

Comparison of Responses between Children with ADHD and Normal Children.

Ika Sapitri¹, Mita Nur Widiyanti², Lusiana Suciati Dewi³

English Department, Faculty of Teacher Training and Education, Universitas Subang¹

English Department, Faculty of Teacher Training and Education, Universitas Subang²

English Department, Faculty of Teacher Training and Education, Universitas Subang³

ikasafitri907@gmail.com¹, mitanuw1028@gmail.com², lusianasuciatidewi11@gmail.com³

Abstrak

Attention-Deficit/Hyperactivity Disorders often occur among children and adults whose characteristics can be seen from how they respond to an action or question. This study aims to compare responses between children with Attention-Deficit/Hyperactivity Disorders and normal children. The subjects in this study were 2 children with Attention-Deficit/Hyperactivity Disorders and 1 normal child using data analysis from 2 videos on YouTube. This study uses a qualitative method by using observations of the video from YouTube. The results of this study indicate a significant difference in response between children with ADHD and normal children without ADHD. These differences can be identified through the symptoms of inattention, impulsivity, and hyperactivity.

Keywords: ADHD; ADHD Children; ADHD Response; Response Comparison.

Abstract

Attention Deficit/Hyperactivity Disorders sering terjadi dikalangan anak-anak maupun dewasa yang cirinya dapat kita lihat dari bagaimana cara mereka merespon sebuah tindakan ataupun pertanyaan. Penelitian ini bertujuan untuk mengetahui perbandingan respon antara anak pengidap Attention Deficit/Hyperactivity Disorders dengan anak normal. Subjek dalam penelitian ini yaitu 2 anak pengidap Attention Deficit/Hyperactivity Disorders dan 1 anak normal dengan menggunakan analisis data dari 2 video dari YouTube. Penelitian ini menggunakan metode kualitatif dengan menggunakan observasi terhadap video dari YouTube tersebut. Hasil dari penelitian ini menunjukkan adanya perbedaan respon yang signifikan antara anak pengidap Attention Deficit/Hyperactivity Disorders dan anak normal tanpa dugaan Attention Deficit/Hyperactivity Disorders. Perbedaan tersebut dapat diidentifikasi melalui gejala inattention, impulsivity, dan hyperactivity.

Kata Kunci: ADHD; ADHD Children; ADHD Response; Response Comparison.

INTRODUCTION

A language disorder is a linguistic production ailment that affects a person's ability to receive and express language. The DSM-V explain that the disorder is characterized by chronic problems in understanding or producing spoken, written, sign language, or other forms of language. In everyday life, we can find the phenomenon of this language disorder in someone who is diagnosed with a disease, even in someone who is physically healthy. One of the language disorders that can be found is language symptoms in people with ADHD.

Attention Deficit Hyperactivity Disorder or ADHD is a mental disorder that makes it difficult for sufferers to pay attention to things and often exhibits impulsive and hyperactive behavior. ADHD affects 5.3% of children worldwide. According to APA (2013), ADHD is characterized by inattention and persistent symptoms of hyperactivity and Impulsivity. In public health, Attention Deficit Hyperactivity Disorder is a serious problem that affects many children and often persists into adulthood and has persistent inattention, many of which impair function or development characterized by motility and impulsivity (El-Nagger et al., 2017). This condition can clearly affect children's daily activities in interacting with other people, or even when they carry out their daily activities.

Children with Attention Deficit Hyperactivity Disorder exhibit poor concentration, hyperactivity, impulsive features, and symptoms, and can cause an imbalance in most life activities. So at this point, people with ADHD, especially children, can be classified as children with special needs. Children with ADHD will find it very difficult to focus on certain activities. This difficulty is not caused by the presence of external stimuli that interfere with their to maintain attention. Children with ADHD must spend more time at home with their parents and siblings to increase attendance, involvement, and participation to prevent barriers (Kaya Kara et al., 2021).

In fact, it is very difficult to distinguish between an active child and a hyperactive child who has been diagnosed with ADHD, both cognitively and affectively. They at first glance look the same, but at some moments they look very significant differences. Hyperactive children with ADHD tend to have difficulty focusing and concentrating. Not only do they look active with great energy, but they actually find it difficult to process every command and instruction given. On the other hand, active children are still able to focus and concentrate on something that is ordered or explained. So, even though they are active, their ability to digest information is still good. Most studies have

examined the development of attention processes in normal children. Children with ADHD are less efficient on selective attention tasks than children without ADHD. Normal children are more susceptible to distraction than children with ADHD. Children with ADHD had poor performance due to all factors of EI, including emotional regulation, emotional assessment, social skills, emotional use, and overall. EI is consistent with Berkeley's theory compared to normal children (Amin Yazdi et al., 2018).

This study aims to analyze responses by comparing the performance in the form of verbal and behavior showed by children diagnosed with ADHD with normal children. This comparison is very important to document the neuropsychological deficit, it is also important to show the specific neuropsychological deficit for the disorder. According to Xavier et al. (2018), children with Attention Deficit/Hyperactivity Disorder show many cognitive and behavioral abnormalities that are a direct result of the disorder itself, and children with ADHD have poor cognitive function compared to normal children. Knowing their cognitive function helps to set goals for planning treatment goals and improve their social, academic, and personal functioning. As (Rahmi & Wimbari, 2018) stated that children with ADHD showed longer reaction times when working on the Stroop test compared to normal children. This reinforces the hypothesis that children with ADHD show reduced inhibitory capacity. In relation to the response shown, we can see significant differences in several things that characterize normal children who do not have ADHD children. Such as differences in communication, differences in responding to an action, differences in behavior, and others. This is very important because we have to be able to handle what kind of response and behavior we should give to children with ADHD.

METHODS

Research Design

This study used a qualitative method. As Aspers & Corte (2019), explain that qualitative research is an iterative process in which improved understanding of the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied. This research is descriptive and qualitative which focuses on the differences in the responses shown by children with ADHD and normal children without ADHD. This explains all types of responses in a communication issued by children which is the purpose of this study.

Participants

In this study, participants consisted only 3 people, two of whom were children with ADHD and the other was a normal child without ADHD. This study was conducted for 2 weeks by examining videos that focus on the differences in the responses of ADHD children and normal children.

Data Collection

In collecting the data, the researcher used observational analysis of videos on YouTube regarding the differences in responses including communication responses and physical responses of children with ADHD and normal children when answering questions through interviews.

Procedure & Data Analysis

In analyzing the data, the researcher used a phenomenology approach. Cresswell (2013) stated that a phenomenological study, “describes the common meaning of several individuals of their lived experience of a concept or a phenomenon.”. In order to conduct a phenomenological study, the researcher should acknowledge their experiences, especially if indeed the researcher has experienced the phenomenon under investigation. Cresswell added that phenomenological data analysis involves reduction methodology, analysis of specific statements and themes, and a search for all possible meanings.

To explain the results of observations the data in 2 YouTube videos about what is the response differences between ADHD children and normal children, the researcher used descriptive data analysis. The researcher explains all the results of this research clearly and factually in order to become new knowledge for everyone who surrounds people with ADHD.

FINDINGS AND DISCUSSION

Findings

This study examines the differences in communication responses between children with ADHD and normal children analyzed through videos from YouTube. The findings from the qualitative data analysis in this study showed that there were significant differences in responses to both the way of communicating and even the gestures shown by children with ADHD and normal children without ADHD. The table below is the result of the analysis of 2 videos that have been selected by researchers.



Picture 1. Video Source of The Research

This first video is about 2 children who are conducting interviews about their daily lives with the same questions. In the video, there is 1 boy without ADHD and 1 girl with ADHD. Researchers found that there were differences in the responses shown by two of them.



ADHD Child vs. Non-ADHD Child Interview

Picture 2. Boy Without ADHD

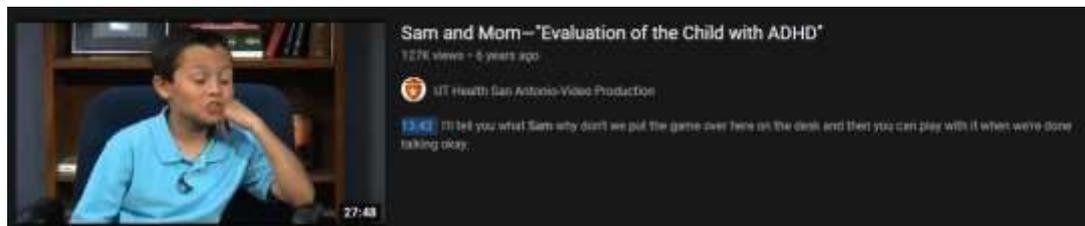
The explanation of this picture is during the interview, the boy seemed to be able to focus his attention fully on the questions given. Then when answering the questions given, he spoke in a timely manner by making full eye contact with the questioner. He also responded to all questions calmly and patiently.



ADHD Child vs. Non-ADHD Child Interview

Picture 3. Girl With ADHD

As for the girl, at the time of the interview, she seemed to have difficulty paying her full attention to the questions given. So that the gesture he shows seems hyperactive. Then when answering questions, she tends to speak late (dyslexia) and does not make any eye contact with anyone even the questioner. She also seemed to respond to all questions in a rushed and unfocused manner.



Picture 4. Video Source of The Research

The second video of this research, contains an interview conducted with a mother and her child who is a person with ADHD. The interviewer asked about the child's daily life. Researchers found a hyperactivity response in the child.



Sam and Mom—"Evaluation of the Child with ADHD"

Picture 5. Boy With ADHD

At the time of conducting this interview, there was a hyperactivity and impulsivity response shown by the boy. In the video, he constantly changes his sitting position in a motion that is carried out continuously without getting tired so that he looks difficult to focus. He is also unable to control and coordinate his motor activities, so he cannot distinguish between important and unimportant movements.

Discussion

The data obtained from the observation of several videos showed that there were significant differences in responses between children with ADHD and normal children without ADHD. These differences can be identified through several characteristics possessed by people with ADHD. Among them are Inattention (difficulty paying attention), impulsivity (taking actions without thinking about the consequences that could be obtained), and hyperactivity (excessively active and aimless behavior). In the first video, it can be concluded that the girl with ADHD responds to communication with an attitude of inattention, where the child it difficult to focus fully so she tends to look indifferent and not focus on what they are talking about. And in the second video, the boy with ADHD also shows impulsivity and hyperactivity, where the child continues to make uncontrolled movements that cause his attention to the question not to be full. Furthermore, we can see clearly the differences in the responses given by normal boys without ADHD in the first video. He was overall able to focus his attention on all questions in a focused, calm and unhurried manner.

CONCLUSION AND SUGGESTION

ADHD is a mental disorder that occurs in both children and adults. Rinaldi et al. (2021) stated that Language disorder is the most frequent developmental disorder in childhood and it has a significant negative impact on children's development. ADHD can affect various physical aspects of sufferers, one of which is the way they communicate with language. Language disorders in people with ADHD usually begin in early childhood. Commonly, children with ADHD have difficulty concentrating and become hyperactive, so this can affect their learning achievement and social relationships. This disorder affects the brain's executive function or the child's ability to self-regulate, and control

thoughts, words, actions, and emotions. According to Hai & Climie (2022), children with ADHD with high social skills considered themselves to have significantly high resilience skills compared to those with low social skills. In particular, children with ADHD who have high social skills rated themselves stronger in their ability to master stressful situations and their ability to relate to others. As stated earlier, it is not easy to distinguish people with ADHD, especially those who are classified as mild, from normal children who are slightly more active than other children. There is no test to definitively diagnose this type of disorder since the symptoms vary depending on age, situation, and environment. In the analysis of this video from YouTube, the authors found 3 types of children with ADHD, namely: ADHD with Inattention, Impulsivity, and Hyperactivity. Quoted from research results through observational analysis from YouTube, it can be concluded that there is a substantial difference in the responses shown when ADHD children and normal children answer interview questions and interact with interviewers.

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