

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In our country, English is one of the foreign languages taught in Indonesia. It has become more important than any other foreign languages to learn at schools.<sup>1</sup> The government also tries to introduce English as early as possible, English is studied by the students in some levels begin from kindergarten, elementary school, junior high school, senior high school and university who are hoped to master English which is an international language. English teaching aims at mastering four basic skills of language: listening, speaking, reading, and writing.<sup>2</sup>

However among those four skills, speaking is the most important skill that should be mastered by someone. Speaking is the activity of giving speech and talk. Language will be useful if someone can use it spoken activity. It means

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<sup>1</sup> Eulis Rahmawati, *Teaching English to Young Learner: Principles and Strategies*, (Serang: UIN Sultan Maulana Hasanuddin Banten, 2012), 1.

<sup>2</sup> Elyza Martiarini, "Improving Students' Structure Mastery by Using Numbered Heads Together Cooperative Learning Strategy", *In Loquen English Studies Journal*, Vol. 9, No. 1, (January-June, 2016), 11.

that learning language is not only learning about theory, but also learning how to practice it in real communication.<sup>3</sup>

Every human has an equal to get a quality education, and human who has physical, emotional, mental, intellectual and social development are entitled to special education. All children including children with special educational needs, have a right to an education which is appropriate to their needs. The aims of education for students with special educational needs are the same as apply to all children. Education is about supporting children to develop in all aspects of their lives – spiritual, moral, cognitive, emotional, imaginative, aesthetic, social and physical. The various institutions are giving choices to the parents of autism children to give best education for their children, such as SKh and SLB (schools for students with special needs), inclusive educations, or formal institution of educations like generally.

Autism is a complex developmental disability that typically appears during the first three years of life.<sup>4</sup> Autism is a neurologic developmental disorder that affects brain function; damage the brain development of the central area of social interaction and communication skills. Autism also as a pervasive developmental disorder in children who are on the mark with a disturbance in their cognitive, language, behavior, communication and social interaction.

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<sup>3</sup> In Nur Afifah, *A Case Study on Speaking Learning Process of Autism Students at SDI Al-Azhaar Tulungagung*, (Tulungagung: STAIN Tulungagung, 2012), 3.

<sup>4</sup> Clarisa Wilis, *Teaching Young Children with Autism Spectrum Disorder*, (Beltsville: Grypon House, 2006), 25.

Including with autism is best accomplished when teacher understand autism as it applies to the individual. They practice person-centred strategies to promote academic achievement, emotional growth, students' problem independence, self-determination, and friendship. The Effective teacher delivers instructions appropriate to the student's learning style.

The study found that the approaches of loving and caring were implemented by the teacher in teaching English to autism students. This finding is supported by the view of Ahmad Zawawi which states that Islam emphasizes compassion in education. Based on interview and observation, it identified that teachers need to express affection for autism students through five key they elements of love, they are intercommunication, touch, praise, gift-giving, and nurture a deep concern for all problems and needs of students with autism.

A teacher who teaches English certainly has difficulties in teaching English speaking skill because students with autism have a disability in communication and thinking, the teacher must have the skill to submit to the English speaking materials to students with autism so that students with autism can understand and able to follow the material well. Moreover, many of the teachers just teaching informal school, not in a special school. The teacher must have strategies to teach them so that they stay given equal education in the best learning in speaking English.

Students diagnosed with autism are different, it's extremely important to know how the strategies to teach autism students. The true strategies that will

ensure that every autistic child receives the best education possible. These strategies can be implemented both in a classroom and at home: create an environment that is not over stimulating, create a structured environment with predictable routines, give fewer choices, select repetitive motions when working on projects, keep voice low and clear when teaching, limit physical contact, allow students to stand instead of sitting around a table for a class demonstration or morning or evening meeting, encourage and promote one to one interactions with students to promote social skills, eliminate stress, use signs and pictures.<sup>5</sup>

That all be a reason for the researcher as an English teacher to be. The researcher imagines how to teach English speaking skill to autism students. Related to this research, the researcher is focused on research at SKh Yayasan Karya Dharma Wanita 01 Tangerang. From the various students with a special need, the researcher just focused on autism students. The researcher would like to conduct a study about teaching English speaking skill to autism students. The researcher conducts the title *“The Implementation of Teaching English Speaking Skill to Autism Students” (A Case Study at The English Teaching Process at SKh Yayasan Karya Dharma Wanita 01 Tangerang)*.

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<sup>5</sup> Habsah Omar, Zahara Hussin, Saidah Siraj, “Teaching Approach in Autism Students: A Case in Malaysia”, *In Procedia-Social and Behavioral Sciences*, Vol. 106, No. 2, (July, 2013), 1.

## **B. Statements of the Problem**

Based on the background of the study above, the researcher aims to find the answer of the following research questions:

1. How does the teacher teaches speaking skill to autism students?
2. What is the teacher's difficulty in teaching speaking skill to autism students?

## **C. Objectives of the Study**

According to the statement of the problem above, the researcher formulates the objectives of the research as follow:

1. To identify the teacher teaches speaking skill to autism students.
2. To know the teacher's difficulty in teaching speaking skill to autism students.

## **D. Significance of the Study**

The researcher hopes the result of the study will give benefit to:

### **1. The School**

The result can be useful for the school or another school as informative data in teaching English speaking skill to autism students.

### **2. The Teacher**

The teacher who teaches English for special needs students especially autism students. It can apply and understand the nature of autism students in teaching English speaking skill and can overcome the difficulties in teaching speaking.

### 3. The reader

The result of the study gives the information to the readers about the different study in teaching English speaking to autism students.

### 4. The researcher

The research can understand and get very useful new knowledge from the research results about the implementation of teaching English speaking skill to autism students.

## **E. Previous of Study**

In this research, the writer summarizes some relevant previous studies from a paper and a journal. There are:

1. Iin Nur Afifah wrote in her paper (2012), entitled "*A Case Study on Speaking Learning Process of Autism student at SDI Al-Azhar Tulungagung*". She concludes that three autism students learning affected in speaking learning process, and based on her research there are the different characteristic and learning way of autism student in speaking learning process. That three autism student has the same case in speaking, they have not been able to make a sentence with a variety of meanings according to the context, they also have not been able to understand the meaning of a text without any accompanying them to understand it. It is indeed a disorder they have as autism children.
2. Elsy Sadewa wrote in her paper (2016) entitled "*Strategies in Teaching English for Autistic Students of Seventh Grade of SMPLBN Jepara*". She

concludes the purpose of her study to know the strategies used by the teacher in the step of teaching English for autistic students. From the finding of the research, it was found that strategies to teach autism students are: First is priming, is the activity from the teacher to allow the students to become familiar with the material, second is academic modification is the teacher modifies curriculum, syllabus and also material to make students easier, third is visual support is the teacher using visual media in teaching-learning process. The last is reinforcement is the teacher activity to give the same reward (star and candy) at the end of the teaching and learning activity when the students get a high score or good behaviour.<sup>6</sup>

3. Habsah Omar, Zahara Hussin, Saidah Siraj from Faculty of Education Polytechnic of Ungku Omar, Malaya entitled: *“Teaching Approach in Autism Students: A Case in Malaysia*. She concludes this study has demonstrated impressive result in which teachers are always trying to reach out and attract the attention of students with autism to focus on the classroom teaching by the elements of love and concern profound. The study also found the patience always was apparent in the teacher and exhibited at a high level continuously during teaching sessions. This was seen to alter the autism’ students negative behaviour to more positive behaviour.<sup>7</sup>

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<sup>6</sup> Elsy Sadewa, *Strategies in Teaching English for Autistic Students of Seventh Grade of SMPLBN Jeparu*, (Kudus: Muria Kudus University, 2016), ix.

<sup>7</sup> Habsah Omar, Zahara Hussin, Saidah Siraj, “Teaching Approach in Autism Students: A Case in Malaysia”, *In Procedia-Social and Behavioral Sciences*, Vol. 106, No. 2, (July, 2013), 1.

The differences between all the previous study above and this research, the first research learned about teaching speaking learning process of students with autism, the second research learned about the strategies in teaching English, and the last research learned about the teacher's approaches in teaching autism students. And for this research, the researcher focus on the implementation of teaching English speaking to autism students. Here, the researcher learned about the teaching speaking skill process in the class, such as the approaches, the methodologies, the strategies, and the difficulties in teaching English speaking to students with autism.

## **F. Organization of Writing**

To make this research easy to be comprehended, the paper divided in five chapters as follow:

Chapter 1 is an introduction which explain about the background of the study, the statement of the problems, the objective of the study, the significant of the study, the previous of the study, and the organization of writing.

Chapter 2 is a theoretical framework which elaborates about teaching English speaking and autism students.

Chapter 3 is a research methodology which explain about the research method, the respondent, the site and time of the study, the technique of data collecting, and the technique of data analyzing.



Chapter 4 is a research finding and discussion which consists of the description of the data analyzing and analysis the data.

Chapter 5 is closing which consists of conclusion and suggestion.