

## CHAPTER 1 INTRODUCTION

### A. Background of Study

According to Andrew J dkk (2017), neurological illnesses on the autism spectrum vary in severity, prompting debate in both diagnosing autism and discussing autism. Autism is a pervasive developmental disorder, which is characterized by qualitative abnormalities in social interactions in communication patterns, interests and limited activities (Silitonga, Purba, Munthe, Herlina, 2023).

According to Gayatri Pamoedji, he stated that the cause of children experiencing developmental disorders on the autism spectrum is caused by several things, but the function of the structure attacks the brain/neurobiological part. Until now, further research and observations are still being carried out by experts to find out the extent of the cause. Although several causes have been found which are generally put forward, such as genetic factors, heavy metal poisoning, vaccination, population, and complications before and after giving birth, they are also said to be factors causing autism spectrum disorders (Fitria, 2023).

The importance and widespread use of English as a global language can not be overstated. Both mainstream students and students with Autism can benefit from long-term English language practice. Education in today's environment should include all students, including those with special needs. Learners with autism are expected to receive the same treatment and inclusion as regular students. In attempting to understand their ESL teaching

and learning process, both teachers who work with autistic students and the students themselves have received little attention. In order to bridge the gap and provide equal educational opportunities to both mainstream learners and learners with Autism, the very least we can do is gain insight into their world and learn about the challenges and barriers they face in their ESL study. Education for all means that all Indonesian children, including those with special needs, must receive an education.

In communication, the most important thing is a language while asserts that through language a person can express his thoughts, ideas, feelings, and needs can communicate effectively and efficiently with his environment. If viewed from the point of view of language skills it is divided into two, namely active or expressive language skills and passive or receptive language skills. Active or expressive language skills include reading, while passive or receptive writing skills include writing. One of the ways to improve language skills for students with autism is through inclusive schools. In context, in one hadith from Abdullah bin ‘Amr and Anas bin Malik *Radhiallahu’anhuma*, the Prophet Muhammad said:

قَيِّدُوا الْعِلْمَ بِالْكِتَابِ

Implicitly, the Prophet's message in this hadith means that writing is a media that binds knowledge, so that it is not easily forgotten. Without writing, we would not know and know the traces of a past civilization. Writing gives patterns and markers about the characteristics of a civilization, writing is a way to advance a civilization. Because of that, the

presence of the media online, which provides a great opportunity to write, needs to be appreciated as a endeavor advancing civilization”.

Although writing is an important ability in learning, there has been little study into interventions to improve the writing skills of kids with autism, according to Kristie Asaro-Sadler (2016). This could be due to the specific characteristics of students with autism. According to Asaro-Sadler, students with autism demonstrate cognitive and academic performance deficiencies, which have a severe impact on their writing ability. These cognitive performance deficiencies include issues with higher-level thinking, grasping abstract concepts, and a lack of imagined representations of ideas and perspectives, all of which limit efficient writing. Other cognitive elements, such as issues with writing structure, theory of mind, and the ability to narrate abstractly, present challenges for students with autism.

This study conducted in the SLBN Marabahan Barito Kuala is the only one school that teaches students with special need, one of which is Autism Spectrum. The school includes elementary, junior, and high school levels. The school chosen as the research setting because the school having English as the course, the researcher interest to find out the teaching techniques English subject writing skills given by teacher for students with autism spectrum.

To conduct this study, the researcher has learned about several studies related to this topic. The study from Aprilian Ria Adisti (2019) about

how to introducing English as a foreign language for autism students, why not?, in this study Aprilian Ria Adisti also mentioned that how to English source be able for students with autism spectrum by the right techniques given by teachers. Besides the techniques used by teachers in teaching English also preferred by students such as singing, dancing, inviting students to play games, and inviting students to be active learners through verbal instructions. The most favorite learning activities learning techniques for students are playing games because the media used by their teacher is quite interesting for students to active.

Based on short explanation of the previous study that the researcher will use for furthermore research, the researcher are interested to conduct a study with the tittle “**The Teaching Methods of Writing Used By English Teachers For Autism Students In SLBN Marabahan**” to helps the teachers more prepare themselves to deal how teaching English source especially in writing skills for students with autism spectrum.

## **B. Definition of Key Terms**

### 1. Writing methods

Methods are different types of the way teacher carried out teaching and learning process in the class. With this method, it must be balanced with the right strategy and media during the learning process for students with autism. In this research, the methods are used to teach writing for autism students. The methods are between VAKT, Drilling and ABA Methods.

## 2. Autism Spectrum

Autism spectrum disorder is interacting socially, verbal and nonverbal communication problems, accompanied by repetition of behavior and obsessive and superficial attraction. This developmental disorder can be definitely detected when the child is 3 years old and in some cases at 18 months old, but the signs that lead to this disorder can actually be seen from the age of 1 year, even in babies aged 8 months.

## 3. Teachers for autism

Teacher are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education and secondary education. Teachers are also not only for normal students, but professional teachers are also available for students who have limitations be it in elementary, middle, or high school.

### **C. Research Questions**

1. What methods are used in teaching writing for students with autism?
2. What are the challenges that teacher faced in teaching writing?

### **D. Objectives of Study**

1. To find out the methods of the teaching by teachers use in teaching writing for students with autism.
2. To find out the challenges that teacher faced in teaching writing.

### **E. Significance of Study**

1. Theoretically, The study's significance lies in raising public awareness and understanding that these autistic students are also members of our community. They have the same rights to receive a high-quality education that they deserve. And it has become our job to offer them with high-quality education. The most important thing is to raise knowledge that we care about and love our pupils, especially those on the autistic spectrum, so that they can study English effectively.
2. Practically, The goal of this study is to develop these individuals with autism's skills and competencies by investigating their experience, understanding, and awareness of studying English as a foreign language. The implications of the proper technique, as well as the right methods, media, role of teachers, learning activity, testing, and evaluation, as described in the theoretical review, emerge as the most important aspect of this research.
3. Furthermore, for teachers the results of this study are expected to be a teacher's reference in overcoming the challenges of autistic students learning English in class and the right method in solving challenges faced in teaching autistic students. This study also expected to be useful for the world of education in the future as a material to be able to know how students with autism spectrum learn English subject as well by the right method for a long time to do the teaching and learning process.