

CHAPTER 1

INTRODUCTION

A. Background of Study

Education is right for everyone. Both regular students and special students who have a disability from the average condition of normal children mentally, intellectually, socially, physically, and emotionally are entitled to a good and proper education. Of the four basic skills applied to teaching-learning English, speaking is one of the skills that students should master.¹ Learning English speaking skill is very important because English is an international language and people use English to communicate with people from different language backgrounds from any part of the world to get knowledge, information, science, technologies, and others. So, it is an essential skill for both regular students and special needs students, which they deserve to learn since they have the same right to education.

Autism spectrum disorder (ASD) is one of several types of special needs students. Significant impairment in communication is one of the core diagnostic criteria for ASD.² These differences make it difficult for people with an autism spectrum disorder to interact with their surroundings. ASD students have different

¹ Ilinawati, Sijono, and Henry Elisa, "The Study of The Students' Speaking Performance in Demonstrating Product Advertising," *Journal of English Education Literature and Linguistics* 4, no (1 May 2021): 60.

² James K Luiselli, *Teaching and Behavior Support for Children and Adults with Autism Spectrum Disorder: A Practitioner's Guide* (New York: Oxford University Press, 2011), 13.

needs and treatments than other students. It is not easy to combine regular and special students in a setting, as in an inclusive setting. Because students who are extremely challenged may feel a sense of failure if they are expected to follow the curriculum of regular schools because they are unable to handle it.

Although teaching students with different conditions and backgrounds is difficult, inclusive education is being campaigned by UNICEF and by the government. UNICEF uses inclusive education as an approach to ensure that every child receives a quality education. According to what is defined in the Salamanca Statement, inclusive education promotes "recognition of the need to work towards 'schools for all' institutions that celebrate diversity, support learning, and respond to individual needs."³

Ministry of National Education (Permendiknas) also campaign inclusive education since it mentioned in Permendiknas number 70 of 2009, article 3 that every student with physical, emotional, mental, or social incompetence, as well as those with intelligence and unique abilities, has the right to take part in inclusive education at specific educational units based on their necessities and abilities.⁴

Inclusive education is an educational service system that requires special needs students to study at the closest school in a regular class with friends their age.⁵ Inclusive schools are arranged like normal regular schools, but accept disabilities as part of the students by providing a customized education service

³ UNESCO, *The Salamanca Statement and Framework for Action on Special Needs Education*, iii., 1994.

⁴ Regulation of The Minister of National Education of The Republic of Indonesia, number 70 of 2009 article 3.

⁵ Imam Yuwono and H. Utomo, *Pendidikan Inklusi* (Yogyakarta: Deepublish Publisher, 2021), 2.

system with the needs of both regular students and special needs students through curriculum adjustments, learning strategies, learning methods, assessment, and preparation of infrastructure.⁶

As in regular schools, in inclusive schools, teaching speaking is an important portion of learning and teaching of foreign language, because it is a fundamental part of the language learning process. Meanwhile, teaching speaking is a difficult task. The teacher could face several difficulties in teaching speaking, particularly in teaching students with ASD. Certain factors can make it difficult to teach English to students. One of the factors is that people with autism spectrum disorder (ASD) frequently engage in severe problem behaviors. However, creative teachers will always have ideas to overcome the difficulties they face in teaching.

There have been some studies about English language teaching to ASD students, but very few studies focus on observing the teaching of English-speaking skill to ASD. Also, very few studies are concerned about it being conducted in inclusive schools that apply inclusive settings. Those studies inform how the schools implement English teaching strategies for ASD students in a private institution for special needs students and Sekolah Luar Biasa (SLB). For example, Ida Vera Sophya conducted her study at Rumah Belajar Anak (RBA) in Kudus. RBA is a private institution that serves learning guidance and therapy for students who have special needs. She questioned in her study how ASD teachers do the

⁶ Abd. Kadir, "Penyelenggaraan Sekolah Inklusi di Indonesia," *Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 3, no. 1 (February, 2016): 10.

implementation of English teaching for ASD learners during the pandemic era.⁷ Mifta Lasintia, Prihantoro, Sarwo Edy, and Desti Ariani conducted their study at SMPLB of Curup, Bengkulu, Indonesia. They investigated the realization of English language teaching strategies for autism spectrum disorder (ASD) students, especially in terms of the implementation of teaching strategies.⁸

Therefore, this present study is interested in analyzing the difficulties that the English teacher faces in teaching English speaking skill to special needs students in an inclusive setting and the efforts that the English teacher makes to deal with the difficulties. From the various types of special needs students, the researcher focused on autism spectrum disorder students because autistic people identical with difficulty in communicating and speaking. The title of this study is "Teacher's Difficulties in Teaching English Speaking Skill to Autism Spectrum Disorder Students in an Inclusive Setting."

B. Statements of the Problem

Build upon the background of the study stated above, the researcher wants to find the answer to the following research questions:

1. What difficulties does the English teacher face in teaching English speaking skill to autism spectrum disorder students in an inclusive setting?

⁷ Ida Vera Sophya, "English language teaching for Autism Spectrum Disorders (ASD) learners during pandemic era," *Journal of English Language Teaching, ELT Forum* 10, no. 3 (2021), 280.

⁸ Mifta Lasintia, Prihantoro Prihantoro, Sarwo Edy, and Desti Ariani, "English Language Teaching Strategy for ASD (Autism Spectrum Disorder) Student," *Linguists: Journal of Linguistics and Language Teaching* 7 no. 1 (2021), <http://dx.doi.org/10.29300/ling.v7i1.4247>.

2. What solutions does the English teacher use to solve the difficulties in teaching English speaking skill to autism spectrum disorder students in an inclusive setting?

C. Objectives of the Study

The researcher formulates the study's objectives in accordance with the problem statement above:

1. To find out the difficulties faced by the English teacher in teaching speaking skill to autism spectrum disorder students in an inclusive setting.
2. To recognize the solution used by the English teacher in solving the difficulty in teaching speaking to autism spectrum disorder students in an inclusive setting.

D. Significance of the Study

The researcher expects that the result of this study will give merit to:

1. The School

The results can help inclusive schools or other schools learn more about how to teach ASD students to master English speaking skill.

2. The Teacher

The result can help the teachers who teach English to special needs students, mainly ASD students, understand what autism spectrum disorder is and how to teach speaking skill, especially in an inclusive setting where different types of students are together.

3. The reader

The study's results can inform the readers of the divergence in teaching English speaking skill to autism spectrum disorder students in an inclusive setting.

4. The researcher

The researcher learns something new and valuable from the research results about how hard it is to teach students with autism spectrum disorder how to speak English. The researcher also gets further information about how the teacher solves those problems.

E. Previous of Study

The researcher summarizes papers and journal article for this research.

Those are:

1. Rima Dewi Puspitasari (2019) titled "An Analysis of Teacher's Strategies in Teaching English at Inclusive Classroom of Ma Muhammadiyah 1 Ponorogo in Academic Year 2018/2019"

The strategies applied by teacher in teaching English at inclusive classroom, the problem faced by teacher in teaching English at inclusive classroom, and how does the teacher settle the problems faced in teaching English at inclusive classroom. This study used qualitative approach with study case design, as is also used in this current study. Although her research was conducted in an inclusive setting, she only observed the

strategies in ELT and focused on students with visual impairments. Meanwhile, this current study observed the English teacher in teaching English speaking skill and focused on ASD students.

She found out that the English teacher at MA Muhammadiyah 1 Ponorogo used some strategies in teaching English to XI IPS inclusive class. Those are arranging the students' seats, providing good explanations and teaching models, approaching and paying more attention, and assisting regular students. She also found that the difficulties that teacher faces include spending more time explaining the material and the lack of training for teaching students with disabilities. Also, she found out that to solve the problems of teaching English at XI IPS inclusive class, the teacher employs certain strategies, such as reading aloud, reading passages, questioning, and discussing.

2. Sifa Prisilia Dewi (2021) titled "Teaching English Speaking to Disabled Students in an Online Class at SLB"

Her study aimed to determine the English-speaking contents delivered, the methods and media employed, and the teacher's appraisal of each student's differences. She used descriptive qualitative approach for her study and included Autism & Tuna Grahita students in SLB as her participants. Meanwhile, for this current study, the researcher focused on ASD students in an inclusive setting.

In her investigation, she observed that the English-speaking class at SLB Purba Adhi Suta uses curriculum 2013 with core and fundamental competencies tailored for student disabilities. The teacher selects materials every three months to build upon the ability of students to observe and identify. The teacher employed direct and drill methods to teach speaking to simpler kids. The students' ability to replicate a word or sentence is used to assess them because most of them have trouble reading in English and have poor memory. The exam uses impaired student curriculum standards. The online teacher should be more appealing so students will imitate her.

3. Haida Umiera Hashim, Melor Md Yunus, and Helmi Norman (2021) titled " English As Secondary Language Learning and Autism Spectrum Disorder: The Obstacles in Teaching and Learning the Language"

They used qualitative research as a method of their study. Although their study focused on ASD, they only discovered the obstacles in Teaching and Learning ESL, not in teaching English speaking skill which is a gap in this current study.

Their study looked at the challenges Autistic ESL learners confront. Also, Teachers believed to have a part in Autistic students' English as a second language (ESL) learning process. This research aims to investigate the obstacles experienced by teachers who educate learners

with autism. According to their research, ASD is full of difficulties and challenges, but none are insurmountable.

For this study, the researcher learned about the difficulties the English teacher faces and the strategies that the English teacher uses to overcome those difficulties when teaching English speaking skill to ASD students in an inclusive setting.

F. Organization of Writing

This paper is distributed into five chapters to make this research easier to comprehend:

Chapter 1 is introduction that contains the explanation of the background of the study, the statement of the problems, the objective of the study, the significance of the study, the previous study, and the organization of the writing.

Chapter 2 is literature review that goes into detail about teaching English speaking, autism spectrum disorder, inclusive education/setting and conceptual framework.

Chapter is 3 research methodology that explains the research method, the participant, the location and time of the study, the technique of data collecting, and the technique of data analysis.

Chapter 4 is research findings and discussion, which includes the description of the data analyzing and analysis of the data.

Chapter 5 concludes with the conclusion and suggestions.