

**TEACHING STRATEGIES FOR THE STUDENTS WITH AUTISM
SPECTRUM DISORDER (ASD) IN THE PROCESS OF LEARNING
ENGLISH AS A FOREIGN LANGUAGE**

“THESIS”

Presented to

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By:

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I hereby declare that the thesis and the work presented in it are my own and it has been generated by me as a result of my own original research. It does not incorporate any materials previously written or published by another person except those indicated in quotations and references. No portion of this work has been submitted in support of an application for another degree or qualification of this or any other university or institution of higher education. Due to this fact, I am the only person responsible for the thesis if there is any subjection or claim from others.

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

Kediri, June, 20th 2022

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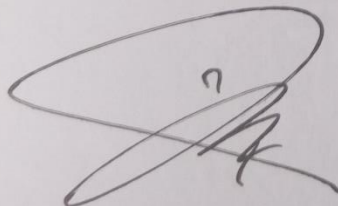
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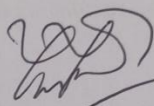
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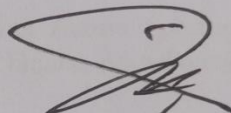
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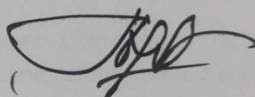
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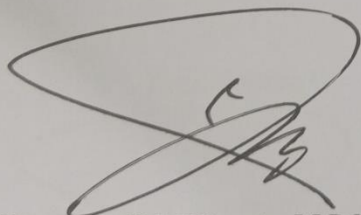
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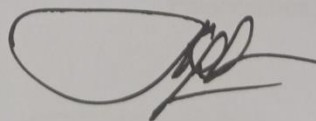
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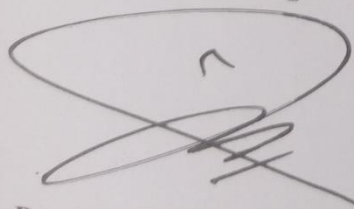
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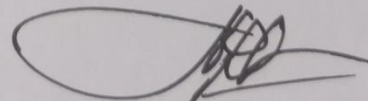
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MOTTO

What you think you become

What you feel you attract

What you imagine you create

~Buddha

DEDICATION

I'm grateful and from the bottom of my heart, this thesis is proudly dedicated to:

1. Big thanks to My God, Allah SWT who always blesses me and gives me guidance so I can finish my thesis. Moreover, I get new experience as well as more knowledge.
2. My beloved parents Mr. Sutoyo and Mrs. Sri Handayani for always supporting me in all condition, never stop praying for my success and as motivation to complete this thesis.
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In the name of Allah SWT, who has given me mercies and blessing. So, I can finish this thesis properly on the appropriate times. Sholawat and salam always be blessing be upon for Muhammad SAW, the last prophet in the world.

In this valuable chance, I would like to express my appreciation and thank to those who have a great contribution in helping me finishing this thesis. It is my pleasure to acknowledge:

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At last, the author realizes that this thesis still is still far from perfect. The suggestions and critics for the author are very welcomed. Hopefully, this thesis can be useful for us and become the input for the parties in need.

Kediri, 25 juni 2022

The writer

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Abstract

Setyowati, Renis. 2022. *“Teaching Strategies for The Students with Autism Spectrum Disorder (ASD) in The Process of Learning English as a Foreign Language”*. Thesis, Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisors: (I) Dr. Agus Edi Winarto, M.Pd., M.H. (II) Dr. Mukhammad Abdullah, M.Ag.

Keywords: autism spectrum disorder (ASD), English language, teaching strategy.

The English language was difficult to study for autism spectrum disorder (ASD) when they did not use the language as a mother language. Autism is a complex neurodevelopmental disorder with no precise cause. Through the emotional characteristics of a person and their behavior, an autism spectrum disorder can be observed. The purpose of this study was to learn about the teaching strategies for students with autism spectrum disorder (ASD) who are learning English as a foreign language, as well as how the teacher implements the strategies for students with autism spectrum disorder who are learning English as a foreign language.

The current research was a qualitative study on the subject of English teachers on autism spectrum disorders. This study took place at SLB Raharja Sejahtera Kandangan in the grade eight class. Data were gathered through interviews, documentation, and observation. The data was analyzed using data reduction, data display, and drawing conclusions.

The results of this current research showed that the teacher used strategies to teach English language to the student with autism spectrum disorder (ASD). There were modeling strategies and evidence-based practice with effective demonstrative methods and "imitating" learning models. The modeling strategy and evidence-based practice were implemented in accordance with the lesson plans that have been designed based on material from school and include learning media. The strategy is used to teach students with autism spectrum disorder (ASD) in two ways: directly and indirectly. Teaching strategies were directly practiced by providing examples or models of application according to the material to these students. The next strategy was the application of evidence-based practice. The application produces evidence of student participation or activity in the teaching and learning process. This was proven through daily practical assignments and feedback provided by the teacher. From the results, it can be concluded that students were able to receive responses to English material according to their abilities.

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