## CHAPTER II

## REVIEW OF RELATED LITERATURE

This chapter discusses about English language as a foreign language, English teaching strategies, autism spectrum disorder (ASD), teaching strategies for autism spectrum disorders, and previous study.

### A. English teaching strategies

Children's education is one way to broaden their skills, abilities, and understanding. ways to increase it. Mostly, every parent sends their children to school to get an education because, in school, they get complete facilities for learning. The ability to speak often defined as a communication, but deep than the communication of language and speech (Romadlon, 2018), because communication is a tool of communication to other people. Usually communication skills are taught during the growth of a child, due to the need to learn communication habits every day. They can study communication with their family, their friends, and their circle. Therefore, communication is important, but some of the special children have difficulty studying communication. So, that's the way special children and normally children have the treatment to study communication because they have different characteristics, behaviors, and manners of study. Whereas the mother language is an essay to study rather than the English language as a foreign language. Not only difficult to study foreign languages, especially English language, but also, they need habits to study communication in other languages because they have to study with other people who have the same goal of studying foreign languages, especially English language.

So that learning English as a foreign language can ongoing to be well and the students can easy the understand about the something in English language, an appropriate learning strategy is needed. English teaching strategies can be categorized into four. The four categorized about English teaching strategies are Young Children Learning English, Teaching English to Adults, The English Department, and especially Learning English in the Secondary School. In a secondary school setting, it is critical for the instructor to know exactly what he expects each student to do at any given time during the session, as well as what he himself should be doing (Broughton, 1980). Therefore, a teacher makes a learning plan to achieve the desired learning success. Successful learning does not only depend on teachers, students, facilities, but also on the learning strategies used.

We can use many strategies in the learning, there are : Close Reading, Verb Action, Checking for Understanding, Cognate Strategies, RTI for English Language Learners, and Combining and Scheduling Strategies (Herrell and Jordan, 2016). Close Reading is a reading and rereading approach that encourages students to learn, not only knowledge but also perspective on an author's point of view and the use of language to present an image or point of view by encouraging them to read and reread text; Verb Action is a practice that uses active learning and a combination of action, speaking, and writing to help students understand irregular English verbs; Checking for Understanding outlines strategies that teachers can use to keep a careful eye on their students' understanding of content provided in the classroom; Cognate Strategies demonstrates how to collect students' native language vocabulary knowledge and help them understand the relationships to

English words; RTI for English Language Learners adapts a method for monitoring and documenting growth in English learners that is currently utilized in exceptional education; Using Exemplary Teaching Methods in Combination with Grouping and Scheduling Approaches discusses how to use exemplary teaching strategies in conjunction with grouping and scheduling approaches to guarantee English learners have the time and opportunities they need to succeed.

So, many strategies that the teacher can use for to teach the students, but the teacher have to know what are appropriate to use for teaching, because different for every student and every lesson.

**B. Autism spectrum disorder (ASD)**

Education is currently the primary form of treatment for autism (Lasintia et al. 2021). Whereas, for the treatment to study on autism spectrum disorder is different to normally children that they cannot diagnosis as a disability. There are several challenges to teach on autism spectrum disorder (ASD) like a not focus when they study, they cannot control their emotion etc. But someone diagnosed by the doctor professional as an autism spectrum disorder (ASD), they have high empathy. Regardless of special orientations for autism spectrum disorder (ASD) and English education, in terms of teaching students with special needs, the matter of teaching strategies is discussed by several studies (Lasintia et al. 2021). Therefore, to needed the strategies when teacher to teach on autistic children specifically in the process of learning English language as a foreign language.

Several of the terms that describe disability in federal law are replaced or amended in: common use (Lewis et al. 2017). The people with autism spectrum

disorder (ASD) are at increased risk for experiencing one or more co-occurring psychiatric disorder (Rosen et al. 2018). According to (Bakken et al. 2016) the individuals with autism spectrum disorder (ASD) are thought to be particularly vulnerable to develop a mental illness. There was significant heterogeneity or early literacy skills development on the children with ASD (Tipton, Blacher, and Eisenhower, 2017). Therefore, the children that the diagnosed as an autism spectrum disorder (ASD) needed to treatment for to increase their ability and intelligence. The role of parents it is most important due to commonly the children with the diagnosed autism spectrum disorder (ASD) need more attention in learning to so Investigating how family members of children with autism spectrum disorder (ASD) differ from the general public in their perceptions of ASD can provide useful information for developing targeted public awareness campaigns that focus on understanding the causes of ASD and accepting differences in social behavior among people with ASD (Castillo et al. 2020). According to (Goel et al. 2018), there is no cure for autism spectrum disorder or autism spectrum disorder (ASD). In this case, the psychosocial approach and educational intervention are more effective in increasing social interaction in ASD. Unfortunately, this treatment requires expensive costs, so it is difficult to afford. Increased understanding of the causes and symptoms of autism spectrum disorder (ASD) can help to alleviate these societal pressures (Castillo et al. 2020).  But, according to (Den houting et al. 2019) in order to effectively treat the symptoms of anxiety in autistic children, it is important to first recognize those children who experience significant anxiety, due

to the fact that everyone has different characteristics.mething. Their circle can influence their personality.

Several medications may help children with autism spectrum disorder (ASD) manage their ADHD symptoms, including methylphenidate, which has been demonstrated to be effective in lowering ADHD symptoms in children with autism spectrum disorder (ASD) (Goel et al. 2018). In the early diagnosis and treatment of ASD (autism spectrum disorder), many different disciplines are often involved (Rieske, 2019). Therefore, a definite treatment for the cure of ASD has not been found, the treatments carried out by experts are only limited to overcoming the reactions caused by ASD. for example, most people with a diagnosis of ASD must have experienced anxiety, can't sleep, etc., whereas doctors only give drugs to reduce anxiety and sedation so that someone with ASD can sleep or rest.

The formation of characteristics starting from their environment. ASD is defined by three criteria: (1) impairment in social interaction, (2) communication, and (3) constrained repetitive and stereotyped patterns of behavior, interests, and activities (Ha et al. 2015). Daily routines are regularly disrupted in the case of individuals with ASD who exhibit aggressive behavior, family members' well-being is jeopardized (e.g., feelings of isolation and living in a warzone have been reported), and financial resources are strained as the family spends extra money on extra supports (Newcomb and Hagopian, 2018). Teachers must be able to understand the characteristics of their students, so that the methods used in learning are exactly what they need. Not only that, the approach strategy is also one of the determinants of the success of a teacher in educating children with autism spectrum disorder

(ASD) diagnosis. Therefore, good communication between parents and teachers is needed in order to know the developments that occur in students. In general, children diagnosed with ASD need more attention, they have different characteristics from normal children.

The problems that occur in autism spectrum disorder (ASD) children are different for each individual, because they have different characters. Some people only have one type of problem behavior, whereas others have numerous types (e.g., violence, elopement, self-injury, pica, and so on) (Newcomb and Hagopian 2018). This suggests that autism is caused by brain problems that manifest themselves in a person's behavior and emotional features (Lasintia et al. 2021). Therefore, it is important for someone to know the character of children diagnosed with ASD, so that they can understand these children, not only that, the use of methods for learning must be adjusted according to their needs. Although environmental and biological factors can be roughly classified as causes of problem behavior, these elements interact in a very complex and dynamic manner (Newcomb and Hagopian 2018). According to ("Estrategias de Enseñanza Para Estudiantes de Primer Grado Con Trastorno Del Espectro Autista En El Proceso de Aprendizaje Del Inglés Como Lengua Extranjera" 2021) This treatment includes some aspects like:

1. A person who understands the student's condition and how to work with them in special education. A person who understands the student's requirements and what is best for him.

2. Behavior modification: This refers to tactics for encouraging positive behavior and reducing problem behaviors.

3. Speech, physical, or occupational therapy: These therapies are aimed at improving the functioning abilities of the child.

4. Medication: This will be determined by the specialist treating the patient and his or her suggestions. This treatment will be extremely beneficial to the learner as he learns and develops his speaking and listening abilities.

So that autistic children can learn to develop their abilities, effective and appropriate learning strategies are needed. Communication between parents and teacher one of the important to aspect in other to can the control and evaluation for the learning due to the autistic children different to normal children.

**C. Teaching strategies for autism spectrum disorders**

The learning strategies used are adapted to the needs of their children, thus helping children in learning become easier (Liliek, 2018). Predictable routines and scheduled transitions are two ways that can help children with special needs develop in a positive setting (Cook et al., 2018). There are several strategies that are used for learning in autistic children, namely the ABA program and evidence-based practices, Visually based interventions.

Teaching approaches for autistic student spectrum disorder: evidence-based practice is an attempt to introduce the professional knowledge and skill competencies that teachers require in serving individuals with autism spectrum disorder from infancy to young adulthood (Wheeler and Mayton, 2015). To develop skills in children with autism, teachers require evidence-based techniques (Banda et al., 2007). Due to visual learning provides development in children. In this case the autistic disorder can learn and pay attention from the surrounding environment.

They need the habit of learning new things, such as learning English as a foreign language. A teacher can give examples of basic level English such as the names of objects around them.

Students with ASD may benefit from visual-based techniques to address their widespread challenges (Ganz et al., 2011). With using evidence-based visual videos on autistic students during learning so that the learning carried out by the teacher is more effective. The evidence-based visual video is the same as video modeling which is one of the strategies used in learning for autistic children.

Applied behavior analysis (ABA) is a scientific approach to assessing and changing behavior that is based on years of research and analysis (Johnson,2013). According to (Cook et al., 2018) The most well-known intervention method is Applied Behavior Analysis (ABA). ABA (Applied behavior analysis) therapy is beneficial for people with autism. In this case, ABA therapy has the aim of making a person with autistic diagnosis able to have a better quality of life. Not only that, ABA therapy can improve self-care abilities, improve play and social skills, improve attention, focus, memory and academics, and improve children's language and communication skills. In this case the aba approach is through observation, assessment, task execution and task analysis.

## D. Previous study

Some writers have conducted the research about teaching strategies the students with autism spectrum disorder (ASD) in the process of learning English as a foreign language. They are (1) Karla Avalos Charpentier (2021), (2) Mifta, et.al (2021), (3) Padmadewi, et,al (2017).

The first previous study is Teaching Strategies for first-grade students with Autism Spectrum Disorder in the Process of Learning English as a Foreign Language by Karla Avalos Charpentier (2021) from Universidad Hispanoamericana de Costa Rica. This study aims how to know the help these students in their process of acquiring English as a foreign Language especially in the listening and speaking skills, using new strategies focusing on a relationship based on their own potentialities and needs. The subject was an elementary eight-year-old child from Costa Rica, and his English teacher. The method which is used by the writer is qualitative method research based on a case study. The data source is taken from observed and analyzed when the teacher and students in class. The results showed that when the student used the advised tactics, he or she performed better in English. Many of the teacher's suggestions were effective; however, not all of them were.

The second previous study is English language teaching strategy for ASD (AUTISM SPECTRUM DISORDER) students by Mifta, et.al (2021) from Institut Agama Islam Negeri Curup. The purpose of this study was to look into the implementation of English language teaching strategies for students with Autism Spectrum Disorder (ASD), particularly in terms of the implementation of teaching tactics. This study took place at SMPLB of Curup, Bengkulu, Indonesia. The method which is used by the written is a descriptive qualitative method to reveal the data. There was just one English instructor who worked with ASD pupils, and she was the subject of this research. Interviews and document analysis provided the data source. The teacher employed three tactics in educating children with autism,

including developing oral language comprehension, echolalia, and communication skills enhancement using the PECS method, according to the findings. In addition, the teacher adjusted the strategy's format to meet the needs of kids with autism.

The last previous study is Teaching English to a Student with Autism Spectrum Disorder in Regular Classroom in Indonesia by Padmadewi, et.al (2017) from Ganesha University of Education, Indonesia. The goal of this study was to look into the best ways to teach English to a student with Autistic Spectrum Disorder (ASD) in a regular classroom setting. This study was carried out in the North Bali Bilingual School as a case study. A case study is the way that the author employs. The findings suggest that using visual media in the Individual Education Plan (IEP) through co-teaching, differentiated instruction, and a "buddy program" is effective in helping students learn English as a foreign language. These tactics can be used in an inclusive school program with success