

CHAPTER I

INTRODUCTION

This chapter covers the general preview of the present study. It consists of the background of the study, focus of study, the statement of the research problem, the objective of study, scope and limitation of study, significant of the study and key terms.

A. Background of the study

Education is one of the most important things in life because it can expand potential. Generally, formal education in school and informal education can get them anywhere. There are four skills as a basic education. The skills are listening, speaking, reading, and writing. In other words, education can increase by using appropriate strategies for learning, especially English as a Foreign Language. The English language is difficult to study for those with autism spectrum disorder (ASD) when they have not used the language as a mother language. A complex neurodevelopmental disorder with no precise cause is autism (Wheeler and Mayton, 2015). Through the emotional characteristics of a person and their behavior, an autism spectrum disorder can be observed. Meanwhile, the challenges of autism spectrum disorder are a teaching strategy in the process of learning English as a foreign language as it is difficult to focus when studying. According to Wheeler and Mayton (2015), autism can occur during childhood and thus have an impact on how a child develops and matures. Autism spectrum disorder can be seen how far the progress is because ASD can be diagnosed from mild to severe. ASD with mild symptoms only shows impairments in their intellectual process, difficulty

understanding, and difficulty communicating with humor and fillings. While ASD is characterized by severe significant language delays, back and forth, and aggressive behavior toward themselves and others.

Every individual with autism spectrum disorder (ASD) faces a challenge. Autism spectrum disorder (ASD), which was once thought to reflect the poor outcome of cold and unreceptive parenting, is now recognized as a condition with strong genetic and biological roots (Goldstein and Ozonoff, n.d.). The children of ASD have an ability that can match the ability of normal children with the appropriate strategy. Because autism spectrum disorder is not uncommon in circles, with different characteristics from other people, it makes study difficult to understand, particularly in English. The most difficult communication skill in autism spectrum disorder is language (verbal and nonverbal). However, language is the most important tool for communication with other people (Romadlon,2018).

The autistic spectrum disorder (ASD) has a strong memory; they have their own world with various imaginations, and their behavior is sometimes passive and hyperactive. In the environment, the autism spectrum disorder (ASD) has challenges to studying anything in their lives, like social interaction. Sometimes they can interact with their circles, but when they have imagination, they ignore their circles. While the strategies to teach English to people with autism spectrum disorder (ASD) have an appropriate strategy for them.

The several key about autism spectrum disorder (ASD), (Divan et al. 2012). As follow:

1. A child with autism spectrum disorder (ASD) can give a challenge to family, because they have different circle with other people in interaction social.
2. Multidimensional can give the effect to individual, but they can expand to wide community.
3. Every parent to try look for to social support network and the health care providers.
4. Because the less of experiences about autism spectrum disorder (ASD), some needs that not enough the cause of the limited access to multidisciplinary services for ASD.

The current research will explain about the teaching strategies for the students with autism spectrum disorder (ASD) in the process of learning English as a foreign language. The children teaching process is complex, since the teacher needs to see how to teach each group individually (Pérez, n.d.). The challenges for a teacher when they teach on autism spectrum disorder are the way to make the children more focused when they study English language and the way get them interested in learning English. The teacher must also have a patient, creative and wise etc, so that they are interested in learning English language because a teacher is a good example for them.

The parents are amongst the key decision makers for autism spectrum disorder education (ASD) (Denne, Hastings, and Hughes 2017). The participant from the parents for the autism spectrum disorder education one of the important the aspect to expand knowledge, insight and the success of the learning strategy used especially English as a foreign language. Communication between the teacher and

the parents have to the same purpose for the learning. In order to the strategy used is appropriate, because without communication with parents a strategy used will not work well. This paper aims to know the teaching strategies and implementation of strategies for the students with autism spectrum disorder (ASD) in the process of learning English as a foreign language at the school.

B. Focus of study

Based on the current research, the current research focused to know the appropriate strategy to teach English on autism spectrum disorder (ASD) and implementation of the strategy. While autism spectrum disorder (ASD) is not rare, it is easy to find in the environment and education is one of the things needed to survive in the world.

C. The statement of the research problem

Based on the background study above, the formulation of the problem in this research: What strategies are used by the teacher in teaching English language on autism spectrum disorder?

D. The objective of study

Based on the research problem, the goal of this study is to determine the appropriate strategy used by the teacher to teach the English language to students with autism spectrum disorder.

E. Scope and limitation of the study

The scope and limitation of the study in the research are the strategies to teach English language on autism spectrum disorder at SLB Raharja Sejahtera

Kandangan. In this research explains strategies used by the teacher in English especially in eighth grade in SLB Raharja Sejahtera Kandangan.

F. The significance of the study

a. Theoretically

This research is expected to use the teaching strategies and implementation of strategy for to study English language on autism spectrum disorder (ASD). Because, the autism spectrum disorder is not rare with the different characteristic to other people that cause to study is difficult to understand especially English language.

b. Practically

1. For the students: the write hope that the students can study English language easily. They can increase their ability and they can socialize with the community;
2. For the parents: this research can assist the parents for teach English language on autism spectrum disorder (ASD), when they in home about way the strategies to use and the challenges to teach English language

G. Key Terms

Autism spectrum disorder (ASD) is one of type a special need to children that the diagnoses by a special doctor. According to (Ha et al. 2015) ASD (autism spectrum disorder) is a neurodevelopmental disease marked by chronic social communication difficulties and confined repetitive behavior (RRB). The different treatment to teaching English language as a foreign language. Because children with autism spectrum disorder are not the same as a Children in general.

English language is a foreign language, in Indonesia as a second language. all of the people can increase about our skills. The skills are listening, speaking,

reading and writing. Currently English become the most important subject at school for future opportunities (“Estrategias de enseñanza para estudiantes de primer grado con trastorno del espectro autista en el proceso de aprendizaje del inglés como lengua extranjera” 2021). Because in era modern communication with other country is the important, we can study from the other country, therefore English language is as an international language. many country that used English language for to communication.

Teaching strategies is a strategy used by teaching, especially teaching English language. The learning strategies used are adapted to the needs of their children, thus helping children in learning become easier (Liliek,2018). In other to success of learning. Because the accuracy of the strategy used is one of the most important aspects for learning success, when we study many things not only English language.