

**STRATEGIES OF TEACHING ENGLISH VOCABULARY FOR
STUDENTS WITH AUTISM SPECTRUM DISORDERS**

AT SLB DHARMA PUTRA DAHA KEDIRI

THESIS

Presented to

State Islamic Institute (IAIN) of Kediri

In Partial Fulfillment of the Requirement

For the Degree of Sarjana in English Education Department



By:

Ika Nurul Wulandari

NIM. 20202090

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2024

**STRATEGIES OF TEACHING ENGLISH VOCABULARY FOR
STUDENTS WITH AUTISM SPECTRUM DISORDERS
AT SLB DHARMA PUTRA DAHA KEDIRI**

THESIS

Presented to

State Islamic Institute of Kediri

In Partial fulfillment of the requirements

For the degree of *Sarjana* in Education Department

Arranged by:

IKA NURUL WULANDARI

NIM. 20202090

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2024

DECLARATION OF AUTHENTICITY

Name : Ika Nurul Wulandari
NIM : 20202090
Study Program : English Language Education
Faculty : Tarbiyah
Title of Thesis : Strategies of Teaching English Vocabulary for Students with Autism Spectrum Disorders at *SLB Dharma Putra Daha* Kediri

I herewith declare that I wrote this thesis on my own and did not use any unnamed sources or aid. Thus, to the best of my knowledge and belief, this thesis contains no material previously published or written by another person except where due reference is made by correct citation. This includes any thoughts taken over directly or indirectly from printed books and articles as well as all kinds of online material. It also includes my own translations from sources in a different language.

This thesis is to fulfill the requirement for the degree of Sarjana (S1) in English Study Program, State Islamic Institute of Kediri.

Kediri, May 28th, 2024

The researcher,



IKA NURUL WULANDARI

NIM. 20202090

APPROVAL PAGE

This is to certify the Sarjana's Thesis of Ika Nurul Wulandari has been approved by the thesis advisors for the further approval by the board examiners

**STRATEGIES OF TEACHING ENGLISH VOCABULARY FOR
STUDENTS WITH AUTISM SPECTRUM DISORDERS
AT SLB DHARMA PUTRA DAHA KEDIRI**

IKA NURUL WULANDARI

NIM. 20202090

Approved by:

Advisor I



Dr. Toyyibah, M. Pd.

NIP. 197212202006042003

Advisor II



Dr. Dewi Nur Suci, S.S., M.Pd.

NIP. 198909142023212040

RATIFICATION SHEET

STRATEGIES OF TEACHING ENGLISH VOCABULARY FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS AT SLB DHARMA PUTRA DAHA KEDIRI

IKA NURUL WULANDARI
NIM. 20202090

Has been examined by the Board of Examiners of State Islamic Institute (IAIN) of
Kediri on June 26th, 2024.

1. **Main Examiner**

Nur Afifi, M. App.Ling, Ph.D.
NIP. 197707132003122003


(.....)

2. **Examiner 1**

Dr. Tovyibah, M. Pd.
NIP. 197212202006042003


(.....)

3. **Examiner 2**

Dr. Dewi Nur Suci, S.S., M.Pd.
NIP. 198909142023212040


(.....)

Kediri, June 26th, 2024

Acknowledge by

Dean of Faculty of Tarbiyah

State Islamic Institute (IAIN) of Kediri



Dr. Hj. Munifah, M.Pd
NIP. 197004121994032006

MOTTO

فَأِنَّ مَعَ الْعُسْرِ يُسْرًا

(For indeed, with hardship [will be] ease)

(QS: 94|5)

كن خيرا وسيعود الخير لك

(Do good, and good will come to you)

DEDICATION

First of all, I would like to express my gratitude to Allah SWT who always given me health, the best way, and guide me until I can complete this thesis.

I dedicated this thesis to my beloved father, Mr. Suyono and my beloved mother, Mrs. Nikmatuz Zuhroh. Thank you for always making me grateful for being born and educated in a harmonious family. Thank you for all supports and prayers that never last. I also want to thanks to my beloved little siblings, Rafalya Dwi Septiana and Trisha Lathifa Salsabila, for being my encouragement in everything. Once again, thank you for all prayers, supports, and endless love.

For my thesis advisors, Dr. Toyyibah, M.Pd and Dr. Dewi Nur Suci, S.S, M.Pd, thank you so much for your time and patience in guide me during the process to complete this thesis.

Thank you for the English teacher, Mrs. Ika Solichah, S.Pd, and students in tenth grade at SLB Dharma Putra Daha who have helped me in conducting the research and made it easy for me to get the data.

My beloved friends, Lia Nur Azizah, Nurul Aini, Ellyn Na'imatul Zaida, Adelia Zulis Pramudita, Nevita Nur Handayani, Tri Wahyuni, and then all my friends that I cannot mention one by one. Thank you for your help, support, and accompanying me during the process of completed this thesis. And thanks also to my internship friends at MTsN 9 Nganjuk and my KKN 76 friends.

The last, I want to thank you to myself for being brave and strong, for doing all this hard work. I know this process is hard but thank you for still struggle until now.

ACKNOWLEDGEMENTS

In the name of Allah, the most gracious and the most merciful, praise the researcher give to Allah SWT who has bestowed His grace and affection so that the researcher can finish this graduation paper. Sholawat and Salam were always given to our beloved prophet, the real leader, Muhammad SAW who has led his people in the right way and brought from darkness into brightness.

Alhamdulillah, the researcher would like to express the deepest respect and gratitude to her beloved parents, who always give prayer, strength, motivation and love during the academic process. This thesis was written to fulfill of the requirements for the degree of Sarjana Pendidikan (S. Pd), English Education Program. The title of the thesis is "*Strategies of Teaching English Vocabulary for Students with Autism Spectrum Disorders at SLB Dharma Putra Daha Kediri*".

This thesis would not have been completed without the support and guidance from individuals and institution. Therefore, the researcher would like to express her special thanks to:

1. Dr. Wahidul Anam, M. Ag., as the rector of State Islamic Institute of Kediri.
2. Prof. Dr. Hj. Munifah, M.Pd., as the Dean of Faculty of Tarbiyah, State Islamic Institute of Kediri.
3. Nur Afifi, M. App. Ling, Ph.D., as the Head of Department of English Language Education, State Islamic Institute of Kediri.

4. Dr. Toyyibah, M.Pd and Dr. Dewi Nur Suci, S.S, M.Pd., as my respectable advisors, for all guidance, knowledge, suggestion, support, time, and patience.
5. All lectures of IAIN Kediri, especially those English Department for their valuable thought, knowledge and English teaching for my study during Academic year at State Islamic Institute of Kediri.
6. Budi Kuncoro, S.Pd., as an the headmaster of SLB Dharma Putra Daha.
7. Ika Solichah, S.Pd., as an English teacher at SLB Dharma Putra Daha who has helped me in collecting data and completing this research.
8. All my friends of IAIN Kediri. We have gone through many things to complete this thesis. I hope this will be useful in the future.

The researcher realized that this research was still far from perfection. Therefore, the researcher expected suggestions and criticisms from all readers or other researchers who want to learn this study. May Allah SWT always bless us.

Kediri, May 28th, 2024

The Researcher,



Ika Nurul Wulandari

NIM. 20202090

ABSTRACT

Wulandari, Ika Nurul. 2024. Strategies of Teaching English Vocabulary for Students with Autism Spectrum Disorders at SLB Dharma Putra Daha Kediri. An undergraduate thesis. Department of English Language Education. Faculty of Tarbiyah. State Islamic Institute of Kediri. Advisors: (I) Dr. Toyyibah, M. Pd. and (II) Dr. Dewi Nur Suci, S.S, M.Pd.

Keywords: Autism Spectrum Disorders (ASD), English Vocabulary, Teaching Strategy.

Autism spectrum disorders face challenges in communication, social interaction, and lack of attention. Cognitive barriers represent significant obstacles to learning for autistic children, manifesting as difficulties in verbal and non-verbal communication. One way to overcome these barriers is through vocabulary. Therefore, this research aims to analyze the teaching English vocabulary strategies for students with autism spectrum disorders (ASD) and understand the obstacles faced by teacher in case of teaching English vocabulary for autism students.

The current research was a case study design on the subject of English teacher on ASD. The research subjects of this research were English teacher and class X of autism students at SLB Dharma Putra Daha Kediri. The data was collected through observation and interview. The researcher observed the teacher's strategies in teaching English vocabulary and conducted focused interview with English teachers at SLB Dharma Putra Daha.

The results of this current research showed that the teacher used some strategies to teach English vocabulary for ASD, and there are several obstacles in teaching English vocabulary for students with autism. The teaching strategies include describing picture strategy, repetition strategy, demonstration and imitation strategy, and also giving direct examples strategy. Meanwhile, the obstacles in teaching English vocabulary to students with ASD were that the student's difficulty in communication, student's difficulty in concentration and student's difficulty in memorizing vocabulary. Apart from that, lack of facilities and lack of teacher ability in using learning media were also obstacles that come from school and English teacher factors. This research still has many limitations, both in terms of strategies and obstacles. Thus, the future research is expected to contribute more broadly and deeply to the development of effective teaching strategy for the ASD students.

TABLE OF CONTENTS

COVER TITLE	i
DECLARATION OF AUTHENTICITY	ii
APPROVAL PAGE	i
RATIFICATION SHEET	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
LIST OF TABLE	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	1
A. Background of the Research	1
B. Research Problems	8
C. Research Objectives	9
D. Scope and Limitation	9
E. Significance of the Research	9
F. Operational Definition of Key Terms	10
CHAPTER II REVIEW OF RELATED LITERATURE	12
A. Students with Special Needs	12
1. Definition of Student with Special Needs	12
2. The General Classification of Students with Special Needs	14
3. Types of Students with Special Needs	14
B. Autism Spectrum Disorders	22
C. Teaching Strategy	25
1. Definition of Teaching Strategy	25
2. Types of Teaching Strategy	26
D. Strategies of Teaching English Vocabulary	27
E. Strategies of Teaching English Vocabulary to Autism Spectrum Disorders	29
F. Previous Research	31
CHAPTER III RESEARCH METHODOLOGY	33
A. Research Design	33

B. Data and Data Sources	33
C. Research Instrument.....	34
D. Data Collection	36
E. Data Analysis	36
F. Trustworthiness of the Data	37
CHAPTER IV FINDINGS AND DISCUSSION	38
A. FINDINGS	38
1. Strategies of teaching English vocabulary for students with Autism Spectrum Disorders (ASD) at SLB Dharma Putra Daha.....	38
2. The obstacles of teaching English vocabulary for student with autism spectrum disorder at SLB Dharma Putra Daha.....	46
B. DISCUSSION	53
CHAPTER V CONCLUSION AND SUGGESTION	62
1. Conclusion	62
2. Suggestion.....	63
REFERENCES.....	65
APPENDICES	69

LIST OF TABLE

Table 1. List of vocabulary taught by the teacher	40
Table 2. Strategies and obstacles in teaching English vocabulary	51

LIST OF APPENDICES

Appendix 1. Field Note of Observation	70
Appendix 2. Interview Guide	78
Appendix 3. Transcripts Interview	79
Appendix 4. Lesson Plan	82
Appendix 5. Lesson Material	85
Appendix 6. Documentation	86
Appendix 7. Letter	89
Appendix 8. Curriculum Vitae	90