

CHAPTER I

INTRODUCTION

This chapter outlines the study's background, research questions, purposes, scope of study, and significance of the study.

1.1 Background of Study

Autistic Spectrum Disorder (ASD) is a neurodevelopmental disorder characterized by social deficits and confined, repetitive activities (Lord et al. 2018). Children with Autism suffer severe language learning obstacles, owing to issues with social engagement, communication, and repetitive activities (Mottron, L. 2017). To address these issues, it is critical to employ targeted and tailored teaching strategies that cater to their specific learning needs. Effective ways to improve their language development include providing visual aids, maintaining a regulated environment, and encouraging compassionate interactions.

Current research highlights the importance of specialized teaching strategies, such as visual aids and structured instruction, in supporting students with autism. These approaches help create a conducive learning environment by minimizing distractions and addressing the unique needs of autistic students (Sandra & Kurniawati, 2020). However, there is still limited information on how these strategies are applied in English language instruction within special education schools. While Brahim (2022) and other studies have explored various teaching methodologies, no research has specifically examined their

implementation for teaching English to students with autism in special education schools in Bogor.

Wardaniek (2017), Desmawati et al. (2018), and Setiyadi (2014) have conducted studies that offer valuable insights into teaching strategies for students with autism. Wardaniek explored metacognitive, cognitive, and socio-affective strategies in English learning, highlighting how these approaches enhance language comprehension and communication skills. Desmawati et al. examined therapeutic methods such as sensory integration and play therapy, which support language development by addressing sensory sensitivities and improving social interactions. Meanwhile, Setiyadi's research focused on cognitive, metacognitive, and social strategies for developing listening, speaking, reading, and writing skills, demonstrating their effectiveness in promoting language acquisition for students with Autism.

Despite these contributions, a gap remains in applying teaching strategy theories, research location differences, and study results variations. Additionally, while Setiyadi's (2014) theory has been widely used, its application specifically to students with autism has not been extensively explored. This study aims to bridge this gap by investigating and evaluating the teaching strategies used by teachers in special education settings. This research seeks to provide meaningful insights and practical recommendations by focusing on effective English teaching practices for students with autism. Understanding and implementing suitable strategies can significantly enhance the educational outcomes of students with autism. The findings of this study

will contribute to improving teaching methods and support systems for students with autism in special education schools.

1.2 Research Question

Based on the background of the study above, the research questions were as follows:

1. What specific teaching and learning strategies do teachers employ for students with Autism?
2. What kinds of activities do teachers develop to accommodate students with Autism?

1.3 Purposes of Study

The purpose of this study is to identify the teaching strategies and activities used by teachers to support and accommodate students with Autism in the special education school in Bogor.

1.4 Scope of Study

This research investigates the teaching and learning methods used by educators working with autistic students, and the types of activities they incorporate. The theoretical foundation of this research is Setiyadi's (2014) framework for learning and teaching strategies, specifically focusing on cognitive, metacognitive, and social strategies. Cognitive strategies, such as repetition, translation, visualization, and the use of examples, assist students in processing and retaining information. Metacognitive strategies, including self-monitoring, planning, reflection, and goal-setting, help students manage their learning. Social strategies, such as pair work, seeking assistance, role-playing,

and group discussions, encourage interaction and engagement in language learning. This study aims to determine the most effective methods for teaching English to autistic students in special education settings.

1.5 Significance of Study

This study holds both theoretical and practical significance in the field of special education, particularly in teaching English to students with autism. Theoretically, it contributes to a deeper understanding of effective teaching strategies by applying Setiyadi's (2014) framework, which categorizes learning strategies into cognitive, metacognitive, and social strategies. By examining how these strategies function in a special education setting, this research expands existing theories of language acquisition and refines our understanding of second-language acquisition (SLA) for students with special needs. Furthermore, it enhances the field of special education by demonstrating how instructional methods can be adapted to suit the unique cognitive and social characteristics of autistic students. By bridging theories of language learning and special education, this study provides valuable insights for educators, curriculum developers, and researchers seeking to improve teaching approaches for students with autism.

Practically, this study aims to provide teachers with effective strategies for teaching English to autistic students by analyzing real-world teaching practices through classroom observations, teacher interviews, and surveys. The findings will offer practical guidance on instructional techniques and learning activities that align with the cognitive, metacognitive, and social needs of

students with autism. By identifying strategies that enhance student engagement and language development, this study seeks to support teachers in creating more inclusive and effective educational practices in special education schools. Ultimately, the insights gained from this research will contribute to improving teaching methods, enhancing student learning outcomes, and promoting a more supportive learning environment for students with autism.

