Achievement of learning outcomes for mathematics is low. Like science lessons with practical methods/observation. Likes language lessons. 	<ul style="list-style-type: none"> Short concentration span. Lack of focus. Low learning motivation. Difficulty communicating with others 	<ul style="list-style-type: none"> Pay attention to KW, including growth and development. Have brought KW to child psychologists for further analysis.
SA	10	Male	<ul style="list-style-type: none"> Likes subjects that rely on a physical aspect, such as sports. Dislikes language lessons and Mathematics (low learning outcomes). Likes science lessons with the method of observation/practice. 	<ul style="list-style-type: none"> Short concentration span. Very active. Difficult to communicate Quick to anger Motivation to learn will be high if given a reward. 	<ul style="list-style-type: none"> SA does not get enough attention from the family because parents are busy working and give up learning ability to GT in school.
NI	11	Male	<ul style="list-style-type: none"> Does not like math and language lessons. Enjoys sports. Likes lessons in art/singing. 	<ul style="list-style-type: none"> Low learning motivation Low concentration span Very active Difficult to communicate with other people 	<ul style="list-style-type: none"> Parents always ask GT about NI's progress, especially in activities that NI likes.

Data Collection

Data collection was carried out in two stages. The first stage was carried out by classroom observations, with three SwADHDs and eight GSs in each instructional activity. Observations were made for five meetings, with the observation's duration ranging from 07.00 am - 4.00 pm. Researchers used observation instruments containing instructional activities to obtain observational data, from pre-instruction until instructional evaluation (for one meeting). The contents of the observation instrument were focused on the communication process between GTs and SwADHDs. After carrying out observations for five meetings, the researcher conducted interviews with GTs during a special time so that GT could focus more on explaining the characteristics of SwADHDs. Interviews were conducted using semi-structured techniques and open-ended questions. GT's number of questions totaled five questions: communication types, communication problems faced by GT with SwADHDs (inside and outside the classroom), and how to communicate between GT and SwADHDs. Interviews were conducted for two consecutive days, with a duration of 1.5-2 hours face to face.

Data Analysis

Data analysis techniques were analyzed using thematic analysis to identify, evaluate, and create themes expressed by participants (Clarke et al., 2015). Observation data and interview data were recorded in a manuscript (verbatim manuscript) and coded for each one not to overlap. The coding was done using a combination of deductive and inductive techniques. At the beginning of the study, the researcher determined the initial code for the three focuses, namely, activities on the pre-instruction, instructional process, and instructional evaluation.

Furthermore, it was done inductively by filtering and generating new code by iterating the code when filtering data. To simplify the data analysis process, the researcher used the NVivo 12 program in the coding and categorization process of each finding. Data from observations and interviews were entered into Nodes and Cases to be grouped into data with a specific code. Thematic maps show the organization of concepts according to various levels, and potential interactions between concepts are then developed. Researchers analyze and discuss all codes and categorizations and the possible integration between codes to be streamlined. This inductive technique allows identifying themes given by participants in response to research questions (Liu, 2011). See Figure 1 below:

The credibility and dependability of data in this study are considered a form of data validity that can be justified. The data credibility procedure starts with preparing a data collection instrument that uses a review of the relevant literature. The observation and interview instruments were designed and validated by two experts: one of inclusive education and one of instructional design. After the data was collected, the data's credibility was carried out by member checking, especially in the interview data. The researcher confirmed the transcript and data analysis results with the GT so that the data was guaranteed to be accurate. The use of source triangulation and investigator triangulation involving the three researchers also added to dependability (Patton, 2014). Furthermore, researcher triangulation was also carried out to reduce bias by facilitating member-checking to check the integrity of participants' responses (Treharne & Riggs, 2015). All researchers' involvement was essential to produce findings' with integrity from different points of view of the same problem.

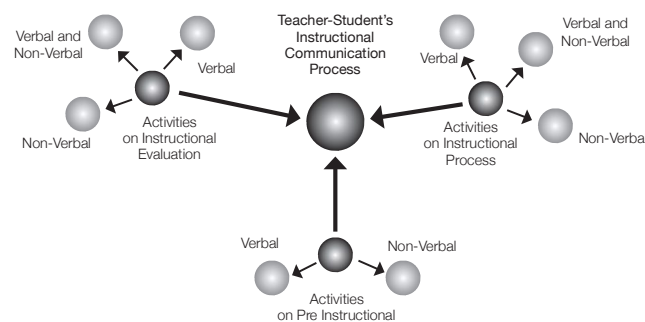


Figure 1.

Results of Data Analysis from the Teacher-Student's Instructional Communication Process.

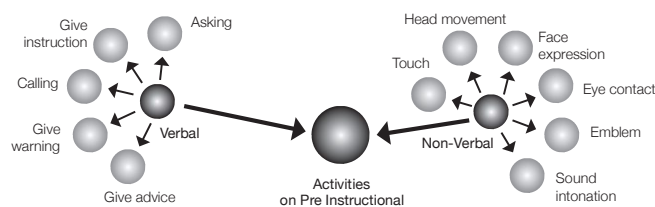


Figure 2.

Types of Communication between SwADHD and DT in Pre-Instructional Activities

FINDINGS

Pre-Instructional

Pre-instructional activity is one of the pre-instructional activities carried out between SwADHDs and GTs. All communication processes that occur in the preparation for core instructional activities occur prior to instruction.

Pre-instructional activities consist of two themes, namely the types of verbal and non-verbal communication. The type of verbal communication consists of: giving advice, admonitions, instructions, calls, and questions. Verbal communication when giving advice aims to motivate SwADHDs to be enthusiastic in starting instructional activities. SwADHDs gave a positive response in preparing themselves to learn, such as the sentence „Yes, Miss.” In giving reprimands and instructions, verbal communication aims to make SwADHDs immediately occupy a seat, indicating that instructional activities will begin. SwADHD understand that instruction is about to begin and has begun to take their seats through reprimands and hints. Apart from that, the warning and hint from GT are intended so that SwADHDs do not disturb their other friends. Examples of GT reprimands include:

GT : „Come on SA, don't bother your friends, take your seat now because we are going to start studying.”

SA : „Ah, Miss, what's wrong? (While stopping annoying friends and going to her seat)

The other verbal communication is calling and asking questions to open communication when the GT meets SwADHDs when they enter the class. GT calls the name of SwADHDs, and asks about the condition of SwADHDs (example: „how are you today?”). SwADHDs answer GT and are accompanied by school culture of kissing the back of GT's hand. The culture of kissing GT's hand is one of the school cultures that aims to make students respect teachers as parents and understand what a student should and should not do to teachers (Dasrial et al., 2020). It aims to foster closeness between the GT

and SwADHDs so that they have a sense of being more open: in expressing opinions, self-confidence and creating a good social relationship.

Types of non-verbal communication consist of emblems, head movements, facial expressions, eye contact, and touch. The use of emblems and head movements is a type of non-verbal communication that aims to provide signals (the use of thumbs and head movements) so that SwADHDs follow instructions and, if successful, follow GT instructions. The GT gave instructions in the form of a warning to SwADHDs by shaking their head. Meanwhile, using thumbs and nodding the head when SwADHDs follow GT instructions. The GT used facial expressions and eye contact when giving reprimands with stern facial expressions. The GT made a smiling face when SwADHDs successfully followed the instructions and reprimands. SwADHDs usually gave a smiling face when GT complimented them on executing their instructions well. Facial expressions are usually followed by eye contact between the GT and SwADHDs. This can be seen from the results of the interview with GT:

GT : „I usually give a smile to SwADHDs if they are successful in carrying out my instructions well, besides, of course, always making eye contact with them.”

The teacher uses non-verbal communication in the form of touch by touching the back of SwADHDs to inquire about the news and condition of SwADHDs. Apart from that, a touch to the students' heads when the GT gives advice and motivates SwADHDs to be ready to learn. SwADHDs regularly nodded their heads as a sign of approval of what GT had said.

Types of verbal and nonverbal communication between GT and SwADHDs in pre-instructional activities aim to ensure the readiness of SwADHDs to start learning. The readiness of SwADHDs is focused on the socio-emotional aspect so that they are ready to build relationships with friends and their environment, but can provide attention and reduce impulsivity when learning.

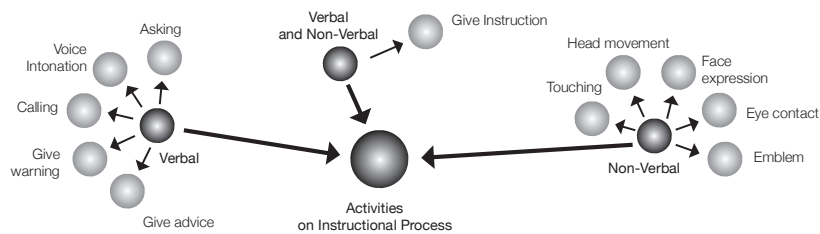


Figure 3.

Types of communication between SwADHD and GT on Instructional Process Activities

Instructional Process

There are three themes of communication types in instructional activities: verbal, non-verbal, and both verbal and non-verbal. The communication process that occurs between GTs and SwADHDs in instructional activities is a type of communication in both academic and non-academic aspects given by the GT to all class members.

Verbal communication consists of: giving advice, admonitions, calls, questions, and voice intonation. Giving advice and reprimands is a type of communication between GTs and SwADHDs, aiming to ensure that SwADHDs carry out instructions, assignments, and social interactions with other students (Tannock, 2018). The GT provides advice to SwADHDs, usually in verbal sentences, to emphasize that SwADHDs listens to the GT's advice and implements the advice. For example, the GT advises NI to sit in his chair while doing assignments (done repeatedly). NI responds to non-verbal communication by sitting in his chair but necessitating communication repetition by running in the classroom. Apart from advice, the warning also had the same objective: asking SwADHDs to carry out the GTs instructions (Saussure & Rocci, 2016). For example, the GT admonished KW to do the assignment in his chair, not to disturb his friends and immediately carry out the assigned task. KW responded non-verbally by adhering to all the warnings given by the GT. Call and ask communication types are two types of verbal communication that aim to: ensure that SwADHDs always focus or pay attention to the subject matter, ensure that SwADHDs understand the subject matter, and understand the instructions given by the GT to SwADHDs. The GT ensures that SwADHDs is focused on the given task in the call communication type and has correctly identified the instructions. After calling, the GT will usually ask questions and ensure that the GT's assignments and materials are correct. The SwADHD usually responds by asking GT again about the tasks that must be done. For example:

GT: „SA (calling names), what are you doing?
Have you done the task that you gave me?”

SA: „What was your job, Miss?”

Another type of verbal communication, namely voice intonation, is the GT's communication type when explaining material repeatedly to SwADHDs, both at moderate and slow levels. The type of voice intonation communication depends on the condition of the SwADHDs (Borkowska & Zawadzka, 2008). The psychological condition of SwADHDs very much determines the medium, high and low tone of voice used.

Types of non-verbal communication consisting of: emblems, facial expressions, head movements, eye contact, and touch (Boyce, 2017). This type of emblem communication is used by GTs implementing a certain hand wave or gesture. The goal is that SwADHDs focus on and understand the material described by GT. SwADHDs were given various responses (such as pointing fingers and smiles), indicating that SwADHDs understood the material explained by the GT. This type of non-verbal communication employs facial expressions and head movements to ensure that SwADHDs understand the GT's tasks and materials and understand the instructions given by the GT to SwADHDs (Dustin, 2015). The stern facial expressions shown by GT are made to give a warning, and smiling faces indicate that SwADHDs have: successfully followed instructions, can complete assignments, and understand the material. SwADHDs responses were also performed using facial expressions, smiling (if successful in completing the task, understanding the material), and a flat face when being reprimanded by GT. The type of non-verbal communication was a head movement by the GT „nodding the head meaning „yes” and shaking the head meaning „no.” The SwADHDs response also uses the same meaning as the GT's, namely nodding means „yes” and shaking the head means „no.” This type of eye contact communication between the GT and SwADHDs aims to: reprimand, give advice and pay attention to SwADHD when studying.

The SwADHD made eye contact when providing answers to the GT's questions. The touch communication was carried out by the GT when the SwADHDs followed advice so that they were motivated to learn.

The verbal and nonverbal communication between GTs and SwADHDs aims to invite SwADHDs to focus on doing tasks, starting with a call-using a hand wave- and then asking questions about the work done by SwADHDs. The SwADHDs response was made by eye contact and answering questions about assignments.

The type of communication in instructional activities, namely verbal communication between the GT and SwADHDs, aims to enable SwADHDs to: understand instructions and subject matter, pay attention and develop understanding, complete assignments, and understand social relationships with other friends in the class (Prevatt & Levriani, 2015). This type of non-verbal communication between the GT and SwADHDs aims to make SwADHDs understand: the form of instruction, subject matter, and complete assignments (Iseman, 2012). Types of verbal and non-verbal communication between GTs and SwADHD encourage SwADHDs to understand instructions and work on assignments.

Instructional Evaluation

The instructional evaluation activities consist of three themes: verbal, non-verbal, and both verbal and non-verbal. The instructional communication between GT and SwADHDs occurs at the end of the instructional activity.

The types of verbal communication that occurred between GTs and SwADHDs consist of advice and reprimands. The purpose of the advice and reprimands given by GTs to SwADHDs is to ensure that SwADHDs carry out the instructions given by the GT. Verbally, the advice was given to SwADHDs to do the test honestly and not to

cheat or ask other friends. The GT gave a warning when SwADHDs didn't do the test but annoyed their other friends. The response given by SwADHDs is usually done with non-verbal (body movements and eye contact) carried out the instructions repeated by the GT. For example:

GT: „SA, let's do your test, don't bother your friends.”

SA: (stop annoying friends, and rework the test)

Non-verbal communication consists of emblems, facial expressions, head movements, eye contact, and touch. The purpose of the general type of non-verbal communication is that the GT ensures that all instructions given can be carried out by SwADHDs, and to provide advice. The communication through the emblem is carried out by the GT in the form of a wave of the hand when calling SwADHDs, going around to SwADHDs and being responded to by SwADHD by approaching the GT when called by the GT. Making facial expressions the GT signals to the SwADHDs using firm facial expressions when giving tests, giving warnings, and smiling facial expressions when the SwADHDs have finished working on the test. Meanwhile, the SwADHDs response was to give a smiling face when completing the test and a confused facial expression when they could not answer test questions. The GT's head movements consisted of nodding their head meaning „yes” and shaking their head as a sign of „no.” Responses provided by SwADHDs (NI and SA) were bowing their heads when reprimanded, shaking their heads when they said „no,” and nodding their heads when they said „yes.” The communication with eye contact that the GT made to SwADHDs occurred when the GT reprimanded, gave advice, gave test papers, and approached SwADHDs. SwADHDs gave the same responses to the GT. They made eye contact when invited to communicate with the GT. Touch is a type of non-verbal communication used when SwADHDs finished a test by inviting them to clap their hands together.

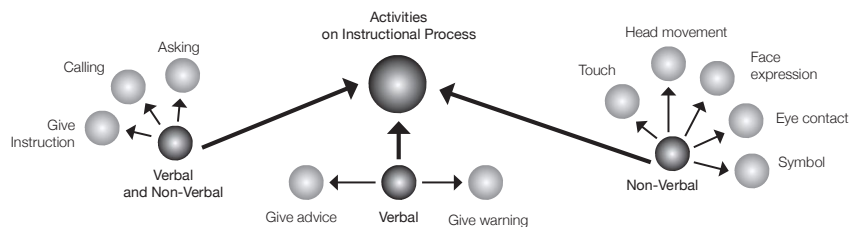


Figure 4. Types of communication between SwADHD and DT in Instructional Evaluation Activities

Types of verbal and non-verbal communication consist of calls, questions, and instructions. Verbal and non-verbal communication goals ensure that SwADHDs carry out instructions, understand test material, and provide reprimands. GT's type of call communication to SwADHDs includes verbal calls to SwADHDs to take test questions, collect test results, and reprimand SwADHDs. SwADHDs gave the next response by making eye contact with the teacher and carried out the GT's instructions. The type of questioning communication was carried out by the GT asking SwADHDs about the part of the test questions that SwADHDs did not understand. The GT also read out the test questions that SwADHDs did not understand verbally. SwADHD responded with eye contact and nodded his head as a sign of „yes” to the GT so they can read out questions that the GT does not understand. An example can be seen in the conversation with NI below:

GT: *„Is there any part that you do not understand in these questions? Do I need to read it out?*

NI: *(nods” agrees „and makes eye contact with GT)*

The type of instructional communication given by the GT to SwADHDs was instructing them to do the test, and if the SwADHDs did not understand, they could ask the teacher. The SwADHD responded by nodding their heads as a sign of „yes” or agreeing with the GT.

Types of verbal, non-verbal, and both verbal and non-verbal communication conducted between GTs and SwADHDs aim to ensure that SwADHDs carry out instructions and understand test questions.

DISCUSSION

The type of instructional communication between GTs and SwADHDs in an inclusive classroom is a form of interaction that aims to increase the student's knowledge and behavior. Furthermore, the ultimate goal of communication in instruction is to increase student success according to their respective needs and characteristics (Cornelius-White & Harbaugh, 2010). The type of communication between teachers and students with special needs provides the possibility for educators (Andzik & Cannella-Malone, 2019), in this case, GT, to strengthen the series of instructions given to SwADHDs. For example, verbal communication is one type of effective communication widely used by teachers in strengthening and clarifying instructions that students with special needs must carry out.

The instructional communication between GTs and SwADHDs in pre-instructional activities consists of verbal and non-verbal communication. The purpose of verbal communication carried out between GTs and SwADHDs is to provide enthusiasm, motivation, repeated instructions, and to improve socio-emotional relationships before learning begins. Encouraging and motivating ADHD students is one way to ensure they are more ready to start learning (Borkowska & Zawadzka, 2008). GTs must provide direction and special treatment in positive sentences by providing a clear and concise picture so that SwADHDs understand what is being learned. Teachers can engage with ADHD students by singing, short and happy games, or guessing games, increasing student motivation and enthusiasm.

In addition to verbal communication, this type of non-verbal communication before learning aims to reinforce instructions, invite students to carry out the instructions given and to give praise to students (Dustin, 2015). In this case, the GT uses non-verbal communication types such as thumbs up and head nods to signal that SwADHDs have carried out the instructions well. Additionally, the use of thumbs and head nods as a form of praise to SwADHDs for carrying out the instructions well. Giving praise to ADHD students is one way to keep them focused and apply discipline regularly. On the other hand, shaking the head is a sign that the instructions have not been implemented properly. The use of verbal and non-verbal communication types in the pre-instructional stage is a type of communication between GT and SwADHDs. Students are ready to engage in learning, have enthusiasm, motivation, focus, and sufficient attention to the subject matter being studied (Lestari, 2020). The emotional state of SwADHDs that have been well prepared will affect the social aspects of SwADHDs with other students.

In instructional activities, instructional communication between the GT and SwADHDs, whether it be, verbal, non-verbal or verbal and non-verbal has the same objectives. Verbal communication aims to remind SwADHDs to carry out tasks, ensuring that they understand and carry out instructions as directed by the GT (White, 2016). Another goal is to remind SwADHDs to focus on the material and tasks that are being carried out. ADHD students will be more easily distracted, so the GT needs to remind SwADHDs repeatedly to use verbal communication because it is more effective than non-verbal types of communication (Jacobs, 2016). In

contrast to verbal communication, non-verbal communication is more emphasized as a symbol of reward giving, praise and affirmation of a condition, and agreement on an option (Lishman, 2009). The GT needs to affirm the conditions in learning activities so that SwADHDs understand the difference between what they can and cannot do. For example, shaking the head as a sign of „no,” on the other hand, „yes” as a sign of agreement, or of SwADHDs carrying out instructions correctly.

Similar to the type of non-verbal communication, verbal and nonverbal communication (combined) aims to ensure and provide affirmation in carrying out tasks and instructions correctly. All types of communication between GTs and SwADHDs in instructional activities describe the relationship between teachers and students. Instruction is of a higher quality; instructional targets can be achieved according to student needs. Additionally, it can improve students' socio-emotional state and prevent excessive behavior, especially in physical activity (walking in class, disturbing friends) (Schrodt, 2003). This type of communication in verbal evaluation activities aims to make SwADHDs: commit to doing tests/assignments given, provide affirmation to complete assignments, and provide warnings. The reminder is a communication tool that must be used by the GT so that SwADHD is focused and gives attention to the task or test that is being faced. This must be done repeatedly so that SwADHDs have a high level of commitment to solving it. Although it will be carried out continuously, verbal communication can be effective, especially in physical activities (Gorham, 1988; Rasmitadila et al., 2019), the more often the attention of SwADHDs is distracted, the role of the GT in reminding and reprimanding SwADHDs must be more frequent and it is to be done using positive statements and affirmative sentences. Short, simple, and easy to understand by SwADHDs.

Meanwhile, the non-verbal, verbal and non-verbal types of communication aim to ensure that SwADHDs have completed the assignment/test in the form of

symbols -thumbs up & head nod- which the GT did very clearly. Furthermore, it provides an understanding of what SwADHDs can or should not do. SwADHDs will find it easier to understand admonitions, warnings, and compliments in the form of stronger symbols. Like nodding your head as an agreement, and shaking your head as a sign of disagreement.

CONCLUSION AND IMPLICATIONS

Types of instructional communication between GTs and SwADHD that occur during the pre-instructional, instructional process, and instructional evaluation use verbal, non-verbal, and verbal and non-verbal communication types (combined). The instructional communication improves the positive socio-emotional relationship between GTs and SwADHDs and also between SwADHDs and general students. Additionally, it can reduce the negative behavior that SwADHDs often display in the classroom and improve instructional quality, SwADHDs can achieve quality education goals according to their characteristics and needs.

The type of communication between GTs and SwADHDs has a large impact on teachers in making individual learning programs that are more fit for purpose in the handling of SwADHDs both academically and non-academically. For this reason, it will be more effective and targeted if a special unit is formed in schools to provide services, especially in making learning programs that focus more on improving behavior so that it can have a positive impact on the future of SwADHDs.

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