

## CHAPTER II

### THEORETICAL REVIEW

#### A. Teaching Speaking

##### 1. The Definition of Teaching speaking

According to Douglas Brown teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand.<sup>1</sup>

Teaching is guiding, facilitating learning, enabling the learner to learn, setting the condition for learning. It means the condition of teaching is an activity or a process to help students getting knowledge from the environment system. The environment system consists of instructional purpose, the material delivered, policies, facilities, teacher and students.

In general, speaking is a means of communication, and its purposes are to communicate what is it one's mind to others. Speaking, in other words, can be formulated as to give response directly to persuade others to do something, to clarify unclear thing, and to express an opinion, feeling, etc.<sup>2</sup> According to Nigel Hardwood, speaking is a unique form of

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<sup>1</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: San Fransisco State University, 2000), 7.

<sup>2</sup> Eulis Rahmawati, "Getting EFL Learners to speak: Obstacles and Solution", *In Loquen English Studies Journal*, Vol. 9, No. 4, (January – June, 2016), 23.

communication which is the basis of all human.<sup>3</sup> It means that speaking is the activity of speech and it is an integral part of the whole personalities which reflects the speaker's insight. Speaking is very important in many language classes, by speaking someone can inform, persuade, and also express an idea to other people. Speaking is a basic type of communication in our daily activities, through speaking human being can express their aim, ideas, or emotions.

Speaking is one of the importance of English. Learning to speak fluently and accurately is one of the greatest challenges for all language learners. According to Brown, Speaking is a productive skill that can be directly and empirically observed and also it can be defined as an interactive process of construct meaning that involves producing, receiving, and processing information.<sup>4</sup>

To achieve the goals of teaching activity, a particular method or technique should be applied in presenting the material. They develop oral fluency that is the ability to express oneself intelligibly teachers regardless of their grade level, their subject areas, or types of schools in which they teach, are asked to perform three important functions. However, the goal of teaching speaking skill is communicative efficiency. Learners should be

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<sup>3</sup> Nigel Hardwood, *English Language Teaching Material: Theory and Practices*, (New York: Cambridge University Press, 2010), 208.

<sup>4</sup> H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language*, (San Francisco: Longman, 2001), 140.

able to make themselves understood using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary and to observe the social and cultural rules that apply in each communication situation.

From states of the experts above, the writer concluded that teaching speaking is teaching about speaking learning which a process to help students getting knowledge from environment system and useful to inform, persuade the aim, express the idea, communicate and as interaction with a human being in daily activities.

## **2. The Role of Teacher in Teaching Speaking**

Good speaking activities should extremely engage for the students. If they are all participating fully, and if the teacher has set up the activity properly, give sympathetic and useful feedback, they will get tremendous satisfaction from it. Therefore, in the teaching and learning process teacher must be able to adopt several roles in the classroom. This is the best part of the teacher when they can have a 'role' depending on what the student's need. This is for a successful purpose of the learning. However, there are three particular relevance if we are trying to get the learners to speak fluently<sup>5</sup>:

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<sup>5</sup> Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2007), 87.

- a. *Prompter*. Students sometimes get lost for words, cannot think of what to say next on. When this situation happened, the teacher can keep encouraging the students to think creatively rather than have them hang on our every word. If this can be done supportively without disrupting the discussion or forcing students out of role it will stop the sense of frustration that some students feel when they have no idea to say.
- b. *Participants*. It is good to have time when the teacher wants to join in students' activities not only having to prompt or organize from outside the group, but also as a participant in our own right.
- c. *Feedback provider*. Helping students to evaluate their performance and telling students how well they have done or given them a grade, is need to get students out of their difficult.

The teacher's roles in teaching English speaking as a prompter and feedback provider which the teacher can keep to encourage the students to think creatively rather than have them hang on our every word and helping students to evaluate their performance or telling students how well they have done or given them a grade.

### 3. The Problem with Speaking Activities

Penny Ur mentioned four problems of students in getting speaking activities in the classroom, they are as follow:

- a. *Inhibition*. Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.<sup>6</sup>
- b. *Nothing to say*. They have no motive to express themselves beyond the guilty feeling that they should be speaking.
- c. *Low or uneven participation*. Only one participant can talk at a time if he or she is to be heard; and in a large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.
- d. *Mother-tongue use*. In classes where all, or a number of, the learners share the same mother tongue, they may tend to use it; because it is easier, because it feels unnatural to speak one another in foreign language, and because they feel less “exposed” if they are speaking their mother tongue.

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<sup>6</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996), 121.

The problems of students with autism in this research were *Inhibition* and *Nothing to say*, which the students were often inhibited about trying to say things in a foreign language in the classroom and they have no motive to express themselves beyond the guilty feeling that they should be speaking.

## **B. Autism Student**

### **1. The Definition of Autism**

Autism was first described by Leo Kanner in 1943 as a developmental disease, present from birth, in which reciprocal social behavior, language, and communication are impaired and patients display restricted interests and repetitive behaviors.<sup>7</sup>

According to Vicky, autism is a common developmental disability that usually is diagnosed in young children during the first 3 years of life. Autism is lifelong developmental that can impact how people understand what they see, hear and otherwise sense. This can result difficulties with social relationship, communication, and behavior.

Baron-Cohen, Leslie & Frith stated that autism is a behaviorally defined neurodevelopmental disorder that impairs social, language, and adaptive functioning, an examination of the cognitive origins of the behaviors

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<sup>7</sup> Ian T. Rossman and Emanuel, *Engrailed 2 and Cerebellar Development in the Pathogenesis of Autism Spectrum Disorders*, (New York: Humana Press, 2008), 4.

characteristic of autistic has led to a greater understanding of this complex disorder and has resulted in several models of autistic.

According to American Psychiatric Association (In Ministry Education of Columbia), defines autism as a pervasive developmental disorder characterized by impairments in communication and social interaction, restricted, repetitive, and stereotyped patterns of behaviour, interests and activities. This results in severe problems with social relationships, communication, and behavior. Meanwhile, According to William and Wright, they affirm that autism is a developmental disorder that normally becomes evident in the first three years of child's life, symptoms of autism vary widely and may include (1) repetitive use of objects, inability to communicate clearly, (2) resistance to changes in routine, and (3) difficulty with social interaction.

From the definition of the expert above, the researcher concludes that autism is neurological development disorder that affects brain function; damage the brain development of the central area of social interaction and communication skills in a common developmental disability that usually is diagnosed in young children during the first 3 years of life. This result in severe problems with social relationships, communication, behavior, and neurodevelopmental disorder that social, language functioning.

## 2. Characteristic and Criteria of Autism students

Yuwono stated that students with autism have three characteristics, there are disabilities in behavior, social interaction and language communications. Then, Yuwono makes a characteristic classification for students with autism. Those are some characters of students with autism:

- a. Behavior (rigid routine, tantrum, jump, careless in their environment, indirection).
- b. Social Interaction (lack of eyes contact, own world, lack of empathy).
- c. Language and Communication (verbal disorder, echolalia, lack of pay attention to others)

Yuwono also states the other behavior of autism in several behaviors. There are:

### 1) Aggressive

which means that they have over aggressive behavior, they will be mad or cry without reasonable cause.

### 2) Self Injury

Self-injury means that manifestation of behavioral autism to do injury with themselves.

### 3) Rigid Routines

Rigid Routines means that students with autism tend to imitate certainly a pattern, then if their pattern will be changed, they will be shocked.



#### 4) Self-stimulation

Self stimulations mean that students with autism have characteristic especially in their body movement such as hand flapping, visual self-stimulation (focus on round shapes), and interested in a circle movement.

#### 5) Echolalia

Echolalia means repeating of words or phrases for autism that they do not know the meaning. Another characteristics also mentioned by many experts, difficulties are: (1) relating with non-verbal communication covering inappropriate facial expression, unusual use of gestures, lack of eye contact, and lack of focused attention Garside Et al. elaborate common characteristics of people with autistic which are also supported by other experts as follows:

##### a) Communication characteristics

All people with autism experience language and communication difficulties although there are differences among individuals. Those; (2) echolalia, either immediate or delayed literal repetition of other' speech; and (3) pragmatic difficulties including problem in initiating communication, inability to maintain a conversation on a topic, and inappropriate interrupting.

b) Impaired in Social interaction

Garside et al. stated that people with autism demonstrate qualitative differences in social interaction and often have difficulties in establishing a relationship.

c) Unusual behavior

Garside et al., unusual behavior of autistic individuals can be seen in several ways such as: (1) restricted range of interests and a preoccupation with one specific interest or object; (2) fascination with movement such as the spinning of a fan or turning wheels on toys; and (3) insistence on sameness and resistance to change.

d) Intelligence levels of students with autism

(1). Low Functioning (Low IQ)

If the sufferers are included in low functioning (Low IQ), it can be predicted that they cannot live independently, they always need help from others.

(2). Medium Functioning (Medium IQ)

If the sufferers are included in Medium Functioning (Medium IQ), it can be predicted that they still can live with society and they can enter the school which special for students with autism.

### (3). High Functioning (High IQ)

If the suffers are included in High Functioning (High IQ).

It can be predicted that in the future, they can live independently and they have the intention to involve with other people.

### **3. Learning Strategies of Autism**

Learning English for autistic is an important thing to recognize them about language. Expanding communication skills especially English for autism students is one of the greatest challenges for teachers and families. Most people are unaware of the complexity of normal communication because children develop these skills automatically, usually by the age of three or four. Many autism students have not developed the skills they need for spontaneous communication. It is a priority to help autism students developing communication skills so they can express their wants and needs, to interact socially, share information, express emotions, and protest or escape aversive situations.

The specific skills requiring instruction and strategies for developing the targeted skills must be identified. Garside et al stated that the following are some general strategies and suggestions to assist with communication and language:

- a. Focus on developing interaction and communication in the environments in which the child communicates.
- b. For the young child, it may be necessary to provide some structured teaching to develop a social and communicative play.
- c. Use vocabulary and sentence level appropriate to the student's comprehension capability. Use language that is clear, simple and concise. For students with more severe communication disabilities, choose familiar, specific, and concrete words, and repeat as necessary.
- d. The use of visual supports may aid in obtaining and maintaining attention.
- e. It may be necessary to talk more slowly or to pause between words to allow time for the student to process the information. The pace of speech is dependent on the ability of the individual child.
- f. When working with students who are higher functioning, it is easy to assume that the student is understanding information, particularly if they can repeat it. However, even though there may be a good recall, the understanding may not be there. It is important to avoid long strings of information, to use visual supports to aid comprehension, and to check for understanding.
- g. Use social stories to explain events/activities.
- h. Teach new vocabulary in a variety of contexts and using a visually- based approach.

- i. Set up communication opportunities to encourage expression. Including students with autism need structured lessons on how to listen. Reinforcing listening efforts may be necessary rather than assuming that listening is an expected and automatic behavior. For example, teach the student to face the speaker, look at one spot (which does not mean they must make eye contact), and place hands in a planned position. Praise, or otherwise reward each step.

The teacher in teaching English Speaking used strategies such as clear in language, repetitive instruction, given appreciation, picture media, use vocabulary and sentence level appropriate to the student's comprehension capability and the use of visual supports may aid in obtaining and maintaining attention on developing interaction and communication in the environments.

#### **4. Teaching Approach of Autism Students**

The teachers are always trying to reach out and attract the attention of students with autism to focus on 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 autisms' students negative behavior to more positive behavior.

## 5. Teaching Strategies of Autism Students

Autism Students are on the increase, so knowing how to teach the students and which strategies to use is extremely important. These strategies can be implemented :

- a. Create an environment that is not over stimulating.<sup>8</sup>
- b. Create a structured environment with predictable routines.
- c. Give fewer choices.
- d. Select repetitive motions when working on projects.
- e. Keep voice low and clear when teaching
- f. Limit physical contact
- g. Allow students to stand instead of sit around a table for a class demonstration.
- h. Encourage and promote one to one interactions with students to promote social skills.
- i. Eliminate stress
- j. For visual learners, be sure to use signs and picture.

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<sup>8</sup> Rakesh Kumar, "Teaching Methods-Children's with Autism", 21 May 2014, <http://vikaspedia.in/education/education-best-practices/teaching-methods-children-with-autism>.