

**THE IDENTIFICATION OF LANGUAGE ABILITY OF AUTISM
STUDENTS AT AUTISM AND CHILDREN WITH SPECIAL NEEDS
PESANTREN ANAK SHOLEH (PAS) BAITUL QUR' AN NGABAR
PONOROGO IN ACADEMIC YEAR 2017/ 2018.**

THESIS



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ABSTRACT

ANGGRAINI, YANUAR DEVI ARDYANTI. 2018. "The Identification of Language Ability of Autism Students at Autism and Children with Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Ponorogo in Academic Year 2017/2018". A Thesis, English Education Department Faculty of Education State Institute of Islamic Studies Ponorogo (IAIN Ponorogo), Advisor: Wiwin Widyawati, M.Hum.

Key Words: Language Ability, Autism Children.

Language is a system communication which consist of set of sound and written symbols which are used by people to express themselves. Moreover, autism children use language to express what they want and communicate with others. When the autism children have good language ability, it is easy for them to communicate and socialize with their environment.

The objectives of the research are to know the student's language ability, autism children, and describe the language ability of autism students at Autism and Children with Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur' An Ngabar Ponorogo.

This research was case study research. It employed Qualitative Research The subject of this research are autism students at autism school. The data source of this research are students, books, teachers, and documentation of autism school Ngabar. Techniques of collecting data were interview and observation. Interview is used to get the information about the object of research. Observation is used to know the situation or behavior of the participants.

Research result show that: speaking language ability in autism children still have problems with fluency, less pronunciation in several words, children only can speak with short word, cannot be able have a dialogue or communicate, have not been able to give information, have not been able to express their wishes Autism children have not been able to write independently. Listening ability of autism children still had problems to understanding long and multiple commands, willing to follow a command or short instruction given, can understand simple questions according to their daily activities, have not been able to respond a long question, answer question following the last word from the question. And there are children who can write independently but most of them still learn to make simple line.

Factors that influence the language ability of autism children there are hearing obstruction, genetic, problems with learning and communication with parents, healthy, and intelligence.

APPROVAL SHEET

This is to certify that the *sarjana*'s thesis of:

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Has been approved by the advisor and it is recommended for approval and acceptance.

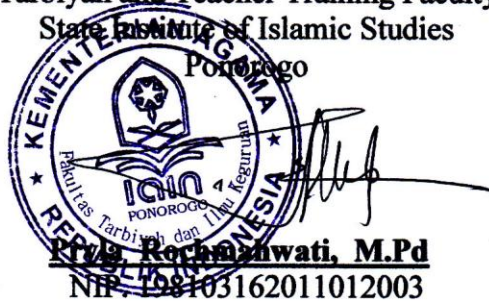
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CHAPTER I

INTRODUCTION

A. Background Of The Research

Language is the system of sounds and word used by human to express their thoughts and feelings.¹A language is a signaling system which operates with symbolic vocal sound, and which is used by a group of people for the purpose of communication. Language connects people to each other in social relationships and allows them to participate in a variety of activities in everyday life. It used to express feelings and emotions, and to influence the activities of others.Language can be a communication among people or even the communication among countries in the world. Most children in the world have learned to talk, but some of them have communication and language problems. There may be whole range of different causes, but the choice usually comes down to profound dysphasia or autism.

All children start developing language from the day they're born. This happens through their relationships and play with other people. But it's harder for children with autism spectrum disorder (ASD) to learn and use language than it is for typically developing children. They more focused on things going on around them. Because they don't need or want to communicate with other people as

¹ A S Homby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), 622.

much as typically developing children do, they don't get as many chances to develop their language skills. They might be slower to develop language, have no language at all, or have significant problems with understanding or using language. They also have difficulty knowing when and how to communicate with people in socially appropriate ways. It is very important to remember that sensory perceptual differences are very real for many people with autism. We all live in the same physical world but for many autistic individuals it looks, sounds, smells, and so on, different. They develop their own concepts to understand it.. The child is using language to have genuine relationships and to learn to take others' perspectives so that conversations are beneficial to both partners.²

Difficulties with language and communication are one of the defining features of autism. Although language and communication impairments have been recognized as essential characteristics of autism (in fact, they are present in all autistic individuals no matter whether the person is verbal or non-verbal), the nature of the language and communication deficits and their role in manifestation of the syndrome remains controversial.³ Language is looked upon as a key prognostic factor in autism and the level of language and communicative competence achieved is seen as a measure of outcome. Besides, language development is closely related to the development of social behaviour. Because

² MacDonald James.D, *Communicating Partners* (London and Philadelphia: Jessica Kingsley Publishers, 2004), 64

³ Olga Bogdashina, *Communication Issues in Autism and Asperger Syndrome* (London and Philadelphia: Jessica Kingsley Publishers, 2005), 13

of this, most treatments of autism have the development of language and communication skills as their major goal.

The child learns to talk for several reasons that are personal, social, and instrumental. Too often, late-talking children learn language in rote or repetitive ways that are not really communicative much of the time. Here our child needs to learn that language is much more than words to perform, it means exchanging meanings with others in an authentic give and take where both persons are participating and are relating to what the other does and cares about. The impairment in communication in a person with autism can differ in its level of severity. One autistic person may never speak at all whilst another may use language well. Some children bombard people with questions or talk constantly; some children have echolalia, merely repeating back what they have heard.⁴

Actually in Indonesia there are autism children, although they are abnormal children certainly they also needs the best education like normal children. Children with special needs have equal rights to get formal education. Education not only for normal children, but also for abnormal children, one of them is autism children. One form of formal education for children special needs are inclusive education. The goal of inclusion is not to erase differences, but to enable all students to belong within an educational community that validates and

⁴ Jackson Jacqui, *Multicoloured Mayhem* (London and Newyork: Jessica Kingsley Publisher, 2004), 54

values their individuality'.⁵ Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age- appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.⁶ One of children with special needs who can learn in inclusive school is autism. Autism is a classic example of withdrawal. Autistic children seem to be able to turn off one or more of their senses. It can be their protective strategy – when they cannot cope with flooding sensory information they may shut down some or all sensory channels.⁷

Education, both directly of children, and of parents and teachers, is currently the primary form of treatment in autism. For the purposes of this report, education is defined as the fostering of acquisition of skills or knowledge including not only academic learning, but also socialization, adaptive skills, language and communication, and reduction of behavior problems to assist a child to develop independence and personal responsibility.⁸ There are some children who indicate autism on Autism Students at Autism and Children with Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Siman Ponorogo. The child is about 3- 11 years old. At the beginning of school they have limited word and can only cry and say "yes, hm" to talk to others, express her wishes, and ask for something. In addition, the ability to write is limited in line

⁵ Westwood Peter, *Commonsense Methods for Children with Special Needs* (London and New York: Taylor & Francis e-Library, 2003), 7

⁶ <http://www.inclusionbc.org/our-priority-areas/inclusive-education/what-inclusive-education>

⁷ Bogdashina Olga... page 39

⁸ Catherine Lord and James P, *McGee. Educating Children with Autism* (Washington DC: National Academy Press, 2001), 12

and have no ability to read and no eye contact when listening or speaking with others, so becomes difficult in interacting and learning.

B. Research Focus

The writer thought that the explanation above is too broader, beside that the researcher just focus on The Identification of Language Ability of Autism Students at Autism and Children with Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur' An Ngabar Ponorogo.

C. Statement of the Problem

Based on the background of study, the problems of statement can be stated as follow:

1. How is the language ability of autism students at Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Ponorogo?
2. What kinds of factor influencing the language ability of autism students at Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Ponorogo?

D. Objective of the Study

Concerning with the problem statement, this study has objective describe as following:

1. To know and describe the ability of autism students at Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Ponorogo.

2. To know the factor influencing the language ability of autism students at Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Ponorogo

E. Significant of the Study

The result of the study is expected to give some advantages either theoretical or empirical, like:

1. Theoretical significance

The result of this research is expected to be able to give some knowledge in the inclusive school education, especially about receptive and expressive language skills.

2. Empirical significant

a. Teacher

For the teacher, the study expected to add some knowledge and some reference to increase language ability of autism students.

b. Researcher

This study is hoped to be able to give knowledge about language ability of autism, especially student who have specific characteristic on autism school.

c. Readers

This study is expected to be able to give contribution to readers, particularly the students of English department of IAIN Ponorogo.

F. Organization of the Thesis

The thesis will be divided into five chapters as follow:

First chapter is introduction chapter. It explains about the basic patter on the research conducting. It consist of background of research , research focus, statements of problems, objective of the study, significance of the study, and organization of the thesis.

The next chapter is theoretical background chapter. The theories which are in the background of the research will be explained here. In this research explains the theories about language and autism children. This chapter also captures the previous research findings.

The third is research method. It explains about research design, research role, research location, data source, technique of data collection, technique of data analysis, checking of data validity, and research procedure.

The fourth is finding chapter. The report of research explains in this chapter by existing the general data and data description.

The fifth chapter contains a discussion of research result include findings from the research and the analysis of research from research, that has been done, which is concerned about the language ability of autism children at Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Ponorogo

The sixth chapter is conclusion and suggestion. This is intended to make it easier for reader who takes the essence of this thesis.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Finding

This research is started from the previous research conducted by Iftikhatun Nashiroh with the title “A Descriptive Study Of Speaking Teaching-Learning Process”. She studied in State Islamic Institute of Surakarta.⁹ From her title, she formulate the research problems “*How is the implementation of speaking teaching-learning process?*” and “*What are the factors that support the speaking teaching-learning process?*”

The second research comes from Novia Nur Cahyaningsih with the title “The Analysis of Students’ Reading Comprehension in the Report Text” who studied in State Islamic Institute Of Surakarta The aim of the study is to know the students’ reading comprehension in the report text. The statement of the problem is “How is the students’ reading comprehension in the report text at the second year of TKJ 1 SMK Sultan Agung Tirtomoyo in Academic Year of 2015/2016?”¹⁰.based on the data of the research it can be concluded

The next previous study comes from “Siti Surinah Harahap, Rivi Antoni, Umami Rasyidah” with the title “An Analysis on Students’ Speaking

⁹Iftikhatun Nashiroh, “A Descriptive Study of Speaking Teaching-Learning Process”, (Skripsi, Surakarta: IAIN Surakarta, 2017)

¹⁰Novia Nur Cahyaningsih “The Analysis of Students’ Reading Comprehension in the Report Text”, (Skripsi: IAIN Surakarta, 2017)

Skill at Second Grade SMP 8 Rambah Hilir”.¹¹ The purpose of this research was to find out students speaking skill. Based on the data it can be conclude that he students’ speaking skill of SMP 8 Rambah Hilir was moderate. And the factors that are affecting students speaking skill are the exposure of English, the practice of speaking inside and outside the classroom, the demonstration from the teacher and the student’s confidence.

According to the research and journal before, there are different in the research content with this researcher. The content of this study will discuss about the autism language ability of the autism students at Pesantren Anak Sholeh (PAS) Baitul Qur’an Ponorogo. There are reading, listening, speaking, and writing ability.

B. Theoretical Background

1. The Definition of Autism

Autism spectrum disorders (ASD) are characterized by disturbances of brain function and defined by core areas of specific abnormalities in reciprocal social interaction, communication, and restrictive or repetitive interests and behaviors.¹² Autism is a behaviourally defined lifelong neurological condition which is currently conceived of across a broad spectrum of needs and strengths.

¹¹Siti Surinah Harahap, Rivi Antoni, Ummi Rasyidah “An Analysis on Students’ Speaking Skill at Second Grade Smp 8 Rambah Hilir”, (Karya Ilmiah, Riau: Universitas Pasir Pengaraian,2015)

¹² Andrew W. Zimmerman, *Autism Theories and Evidence* (USA: Springer, 2008), 69

Children with autism often have great difficulty in generalizing learned speech to new situations and people, due to their overly selective attention and tendency to respond to only a limited number of cues; using an assistance dog as a tool for teaching pragmatic language at home as well as in the community can be as simple as rehearsing stock responses to the fairly predictable questions people.¹³ It is currently understood as a developmental disability that begins before the age of three. Autism's three main areas of impact are in the domains of social interaction, communication, and restricted, repetitive, and stereotyped interests and behaviors. Individuals with autism present on a continuum of expression with cognition across all IQ levels and possession of individual strengths and needs. Some with autism have no language, have significant cognitive impairment, and are in need of constant care. Others have limited language and mild cognitive impairments, but are in need of significant support. Still others have average to above-average intelligence and their difficulties are less noticeable. Common strengths in autism include visual/spatial abilities, systemizing skills, proclivity for routine-oriented behaviors, rote learning, and physical development. Some with autism have splinter skills, or unique talents and abilities that seem unusual when compared to adaptive or other functioning levels.

¹³ Zager Dianne, *Autism Spectrum Disorders* (London: Lawrence Erlbaum Associates Publishers, 2005), 11

Autism is a behaviourally defined lifelong neurological condition which is currently conceived of across a broad spectrum of needs and strengths.¹⁴ Autism, a bewildering syndrome that appears to be genetic in nature or perhaps caused by damage before birth, is part of a long continuum that includes, at one extreme, severely retarded, mute individuals, beset by numerous, compulsive, tic like behaviors, and at the other, highly articulate, single-minded geniuses with inadequate social skills and a marked inability to take part in the mutual communicative aspects of social existence.¹⁵

Characteristics of students with learning disability over the years, children with learning disabilities have been described as having, in addition to the problems with reading, writing, spelling and arithmetic, some of the following difficulties¹⁶:

- a. A history of late speech development (and continuing immaturities inarticulation and syntax);
- b. Visual perception problems (frequent reversal of letters and numerals; and some individuals reporting distortion or blurring of print when reading);
- c. Auditory perception problems (including difficulties in phonemic awareness, which involves identifying sounds within words and blending sounds into words);

¹⁴Hanbury Martin, *Positive Behaviour Strategies to Support Children and Young People with Autism* (London: Paul Chapman Publishing, 2007) 10

¹⁵Kellman Julia, *Autism, Art, and Children*, (London: Bergin & Garvey, 2001), 10

¹⁶Westwood Peter, *Commonsense Method for Children with Special Needs*, (London and Newyork: Routletge, 2003), 14- 15

- d. Poor integration of sensory information (for example, the student can't easily learn to associate and remember sound-symbols relationships);
- e. Difficulty in recalling words; or quickly naming familiar objects (dysnomia);
- f. Weak lateralization (for example, underdeveloped hand-eye preferences; directional sense confusion);
- g. Soft signs of neurological dysfunction;
- h. Hyperactivity and/or attention deficits;
- i. Weak sequencing skills (as reflected in jumbled letter sequences in spelling or in word-attack skills in reading);
- j. Poor motor coordination
- k. Low level motivation
- l. Secondary emotional problems due to learning failure and poor school progress.

Even if some autistic individuals cannot communicate through conventional systems, such as talking, typing, and so on, they still have a form of inner language. Here we may distinguish several sensory based language:

- a. Visual language: individuals use visual images
- b. Tactile language: individuals recognize things by touching them, feeling texture and surfaces with their hand, bare feet, or their cheeks.
- c. Kinesthetic language: individuals learn about things and events through the physical movements of their body.

- d. Auditory language: individuals remember objects and events by sound picture. If the object is silent, they may tap it to recognize it by the sound it produces.
- e. Smell language: objects and people to feel the taste they give on the tongue.¹⁷

2. The Characteristic of Autism

To handle encounters with autism effectively it is important for emergency responders to be informed about autism's behaviors. It is disorder that can be very hard to detect, very strange, and very threatening.¹⁸

These are some characteristics of autism:

| | |
|---------------------------|--|
| The characteristics | |
| Self-stimulatory behavior | Hand flapping Finger moving/play Head tapping Head or body rocking Spinning self Watching spinning objects, i.e., ceiling fans, tops Transfixing on objects: snowflakes, falling leaves, grains of sand. |
| Self-injurious behavior | Head butting Head banging Self-biting Eye gouging Scratching |
| Aggressive behavior | Head butting Biting Punching |

¹⁷ Bogdashina Olga, *Autism and the Edges of the Known World* (London and Philadelphia: Jessica Kingsley Publishers, 2010), 113

¹⁸ Davis Bill, Wendy Goldband Schunick, *Dangerous Encounters – Avoiding Perilous Situations with Autism* (London and Philadelphia: Jessica Kingsley Publishers, 2002), 23

| | |
|---|--|
| Insensitivity to pain | People with autism are not always aware of pain or able to communicate pain or injury. Major physical trauma may go unnoticed. However, minor scrapes and cuts may be perceived as major. Check thoroughly for injuries, especially at the scene of an accident or crime |
| Aversion to touch | Most people with autism will not look directly at you. Some will look at you with a peripheral glance, through spread fingers, through spread tree branches. Don't mistake avoidance of eye contact as guilt or belligerence. |
| Lack of response to normal teaching methods | People with autism respond to visual cues. Many police departments now carry sets of visual communication cards. |
| Spinning objects – preference for repetitive motion | May be constantly spinning a ball in his/her hand or rapidly switching a ball from hand to hand May stare at flashing lights, ceiling fans, etc. May appear trance-like. Don't mistake for drug use mental illness, or lack of respect. |
| Extreme passivity or hyperactivity | May go limp at touch May appear listless May want to run or bolt May rapidly pace back and forth If verbal, may flip from idea to idea or speak rapidly May want to leave scene immediately and seek comfort zone. |
| Inappropriate laughter and crying | May laugh and cry for hours for no apparent reason May show extreme distress over minor incidents. |
| Echolalic and echoic behavior | May repeat exactly what you say Voice may sound monotonous or robotic May mimic your voice. |
| Nonverbal and non-responsive to verbal cues | Limited or no speech May appear deaf May communicate with sign language, pointing, picture cards, computer devices. |
| Inappropriate attachment | May be holding unusual or seemingly |

| | |
|---|--|
| | <p>unimportant items that are critically important to the child.</p> <p>Items may include toys, rocks, acorns, cards, torn page, shapes, fabric, etc.</p> |
| Need for order and routine | <p>Obsessive need for timeliness and routine</p> <p>May repeatedly ask to be taken to a certain place or see a certain show at a specific time.</p> |
| Use of others as tool to get what they want | <p>Will take you by hand to get what they need – drink, tissue, opening door.</p> |
| Obliviousness to emotions | <p>May not understand facial expressions, i.e., smiling</p> <p>May not understand jokes</p> <p>May not understand they are the victim of a crime</p> <p>May be hard to diffuse situation with normal socialization techniques.</p> |
| Inappropriate response to noise | <p>May cover ears with hands</p> <p>May try to break object causing discomfort</p> <p>May appear deaf</p> <p>May not respond to verbal command.</p> |
| Fear of animals | <p>May have obsessive fear of animals, especially dogs</p> <p>May fear unexpected behavior of the animal</p> <p>May hate loud barking.</p> |
| No fear of danger | <p>May run into traffic</p> <p>May bolt suddenly into street</p> <p>May willingly go with strangers</p> <p>May not recognize dangerous situations</p> <p>May not have understanding of fire, heat, sharp objects.</p> |

3. The Definition of Language

Language is typically defined as a system of symbols (words) and methods (rules), a combination of which is used by a section or group of people and serves as a means of communication and formulating and expressing thoughts. As we discussed earlier, language is one of the systems to reduce awareness and make functioning efficient. The linguistic systems are

both beneficial (as language gives an access to the accumulated knowledge of previous generations and other people's experiences) and restrictive (as it reduces awareness by sidelining anything that is not expressed linguistically).¹⁹

Language can be seen as a system of signs that can be syntactically related to each other, semantically related to the things referred to, and pragmatically related to the users of the signs.²⁰ It used to categorize, analyzed and communicate the experiences and to understanding of the world, thus effectively rearranging the 'raw data' into established concepts, labeling them accordingly. People use language to classify the world in a shared and modifiable way. Language is typically defined as a structured symbolic form of communication, consisting of the use of words in agreed way. Another definition of language is a system of symbols (words) and methods (rules) of combination of these symbols (words) used by a section or group of people (as a nation, community, etc.).²¹ Language is the best of all other means of communication because of its flexibility, expressiveness and efficiency. Only language can be used for all the messages that we want to transmit.

All the children being discussed have poor communication through sign language. Still, some of them do manage to show an emotional state, if

¹⁹ Bogdashina Olga, *Autism and the Edges of the Known World* (London and Philadelphia : Jessica Kingsley Publishers , 2010), 94

²⁰ Joshi Rajni, *Language Disability of Children* (New Delhi: Sarup & Sons, 2004), 14

²¹ Bogdashina Olga, *Communication Issues in Autism and Asperger Syndrome*(London and Philadelphia: Jessica Kingsley Publishers, 2005), 23

only through anger or tears (and less often by laughing). It is true that signs of surprise are absent. Even so, it makes little sense to talk of an out-and-out difficulty in showing feelings.²²

The approximate age when children acquire certain aspects of language:

| Age | Elements of language |
|--|--|
| Birth to 1 month | Crying |
| 1 to 2 months | Crying and cooing |
| 2 to 8 months | Crying, cooing, and babbling |
| 8 to 14 months | First words |
| 15 to 24 months | First sentences |
| 24 to 48 months (2 years to 4 years) | Basic syntactic structures of the native language are acquired |
| 48 to 96 months (4 years to 8 years) | Speech sound are correctly articulated |
| 96 to 132 months (8 years to 11 years) | Semantic distinctions are refined |

Language is comprises of both receptive and expressive behaviors. Receptive behaviors relate to attending and understanding whereas expressive behavior relate to attending and responding.

One of the defining aspects of autism spectrum disorders (ASDs) is said to be individuals' difficulty communicating both verbally and non-verbally. While that might be true about verbal communication for those

²² Danon- Boileau Laurent, *Children without Language: From Dysphasia to Autism* (New York: Oxford University Press, 2005), 44

individuals who do not understand speech (for example, because of their auditory processing problems), or are too literal in their receptive and expressive language, (paradoxically) many autistic individuals are (much) better in receiving non-verbal communication than their non-autistic communicative partners.²³

4. The Categories of Language

Language skills thus can be grouped into two broad categories.

a. Receptive Skill

1. Listening

Language exist only when it is listened to as well as spoken. The hearer is an indispensable partner. Listening in fact, is the basis of learning the language. Listening is a skilled task and requires factors such as vocabulary, capacity to make inferenzation plan of the speech, interest and the like. It also requires a god capacity for retention, identification and recall of details, ability to make a distinction between relevant and irrelevant, follow sequence.

Language is acquired through auditory pathway. In order to speak, the child must understand or comprehend the speech that he hears and then he will produce it. Moreover, rest of the three language skills speaking, reading, and writing are dependent on listening skill because a child can learn these skills only when he listens carefully.

²³ Bogdashina Olga, *Autism and the Edges of the Known World* (London and Philadelphia: Jessica Kingsley Publishers , 2010), 133

Listening is a fundamental source of information. It provides pleasure, help in understanding, increase the ability to spell and pronounce, to solve problems and to develop insight. Thus, listening is the active process of reconstructing meaning from the sound symbols or oral language.

2. Reading

Reading is the receptive form of printed language. Reading as a practice of using text to create meaning.²⁴ Reading is a complex skill and a number of factors influence the reading ability of a person. Reading in general implies inferring meaning from the graphic symbols that one reads and this process of interference includes biological, psychological and cultural aspects which form the foundations of reading. The purpose of teaching your child to read is to help him improve his deficits. It is to have more avenues with which to help him become his best self. However, it is important to keep in mind that this is his journey. If early reading is not in the cards for him, recognize and accept that without hesitation. Help him realize his fullest potential, early reading or not.²⁵

²⁴ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook For Tutoring and Remediating Students* (USA: Rowman & Littlefield Education, 2008), 3

²⁵ Jensen Audra, *When Babies Read* (London and Philadelphia: Jessica Kingsley Publishers, 2005), 44

Reading is concerned not only with what it is but also with how worth it is and how best it is. It is not simply the comprehension reading on which our focus should move to critical and then is possible to creative reading. Reading is ability to gain meaning from a structured system of written signs which are used to represent oral language. The oral symbols then becomes the referent for its counterpart. To make use of reading, the reader must be able to comprehend and store the written information and then retrieve it when needed.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The goal of reading is comprehension. In reading skill, the students need to be able to relate to and understand the text and this in an interactive process. Reading for interest or pleasure may be the final aim, but it is important to consider the hierarchy of skill necessary in the reading process to help the readers acquire confidence and autonomy.

b. Expressive Skill

1. Speaking

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Commercial

language schools around the world hire people with the training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. The components of speaking skill are structural accuracy, vocabulary, pronunciation, fluency and comprehension for oral communication in the classroom context.

Speaking is a natural activity for human being. Moreover, the spoken word is the foundation of all languages. It is the means of communication among illiterate people and if one desires to address a huge crowd at a time, it is possible only through spoken language.²⁶

Being able to speak is not just about having a vocabulary and a grasp of grammar. It is about spontaneously using that knowledge for a psychic purpose.²⁷

2. Writing

Writing is having ideas, organizing ideas, and communicating ideas. It is the mental work inventing ideas, thinking about how to express them and organizing them into statements and two paragraphs that will be clear to a reader. Authentic writing activities are those in which students are asked to express their thoughts, share their ideas, or describe things from their lives or experience. Writing purpose is both

²⁶ Joshi Rajni, *Language Disability of Children* (New Delhi: Sarup & Sons, 2004), 18

²⁷ Danon- Boileau Laurent, *Children without Language: From Dysphasia to Autism* (New York: Oxford University Press, 2005), 33

to express and impress. It is a process and also a product. The process of writing is often cyclical, and sometimes disorderly. Ultimately, what the audience, and about product of writing is often an essay, letter, story or research report. The components of writing skill are organization, logical development of ideas, grammar, punctuation/ spelling/ mechanics, and quality of expression.

Writing is an unnatural activity. It is taught formally and studied deliberately. Because writing is permanent, it requires more control than speech. It is harder to fool people in writing than in those media which pass quickly before our senses and then vanish. Moreover, writing is an especially powerful way of shaping thoughts, because it is very systematic and most disciplined aspect of language.

Writing takes more effort than speech, but the effort one makes simply to capture words on paper can also lead to compose things that are worth the effort.

CHAPTER III

RESEARCH METHOD

This chapter promotes the research method that applied in the research. Research method is a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically.²⁸ It means that research method is very important as basic of research. In a scientific researcher, it is necessary for the researcher to present research method as:

1. Research Design

A research design is the arrangement of conditions for collecting and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedure.²⁹ Thus research design is a plan of collecting and analyzing data in that related with the research objectives. The purpose of research design is guiding the researcher in conducting the research activities.

Based on description above, it can be concluded that qualitative research is the type of research which produces descriptive data in the form of speech or writing that relate with the object of research.

²⁸ C. R Khotari. *Research Methodology Methods and Technique Second Revised Edition* (New Age International (P) Limited Publisher, 2004), 8

²⁹ Ibid, 31.

There are many type of qualitative researches, one of them is case study. It is a method of exploring and analyzing the life of social unit be that unit a person, a family, institution, culture group, or even an entire community.³⁰

In conclusion, the researcher wants to analyze and describe the language ability of autism children at Autism and Children with Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Ponorogo deeply.

2. Research Role

In qualitative research, there are three types of researcher role. They are complete researcher, observer as participant and complete participant.³¹

In this research, researcher becomes an observer and participant. The researcher interact with the subject of activity in the research location. Through using data collection, the researcher collects, analyzes. And interprets data to find the conclusion of research.

3. Research Location

The research take place at Autism and Children with Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an which is located at Walisongo st. no 94 Ngabar Siman Ponorogo, East Java, Indonesia.

³⁰ Yogesh Kumar Sign, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd, Publisher, 2006), 146

³¹ Norman K. Denzim, *Handbook of Qualitative Research* (California: SAGE Publication. Inc, 1994), 248

4. Data Source

Data source is the subject where have come from obtainable information. It means that data source in a research is subject where the data can be obtained. It is collected in words forms. It also can be from teacher and students who are as informant, books, and documentation transcript related the language ability of autism children at Autism and Children with Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur' an Ngabar.

5. Technique of Data Collection

a. Interview

Interview is actually an oral form of the written survey.³² Interview is collecting data by verbal communication with the object of research. Thus, interview is done by arranging the questions and asking them to the object.

In this research, the researcher used the arranged of close and open interview. The researcher prepared and arranged the list of question and commended to make the statements or answering clearly.

The researcher interviewed the some of teachers to know the language ability of autism students.

³² Merriam B. Sharan, *Qualitative Research: A Guide to Design and Implementation*, (USA: Jossey Bass, 2009), 90

b. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.³³ This method is useful for generating in depth description of organizations or events, for obtaining information that is otherwise inaccessible and for conducting research when other methods are inadequate. Observation fosters in depth and rich understanding of a phenomenon, situation and/ or setting and the behavior of the participants in that setting. In conclusion observation of process of collecting data by analyzing the phenomena directly to get data.

In this research, the researcher observed the different language ability of autism children. The researcher wants to know the language ability of.

c. Document

Next, the researcher will need the document. This source includes document and record. Thus, document is one of important technique to get data about everything or variable. Document can be classified to analyze appropriate criteria of it. The document such in this research are taken from the administration of Autism and Children with Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur' an Ngabar Ponorogo

³³ John. W Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research fourth edition*, (Boston: Pearson, 2012), 213

6. Technique of Data Analysis

Data analysis is portrayed as messy, cumbersome, inductive, creative, challenging, subjective, non linear, labor-intensive, exhilarating, and time-consuming; but analysis processes are seldom spelled out with sufficient clarity that novice researchers are confident at getting started.³⁴ Again, data analysis is a systematic search for meaning. It is a way to process qualitative data so that has been learned can be communicated to others. Content analysis is one of numerous research methods used to analyze text data. In content analysis, normally researcher looks at document, text, or speech, to see what theme emerge.

Analysis means organizing and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques, or generates theories. It often involves synthesis, evaluation, interpretation, categorization, hypothesizing, comparison, and pattern finding.³⁵

Matthew B. Milles classify the data analysis technique of qualitative research, there are:

a. Data reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or

³⁴ Ibid., 147

³⁵ J. Amos Hatch, *Doing Qualitative Research in Education Settings.*, 148.

transcriptions. Data reduction occurs continuously throughout the life of any qualitatively oriented project.³⁶

In this stage the researcher selecting the data that are accurate the data that are from interview, observation, and documentation are written by the research problems.

b. Data Display

Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action.³⁷ Looking at displays helps us to understand what is happening and to do something-either analyze further or take action-based on that understanding.

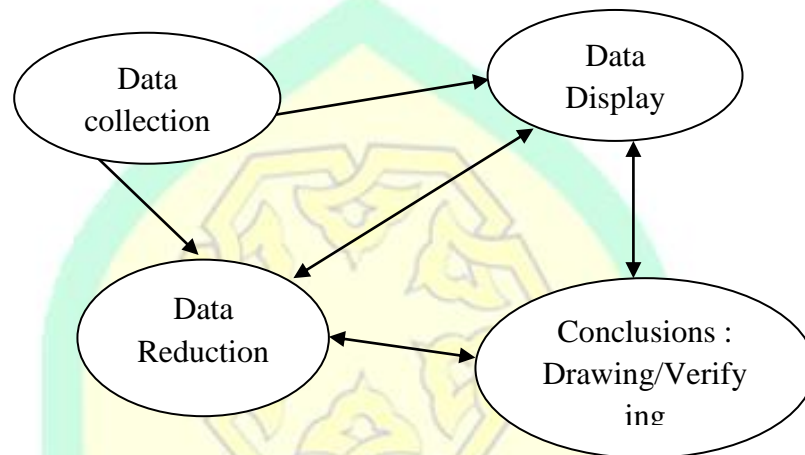
c. Conclusion Drawing and Verification

From the start of data collection, the qualitative analyst is beginning to decide what things means nothing regularities, patterns, explanations, possible configurations, causal flows, and propositions. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be who rough and elaborate, with lengthy argumentation and review among colleagues to develop “ intersubjective consensus,” or with extensive efforts to replicate from the data have to be

³⁶Matthew B. Miles ,A. Michael huberman, *Qualitative Data Analysis: Second Edition*, (United States of America: Sage Publication., Inc, 1994),, 10.

³⁷ Ibid., 11

tested for their plausibility, their sturdiness, their confirmability – that is, their validity.



Components of Data Analysis: Interactive Model

7. Checking of Data Validity

Validity, on the other hand, is one of the strengths of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the research, the participant, or the readers of an account. To get the valid and credible data, researcher use triangulation technique. Triangulation technique is examining evidence from the sources and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspective from participant, then this process can be claimed as adding to the validity of the study.³⁸

³⁸John W. Creswell, *Research Design Qualitative, Quantitative, 191*

In conclusion, triangulation is validity investigation technique that uses other things from origin data to check or as comparator of the data. In this research, researcher compared the results of data that have been collected among teachers and students.

8. Research Procedure

In this research, there are some procedures of research which must be done. They are planning, application and reporting.

a. Planning

This procedure includes arranging the research plan, choosing the field or research location, organizing permission, observing, choosing and using information, preparing instrument, and something that relates research ethic.

b. Application

- 1) Observing the language ability of autism children at Pesantren Anak Sholeh (PAS) Baitul Qur' an Ngabar Ponorogo
- 2) Analyzing data
- 3) Making conclusion and suggestion

c. Reporting

In this activity researcher writes a research report in from of thesis writing about the language ability of autism children at Pesantren Anak Sholeh (PAS) Baitul Qur' an Ngabar Ponorogo.

CHAPTER IV

RESEARCH FINDINGS

A. General Data

1. The History of School

The Autism and Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an is geographically located in rural areas. Precisely located in Ngabar Village, Siman District, Ponorogo Regency. The area is very strategic because it is close to the Ngabar Wali Songo Islamic Boarding School so road access is very easy to reach. Along with the times and advances in science and technology in this century, various kinds of new technologies and communication systems have been created to facilitate and prosper human life. In fact, there are human resources born with incompetence and the emergence of developmental barriers suffered by the next generation so they cannot participate in enjoying the advancement of these technologies.

Children are the next generation of parents and the next generation who will replace the older generations, therefore, they must be prepared and educated early on. A godly and intelligent child will certainly be the pride of parents and the nation. But in fact not all children are as we expected. Many children are born in abnormal conditions both physically and psychologically. Therefore, it is our duty to help them by training, educating, treating them so that they can be a generation that is intelligent, independent and devoted.

The development of technology in the world, makes it easier for humans to detect various diseases. Many found children aged 1-5 years suffer from symptoms of the disease that had not been discovered before, even though they did not physically experience disability, for example:

- a. Strange, aloof behavior
- b. Social inability
- c. Communication inability
- d. Inability to concentrate
- e. Language inability

Children with the characteristics of the above symptoms are called autism. Symptoms of the disease cannot be ascertained the cause, there are allegations related to gene factors (heredity), heavy metal poisoning, viruses, vaccinations, damage to the nervous system, and many other guesses. Autistic children must be treated in an integrated manner which includes:

- 1) Therapeutic (medicine)
- 2) Biomedical (diet)
- 3) Behavioral therapy
- 4) Speech and occupational therapy

Experts and medical professionals in the world are looking for this problem solver by trying to find treatment and prevention in this disease. At this time, psychologists focus on how to overcome, train and educate them towards normal life. Although this disease is difficult to cure, in reality cases

of autism children can be cured and live normally if treated intensively and correctly. It takes a long time to train autistic children, for example 8 hours or at least 40 hours a week routinely and intensively. Parent and family participation is also very necessary for the success of this training. Therefore, it takes costs and time to help these children to be independent and to be able to carry out the tasks of normal child development his age. Perseverance and patience are needed in the direction of successful therapy.³⁹

Currently the number of autism children in Indonesia has reached 1: 150. It is possible from year to year that number will increase. The number of autism sufferers has now spread to the middle to lower classes, so there are difficulties in funding problems to treat them, considering the cost of therapy is very expensive. Besides that, therapeutic sites in East Java are very rare and only exist in big cities. In accordance with the background above, there is a place for therapy for autism and special needs training "The Autism and Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an" which is prioritized in the therapy of autism children who are Muslim with the following objectives:⁴⁰

³⁹Documentation transcription number 01/D/24-07/2018

⁴⁰Documentation transcription number 01/D/24-07/2018

2. The Purpose, Vision, Mission Autism School

a. The Aim

The purpose of the establishment of Autism and Special Pesantren Anak Sholeh Baitul Qur'an as follows:

- 1) Accommodate, train, and educate children with autism and special needs, so that they are able to be independent in carrying out developmental tasks.
- 2) Helping parents to train and shape children's development.
- 3) Forming children to be independent, have good character, and Islamic beliefs.
- 4) Helping them to be able to attend school with other children who are normal in formal schools.

b. The vision of this school is to developing an autism child with special needs professionally, creative and intelligent to be independent and have a good character.

c. Mission

1. Develop potential that exists in children effectively and efficient learning.
2. Maximizing the intelligence and expertise of students.

3. Geographical Location

Autism and Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an Ponorogo is located in Ngabar village Siman District Ponorogo regency, that verge with;

- a. South side : Walisongo Islamic Boarding School
- b. East side : Jabung junction
- c. West side : Ponorogo- Trenggalek street

It is about 8 km to reach Ponorogo from here. As geographical position, this located is very strategic for the children around Ponorogo.

4. School Organization Structure

To braid good cooperation in running the mission and vission and also the target of successful education of Autism and Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an Ponorogo require a good organizational structure. In this structure, each component has different role and function, so that it can help the development of the school needs.

Structure of the Autism and Special Needs Baitul Qur'an

| | |
|--------------------|---------------------------------|
| Advisory Board | : Drs. Maqoma Mahmudi |
| | : Hasan Damanhuri, S.H.I. |
| Principal | : Diana Mualifah, A.Ma |
| Secretary | : Siti Toyibatul Rosyidah, S.Pd |
| Treasurer | : Ipuk Nurhidayatin |
| Curriculum Section | : Barokatin Munziati, S.Psi. |
| Expert Team | : Child Development Specialist |
| Neurologist | |

Psychiatrist

Psychologist

Nurse

Therapist

Nutritionists

5. Learning Schedule

Table 3.1
Learning Schedule

| Time | Activities |
|---------------|--|
| 07.30 - 08.00 | Welcoming students |
| 08.00 - 08.15 | Gymnastic |
| 08.15 - 08.30 | Rough motoric |
| 08.30 - 09.30 | Entering to class Teaching learning process |
| 09.30 - 10.00 | Break |
| 10.00 - 11.00 | Teaching learning process <i>Review</i> |
| 11.00 -11.15 | Lunch |
| 11.15 -11.45 | Pray |
| 11.45 | Go home |

(Source: data on autistic school documentation, taken on July 24, 2018)

6. Educational Personality Teachers and Students

A teacher is a person who provides schooling for others. A teacher who facilitates education for an individual student may also be describing a personal author. The rule of the teacher is often formal and ongoing, carried out by wary occupation of professional at school on other place of formal education. In Autism and Special needs Pesantren Anak Sholeh (PAS) Baitul Qur' an Ponorogo there are 18 teachers and 24 students with different development. It can be seen on the table:

Table 3. 1
The List of Students

| No | Name | L/P | TTL | Address | Indication |
|----|---------------------|-----|-----------------------------|----------|---------------------|
| 1 | Bripta Piter Erliko | L | Ponorogo, 15 Maret 2010 | Bungkal | Autisme |
| 2 | M. Affan Azizi | L | Ponorogo, 11 November 2015 | Tonatan | Autisme |
| 3 | Bagas Ahnaf. M | L | Ponorogo, 20 Oktober 2013 | Sukorejo | Autisme |
| 4 | Abbasy Abiyasa A | L | Ponorogo, 20 Oktober 2013 | Siman | Wicara |
| 5 | Amira Faa'iza K | P | Ponorogo, 03 Pebruari 2012 | Jetis | Down Syndrom |
| 6 | Yulita Febriana S | P | Ponorogo, 16 Pebruari 2010 | Siman | Down Syndrom |
| 7 | Adeli oBevaro B | L | Madiun, 13 Maret 2013 | Slahung | Autisme Hiperactive |
| 8 | Alika Nuraisya B | P | Ponorogo, 04 September 2015 | Jetis | Down Syndrom |
| 9 | Javas Naufal. R | L | Ponorogo, 10 Juli 2013 | Bungkal | Autisme |
| 10 | Ferdinan Akbar | L | Ponorogo, 13 Pebruari 2011 | Slahung | Down Syndrom |
| 11 | Alya Hana A. | P | Ponorogo, 19 Januari 2011 | Sukorejo | Autisme |
| 12 | Pamela Legit | P | Magetan, 31 Maret 2009 | Magetan | Celebral Palsy |
| 13 | Faa'iq Adz-Dzaki | L | Ponorogo, 16 Oktober 2010 | Balong | Hiperaktif |
| 14 | Alfiyan Risky. P. L | L | Ponorogo, 8 April 2013 | Jetis | Hiperaktif |
| 15 | M. Albi Abdul Malik | L | Ponorogo, 07 Juni 2014 | Jetis | Wicara |
| 16 | M. ArRasyid | L | Ponorogo, 03 Juli 2011 | Sawoo | Autisme |
| 17 | M. Irfan Hanif | L | Ponorogo, 17 Januari 2013 | Siman | Down Syndrom |
| 18 | Ridho Saputra | L | Riau, 09 Juli 2009 | Bungkal | Celebral Palsy |
| 19 | Panji Mahardika. R | L | Ponorogo, 17 Agustus 2012 | Babadan | Wicara |
| 20 | Shulhan Abbas | L | Ponorogo, 02 Agustus 2012 | Jenangan | Autisme Hiperactive |
| 21 | Wandira Delima P | P | Ponorogo, 19 Maret 2012 | Balong | Celebral Palsy |
| 22 | Syafa Zumrotul F. | P | Ponorogo, 26 Juni 2012 | Balong | Celebral Palsy |
| 23 | Bagus Riski Habibi | L | Madiun, 17 Juni 2014 | Madiun | Deaf |
| 24 | Calista Carla. A. N | P | Ponorogo, 09 Desember 2011 | Jetis | Celebral Palsy |

Source: data on autistic school documentation, taken on July 24, 2018)⁴¹

⁴¹Documentation transcription number 01/D/24-07/2018

Table 3. 2
List of Teachers

| No | Name | Address |
|----|--------------------------------|------------|
| 1 | Barokatin Munziati, S.Psi. | Ponorogo |
| 2 | Koesnoel Chotimah | Ponorogo |
| 3 | Ipuk Nurhidayatin | Yogyakarta |
| 4 | Diana Mualifah, A.Ma. | Ponorogo |
| 5 | Yaumil Jumhariah, S.Ag. | Lombok |
| 6 | Siti Ngindanah, S.Pd. | Ponorogo |
| 7 | Noviyanti Fajriyah | Ponorogo |
| 8 | Yeni Rahayu Riskawati, S.Pd. | Ponorogo |
| 9 | Nanik, S. Pd | Ponorogo |
| 10 | Endang S Munfardah | Ponorogo |
| 11 | Walidatul Mardhiah, S.Pd. | Ponorogo |
| 12 | Supri Puryanti, S.Pd | Ponorogo |
| 13 | Tinasih, S.Pd | Ponorogo |
| 14 | Susiyanti, S.Pd | Ponorogo |
| 15 | Siti Toyibatul Rosyidah, S.Pd. | Ponorogo |
| 16 | Umi Handayani, S.Pd | Ponorogo |
| 17 | Diyan Nurvika, S.Pd. | Ponorogo |
| 18 | Dwi Istikhanah, S.Pd. | Ponorogo |

(Source: data on autistic school documentation, taken on July 24, 2018)⁴²

7. Facilitates and Infrastructures

To support the making-up of quality of education and explore education of students in Autism and Special needs Pesantren Anak Sholeh (PAS) Baitul Qur' an Ponorogo, it is needed the existence of adequate

⁴²Documentation transcription number 01/D/24-07/2018

education facilities. They are condition of building, props, and educational supports. As for facilities of Autism and Special needs Pesantren Anak Sholeh (PAS) Baitul Qur' an Ponorogocan be seen in the table:

a. Main Building

Table 3. 4

| No | Facilities | Number |
|----|----------------|--------|
| 1 | Classroom | 20 |
| 2 | Office | 1 |
| 3 | Education tool | 1 |
| 4 | WC/ bathroom | 4 |
| 5 | Kitchen | 1 |

(Source: data on autistic school documentation, taken on July 24, 2018)⁴³

b. Inventories

Table 3. 5

| No | Inventories | Number |
|----|--------------------------|--------|
| 1 | Office table and chair | 2&5 |
| 2 | Students table and chair | 22&26 |
| 3 | Announcement board | 1 |
| 4 | Whiteboard | 2 |
| 5 | Teachers material book | 12 |
| 6 | Clock | 2 |
| 7 | Assembly book | 1 |
| 8 | Daily Material book | 1 |
| 9 | Visitor book | 1 |
| 10 | Finance book | 2 |
| 11 | Equipment book | 1 |
| 12 | Calendar | 1 |
| 13 | Learning schedule book | 1 |
| 14 | Students chief book | 1 |
| 15 | Students absence book | 1 |

⁴³Documentation transcription number 01/D/24-07/2018

| | | |
|----|--------------------------|----|
| 16 | Teachers absence book | 1 |
| 17 | Students assessment book | 12 |
| 18 | Students data | 1 |

(Source: data on autistic school documentation, taken on July 24, 2018)⁴⁴

8. Education System

The education system of the Autism and Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an is given individually or in a special class, meaning that each child will get a special room, and will get one to two therapists to educate and train them. Then go to the integration class, for students who have been able to study well. The third system is full integration, in the sense of fostering socialization, they will be placed in play groups, for children who are already well developed, they will be included in kindergarten, or formal schools to socialize with other normal children.⁴⁵

9. Development of Autism Schools

Autism School was established on October 1, 2010, at its inception, the institution accommodated five students and four teachers, then continued to grow until now it has twenty-four students handled by 18 (eighteen) teachers. And those who have been released to formal schools up to now are 15 children.⁴⁶

⁴⁴Documentation transcription number 01/D/24-07/2018

⁴⁵Documentation transcription number 01/D/24-07/2018

⁴⁶Documentation transcription number 01/D/24-07/2018

B. Data Description

1. Description of the Research Subject.

Language skills are very important, no exception for autistic children. The main complaint from parents who have autistic children is the delay in talking or even unable to speak at all, like some autistic children at Autism and Special Needs Pesantren Anak Sholeh (PAS) Baitul Qur'an Ponorogo. At the time of starting school, children who are indicated to have autism have difficulty holding eye contact when communicating. Some of them also have the characteristics of autistic children in general, namely parroting, babbling without meaning repeatedly, difficulty concentrating, and also hyperactive abnormalities and slow talking.

There are children who are able to say a few words but cannot yet be used to communicate. Children also cannot afford to join and play with their friends. They will be busy with their own world and will ignore the surrounding environment. Sometimes they will cry or laugh themselves for no reason.

Students in this school are given individually or in a special class, meaning that each child will get a special room, and will get one to two teachers to educate and train them. Teacher also write the daily report of the students to know the student ability every day. The teacher will also be rotated to make the teacher knows the extend of the student ability and how to teach students with different indications.

In teaching learning process, teachers use Indonesian as the main language, both inside and outside the classroom, but sometimes the teacher will also use Javanese for communication so that the children can understand when there they are socializing with people who use Javanese as the main language.

To learn English, teacher in this school uses some card of colors, animals, fruits, or number. Children will learn by card one by one. The teacher will mention one card and students asked to observed. The teacher mentions repeatedly, if the student able to speak they will follow what the teacher says, but if they can not to speak, the teacher will ask the student to “take” and “return”.

Based on the results of the assessment, the results of interviews, and observations obtained, autistic children experience disorders in both expressively (speaking and writing) and receptive (listening and reading). Vocabulary that is controlled by limited articulation is also unclear. So that many difficulties experienced especially in the ability to speak, read understand, and listen. This affects and becomes an obstacle for children when receiving learning. Therefore, the role of teachers in an effort to improve language skills both expressively (speaking and writing) and receptive (listening and reading) is very necessary.

2. Listening

Students have different listening abilities. Based on the results of the observation, it was seen that the accompanying teacher had difficulty communicating with the child. They have to recall several times at least until the child has eye contact with the teacher.

Siti Ngindanah, as the teacher said:

"Most of the students here have poor listening skills, it takes at least more than 2 times to make the students responds when the teachers called their name, sometimes we have to touched them. The teacher must also call louder, so the child will respond by glancing or turning around.

On the other hand, Siti Ngindanah also said:

"For students who have good listening skills, only by calling the name once, they will immediately give a response, even going straight to the teacher who called."

Based on observations, some autistic students have a high level of obedience. They are accustomed to the commands that are often spoken by the teacher, such as "take-back". They will carry out orders that they often do every day. The commands carried out are short, single, and repeated commands.

Noviyanti, as the teacher one of the students said:

"The ability to listen based on command is good. Students can make two-way communication. When given a question the child will be able to answer, but the sentence used is not too long to make the students understand. Students will only answer a maximum of 2 words. "

For example, when the teacher instructs, "Ambil tas!" Then the child will immediately walk out and take their bags in the office. And when the

teacher asks "Sudah makan?" The student is able to answer "Sudah.". For the student who have good learning ability, teachers uses on motoric activity, for example when the teacher instructs the student to jump, she will speak loud and say "jump" repeatedly, then the student will do it.

For the students whose lack listening ability, the teachers will accompany and guide the students to do the command while repeating the requested command.

3. Reading

Based on observations, the reading ability of most students is still lacking. They have not been able to read a series of letters. For students whose basic abilities, they will start from the stage of reading through pictures. They will be introduced to simple drawings and asked to imitate what the teachers said. They are also introduced to the *hijaiyah* letters.

As Siti Ngindanah said:

"The teachers will use a picture card, then ask the students to look at the picture and ask the child to say what the picture is. After that the students will be asked to choose one of the 2 images mentioned, if it wrong, he will repeat again.

For the student's ability to read the text, the teacher uses a card with simple letters or numbers. Usually, students are easier to pronounce words / letters that use the vocals "a".

Noviyanti said, "The teacher will take the card, then read the card, and the student asked to copy it several times. After the student is able, the teacher will add one card each day. "

Students with good reading skills, they are able to read in sentences, even though the notes are still intermittent and the articulation is unclear. There are a number of endings that are sometimes unreadable, for example "besar" read "besa", "orang" read "ora.", "mengucap" read "memucap".

Some students are also able to read the *hijaiyah* letter (Al-Qur'an). The teacher uses card to teach students English. Students will learn every picture or number by card one by one. If the students can read one number or picture, teacher will add the card one more. At this time, the child who has the best learning ability in autistic school, they can mention the English of some animals and mention number 1 (one) until 10 (ten).

4. Speaking

The results of observations, most of the speaking abilities of autistic students are limited to answering questions, and have not been able to ask questions again. Even then the student is only able to answer 1-2 words. For students who are still learning to speak, they will only parrot and ramble.

Based on the results of the interview, when the researcher asked questions about how the language skills of children with autism especially speaking ability, the two speakers said something similar. "The ability of children is still limited, just being asked to answer, also communication is still difficult." P O N O R O G O

Siti Ngindanah said, "children learn to speak by imitating, the teacher will begin to say one vocabulary, in the early stages usually the words" a, ba, ma, pa "then the child is asked to imitate repeatedly.

Some children are able to talk, for example when the teacher brings a plate the teacher will say "ma-" and the child connects "kan", when the teacher holds a pencil, the teacher will ask, "what is this", the child answers "pencil."

Children who are able to speak and understand questions well, then he will answer the question immediately, but if they do not understand, they will repeat the fragment of the question. For example, the teacher chose one student and asks, "Who is this?" When the student does not understand, he will repeat the question, "who?"

Some autistic children are able to express their desires. If the child has not been able to speak, they will raise to what he wants

Noviyanti said, "when a child wants to eat, the child will say "eat", but if he is not able to speak he will take the bag and take out the snacks in his bag, as well as when the child wants to go to the toilet, he will say "pipis", but to children who have not been able to speak to him they will hold their pants."

Children with good speaking skills can say some English words such as fruit names, colors, numbers. For example, suddenly the child will hold the teacher's shirt and then say "yellow", or when looking at the picture of the watermelon the child raise and then says "watermelon."

Based on the descriptions above, the child's ability to speak is to speak only with words that are not intact in one sentence, the tone of speech is intermittent, some articulation is unclear, while the child is focused on

responding to questions given even though he sometimes does not understand the question, speak up to 6 words in one sentence but very rarely.

5. Writing

Based on the results of observations, students writing ability is still very limited. Most of them are only to being able to write upright and straight lines, and even some of them still have to be guided by teacher's hands.

Noviyanti said, in the initial stage of the introduction, the child will be asked to hold a pencil and prepare a paper, the teacher will let the child cross out as they, when it has been measured, the child will be prompted to make a simple line.

For children with good motoric skills and writing, children are asked to connect simple points to form a letter or picture independently. Then the child will be asked to make a simple line of his own, such as upright, straight, and curved lines.

Siti Ngindanah said that children with high intelligence were able to write in a teaching learning, answer questions by completing points, and were even able to write their own full names or identity.

CHAPTER V

DISCUSSION

A. The Language Ability of Autism Students at Pesantren Anak Sholeh (PAS)

Baitul Qur'an Ngabar Ponorogo

Based on the results of the study, the reading ability of students is still lacking. Most of them still learn to read base on cards. From the young learner, the teacher will show some one of cards, and then she will ask the students to imitate what teachers said. Then, the teachers will ask the student to choose one of two cards that teachers said, teacher will be repeat again and again until the student remember and understand. Autistic children, like non-autistic ones, learn through interaction with the world, but their reality is very different. They learn their language(s) through interaction with objects and people on the sensory level. That is why their 'words' have nothing to do with the conventional names for things and events that we use to describe the function of these things and events.⁴⁷

Learning to read is not a simple task, even for some children of average intelligence. One particular aspect of oral-aural language which has proved to be a powerful predictor of later success in reading and spelling is phonological awareness. This includes such skills as detecting alliteration and rhyme,

⁴⁷ Olga Bogdashina, *Autism and the Edges of the Known World* (London and Philadelphia: Jessica Kingsley Publishers, 2010), 110

segmenting a word into its separate sounds and blending sounds to make words, which have been found to be very important predictors of early reading and spelling ability. Teachers must teach the child syllables by syllables, word by word, and the children can read the sentences.

It has been said that there is no one method, medium, approach or philosophy that holds the key to the process of learning to read. From this it follows that the greater the range and variety of methods known to teachers the more likely it is that they will feel competent to provide appropriate help for slower learners and children with specific learning difficulties. While reading, the emphasis is upon making meaning from text, using all available cues to assist with the process. The views of whole language enthusiasts reflect a very strong swing against the explicit teaching of specific component skills of literacy, such as letter recognition, phonetic decoding and spelling.⁴⁸

Children with a specific reading disability do not, in general, need a totally different approach for instruction in reading. The following consonants represent only one sound, regardless of the letter or letters coming after them in a word: j, k, l, m, n, p, b, h, r, v, w.⁴⁹ Based on statement below, there are some student who still can not to be able read some word correctly, for the example; “pakubumi”, she will read “bakubumi”.

⁴⁸ Peter Westwood, *Commonsense method for Children with Special Needs* (London and NewYork: Taylor&Francis Group, 1997), 85

⁴⁹ *Ibid*, 116

Because your child is a visual learner, being able to see our language is a huge asset. It can help him identify the sounds he is hearing and help him learn to produce those sounds. Instead of focusing his energies on understanding what the sounds are, he can see what they are and use those energies to figure out what the sounds mean.⁵⁰

Reading is a powerful tool, and if your child happens to be able to learn, no matter how young, it will be a great investment in his future. When the student is able to read one syllable, it will be continued by reading the word, then the student will begin to read the sentence. Teachers also have to teach children to read by the picture and real object, the example; there are a card which show someone eat, so that the teacher will give an example of the movement of someone eating. The teachers have to always increase the students learning material. The most important thing in reading is that the child must focus. In autistic school, children learn to read using cards. The teacher uses picture cards / letters / numbers. In the early stages they were limited to observing cards and imitating what the teacher said, then level (ex; santri, read santi). It is very important to remember that sensory perceptual differences are very real for many people with autism. We all live in the same physical world but for many autistic individuals it looks, sounds, smells, and so on, different. They develop their own concepts to understand it.

⁵⁰ Audra Jensen, *When Babies Read* (London&Philadelphia: Jessica Kingsley Publishers, 2005), 38

A child with poor auditory perception may hear sound like a bad mobile phone connection, where the voice fades in and out or entire parts of the communication are missing. Most of the students have poor listening skills. Teachers have to call their name at least twice to make the child give some response. There is different response from the students, some of them will respond by glancing or turn around, and there is student who come to teachers called. The autistic who have an eye contact, it means that the listening ability is good to give responds. If the child does not give a response, then the teacher must repeat and call him in a louder voice.

Autism is a classic example of withdrawal. Autistic children seem to be able to turn off one or more of their senses. It can be their protective strategy – when they cannot cope with flooding sensory information they may shut down some or all sensory channels. For example, many autistic children are suspected of being deaf, as they sometimes do not react to (even loud) sounds and many are referred to hearing tests as early as five or six months of age. Their hearing, however, is often even more acute than average, but they learn to ‘switch it off’ when they experience information overload. When sensory input becomes too intense and often painful, shutting off the sensory channels helps the child to withdraw into his or her own world.⁵¹ Many children who already understand and willing when given orders or instructions, especially commands that are

⁵¹ Olga Bogdashina., 39

commonly teachers provide, for example, put the shoes on the shelf, pick up a bag, pick up snacks in the bag, etc. Children are familiar with commands that are often heard and sustained. For example, when learning the teacher instructs the child to "take back" the alphabet / picture card. For orders that he does not understand the child does not give a response, that's when the teacher must guide the child to carry out the command.

For some with severe sensory processing problems, verbal language may be perceived as no more than noise that has nothing to do with either interaction or interpretation of the environment. So that, some of student still can be able to give responds by verbal language, teachers have to touch them to give a sensory.

Language and concepts within the system of sensing are repeated again and again by people devoid of interpretation or in whom interpretation is an inconsistent and secondary system who live on other sides of the earth and have never met each other. So that, the teachers have to repeated the word who have teach. Every day, the teachers will repeat material before, and increase base on student's ability.

Training in listening skills, encouraging a liking for stories, ensuring familiarity with language patterns, all form important parts of the program. Indeed, aural-oral language enrichment activities form the basis of beginning-reading program. When the beginning-reading activities involve word-to-word matching, word-to-picture matching and letter and word copying, the child is ready to enter the next stage of development. The golden rule to remember is to

make the work link as closely as possible with educational skills and media the child needs to use at this time. For instance, in pre reading activities, if the child needs to improve in visual discrimination it is likely to be of maximum benefit if letter and word matching are utilized, rather than the matching of pictures and geometrical shapes.⁵² The ability to listen based on command is good. Students can make two-way communication. When given a question the child will be able to answer, but the sentence used is not too long to make the students understand.⁵³

Most of the students have not been able to communicate, may be biased answer simple questions, but could not give a response back. Sometimes children also do not understand the meaning of the questions given so that they are just silent. This is in accordance with the opinion Grandin who stated a child with poor auditory perception may hear sound like a bad mobile phone connection, where the voice fades in and out or entire parts of the communication are missing.⁵⁴

There would be lack of (or delay in) development of symbolic systems, such as communication, language and verbal thought.⁵⁵ In accordance with that opinion, most autistic children have not been able to be invited to

⁵² Peter Westwood, 100

⁵³ *ibid*, 104

⁵⁴ Audra Jensen, 38

⁵⁵ Olga Bogdashina, 89

communication. There are several questions that are often asked of them, and they are only able to answer the questions they often hear. They are still having difficulties in being invited to two-way communication. Some children are able to connect words, for example the teacher says "mi-" the child connects "-num", the teacher says "bu-" the child connects "ku". For that as often as possible the teacher must always add new vocabulary, and the child is asked to imitate, then the longer the words will be more conceptualized in their brain and their speaking ability will develop.

Most of autistic have not been able to communicate. There are several questions that are often asked, and they are only able to answer familiar question., the example; “diantar siapa kesekolah?,” child answer, “ibu”. Children with good speaking ability they will be more actively communicate, for example, they do not remember the teachers name, then they will ask to teacher "who?". When a friend cries, they will say "Albi crying, Albi is silent".⁵⁶

Though non-verbal autistic individuals lack verbal language, it does not mean they have no language at all.⁵⁷ . If the child has not been able to speak, they will raise to what he wants. When they want to drink, they will take the bag and ask the teacher to take out the drinks. Even if some autistic individuals cannot

⁵⁶ Audra Jensen, 86

⁵⁷ Olga Bogdashina, 110

communicate through conventional systems, such as talking, typing and so on, they still have a form of inner language

If oral language is adequate and if the child has realized that the marks on paper represent words which can be spoken, the next important skill to consider is that of form perception, which at its highest level is reflected in the fine discrimination of individual letters and sequences of letters. If a young or disabled child is very poor at form perception the teaching will need to begin with the fitting of hardboard shapes into inset formboards, matching and sorting simple regular shapes and feeling these shapes hidden within a puzzle box where the child can handle but not see them. He or she then identifies the shape just handled from a set of line drawings outside the box. Later the activity can be reintroduced using small plastic letters of the alphabet in the puzzle box, these being handled and identified in the same way. This activity is useful for holding attention through active participation and enjoyment. Other useful activities which will help to develop awareness of shape and form and encourage attention to detail include: copying regular shapes using drinking straws, drawing around templates, drawing within stencils, tracing figures, completing unfinished figures on worksheets. These activities are of particular importance to young children with impaired vision or with perceptual problems.⁵⁸

⁵⁸ Peter Westwood, 101

Most of them are only to being able to write upright and straight lines, and even some of them still have to be guided by teacher's hand. The use of invented spelling by the children almost certainly helps them develop phonemic awareness and an understanding of the alphabetic principle. It is helpful to inspect young children's invented spelling in their early attempts at writing as this can reveal the extent to which they have developed phonemic awareness. The same is true of older students with learning difficulties.

With the young child or the child of very limited ability the starting point for the language-experience approach can be the labelling by the teacher or aide of some of the child's artwork or drawings, no matter how primitive, with captions which the child suggests.⁵⁹ The ability to communicate well in writing is a prerequisite for success in school.

Writing is certainly the most demanding of the language arts. It is fortunate that contemporary approaches to the teaching of writing have done much to alleviate the anxiety and frustration which, in years gone by, many of the lower-ability students experienced whenever 'writing' or 'composition' appeared on the timetable. To them it meant a silent period of sustained writing, with little or no opportunity to discuss work or ask for assistance. Great importance was placed on accuracy and neatness at the first attempt and many children must have felt extremely inhibited. Even when the teacher wasn't a

⁵⁹ *ibid*, 108

severe judge of the product, the children themselves sometimes carried out self-assessment and decided that they couldn't write because their product was not perfect. An attitude quickly developed in the child, 'I can't write', and a failure cycle was established.⁶⁰

They need to be given guidance in how to begin, how to continue and how to complete the writing task.⁶¹ The child will be asked to hold a pencil and prepare a paper, the teacher will let the child cross out as they, when it has been measured, the child will be prompted to make a simple line. For the student who have good writing ability they can write in a lecture, answer questions by completing points, and were even able to write their own full names or identity.

B. The Discussion About Factors that Influence the Language Ability of Autism Children at Pesantren Anak Sholeh (PAS) Baitul Qur'an Ngabar Ponorogo

Factors that influence the language ability of autism children there are:⁶²

1. Hearing Obstruction

In some cases, hearing problems are related with the speaking delay.

If the child has hearing difficulties, they will be in trouble to understanding,

⁶⁰ *ibid*, 137

⁶¹ *Ibid*, 139

⁶² <http://ayuunayu.blogspot.com/2016/12/faktor-faktor-terjadinya> (access on October 13, 2018 at 20.43)

imitating, and using language. One of the causes of hearing loss in children is because of an ear infection, or other damage so that their ears cannot be used as its function.

2. Genetic

Some facts show that in some cases where a child gets delays in using language, found some similar cases in his family. Thus, tentative conclusions indicate the possibility of genetic problem as one of the influencing factors.

3. Problems with learning and communication with parents.

Communication problems and interactions with parents have an important role to make the children have high language ability. Many parents only give full education to the teacher, even though the teacher is only a media, while children spend more time at home with their parents. Parents must often invite children to communicate verbally, and what is taught in school must be repeated even improved at home.

4. Healthy

Healthy children learn faster than unhealthy children, because the development of motoric and mental aspects is better so they are better prepared to learn.

5. Intelligence

Children who have high intelligence will learn better and have mastery of language that is related with the ability to think.

6. Gadget

Gadgets are one of the important factors that inhibit the autism language development. Children have language difficulty both actively and passively, but they can to operating mobile phones. Usually the use of gadgets is applied at home. For this reason, parents must be more assertive to their child. Let the child tantrum and cry. When they feel tired they will be quiet and forget what they want before.



CHAPTER VI

CONCLUSION

A. Conclusion

Based on the results of the research and discussion described in the previous chapter, it can be concluded that speaking language ability in autism children still have problems with fluency, less pronunciation in several words, children only can speak with short word, cannot be able have a dialogue or communicate, have not been able to give information, have not been able to express their wishes. Autism children have not been able to write independently. Listening ability of autism children still had problems to understanding long and multiple commands, willing to follow a command or short instruction given, can understand simple questions according to their daily activities, have not been able to respond a long question, answer question following the last word from the question. There are children who can write independently but most of them still learn to make simple line.

Factors that influence the language ability of autism children there are hearing obstruction, genetic, problems with learning and communication with parents, healthy, and intelligence.

B. Suggestion

After analyzing, describing the research, and finally producing the conclusion, the researcher will give suggestion as follows:

1. For the teacher

To help students get the best learning achievement, the teacher must know the extent of students' abilities because the child has different basic abilities at the beginning of school. That way the students get the material based on their abilities. In addition, the teacher must not impose the ability of students, if the child has not been able to, do not continue on the next material

2. For the researcher

It is suggested for the researcher to observe the students. It will help the researcher to improve the better and success of the research.

3. For the readers

After reading the results of this study, it is expected that the readers will understand the characteristics of autism children and how to handle and give the lessons for autism children.

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