

The Strategies used by Tunas Mekar School to Teach Autistic Children in Primary School English as A Second Language

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Abstract: The objective of this study is to find autistic children use to learn English and understand how to teach English to autistic students at this elementary school. The qualitative research method was applied in this investigation. Qualitative mining yields detailed and unpredictable findings. In this instance, the principal, an English teacher, a physicist, autistic children from various backgrounds, and shadow teachers all took part in the investigation process. Tools included observations and interviews with teachers, a physicist, a shadow teacher, an English teacher, and a principal. Tunas Mekar School has the following six plans: The acronym ABA represents "Taking Control of Students' Actions." Modelling and role-playing are utilised to teach through movement and facial emotions. Less is more (with clear, simple instructions). To enhance the child's social skills in the classroom, assist them with visual materials and provide them with a range of stimuli. Employing PECS, being ability to obey instructions while maintaining composure is a sign of self-control. Learning a foreign language also benefits children with ASD by increasing their self-awareness. To organise and get along with others, parents should emphasise their child's talents and provide an organised learning environment.

Keywords: strategies, children with autism, and English as a second language

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kebiasaan anak autis dalam belajar bahasa Inggris dan memahami cara mengajar bahasa Inggris kepada siswa di sekolah dasar ini. Metode penelitian kualitatif digunakan dalam penelitian ini. Pertambahan kualitatif menghasilkan temuan yang rinci dan tidak dapat diprediksi. Dalam kasus ini, pemimpin, seorang guru bahasa Inggris, seorang fisikawan, anak-anak autis dari berbagai latar belakang, dan guru bayangan semuanya berpartisipasi dalam proses penyelidikan. Alat termasuk pengamatan dan wawancara dengan guru, fisikawan, guru bayangan, guru bahasa Inggris, dan pemimpin. Sekolah Tunas Mekar memiliki enam rencana berikut: ABA adalah singkatan dari "Taking Control of Student's Actions". Model dan role-playing digunakan untuk mengajar melalui gerakan dan emosi wajah. Kurang adalah lebih (with clear, simple instructions). Untuk meningkatkan keterampilan sosial anak di kelas, membantu mereka dengan materi visual dan memberi mereka berbagai rangsangan. Menggunakan PECS, kemampuan untuk mematuhi instruksi sambil mempertahankan kompres adalah tanda kendali diri. Belajar bahasa asing juga bermanfaat bagi anak-anak dengan ASD dengan meningkatkan kesadaran diri mereka. Untuk mengatur dan bergaul dengan orang lain, orang tua harus menekankan bakat anak mereka dan menyediakan lingkungan belajar yang terorganisir.

Kata kunci: strategi, anak-anak dengan autisme, dan bahasa Inggris sebagai bahasa kedua

INTRODUCTION

Knowing that everyone has the right to education, regardless of gender, race, religion, social class, or level of intelligence, the researcher concludes that education is one of the most essential things in life. Getting a good education at a reasonable cost will boost the students of special need self-esteem and help the students of special need meet the standards of your community. Because education is the only effort needed by children with special needs to be able to help themselves and adapt to the environment (Efendi, 2018). One's skills and knowledge will also be used in society.

Lampung doesn't have a lot of educational choices or programs that could help autistic kids and their parents. In the same way, these kids need more challenging exploring work to help with their reading problems in school. Just what are these kids learning? How do they know the

language? In Indonesia, neither TEFL researchers nor experts from any other university program have done an initial study on how to teach English to kids with autism. Getting educated is essential for everyone.

To make sure that students with special needs get the care and attention they need, education equality and fairness need to be improved and supported. Many more people worldwide are becoming aware of this type of student. According to (Ni Nyoman & Luh, 2017, p.159), the students of special needs to learn more about how to help students with special needs and ensure that their educational programs are effective immediately. Learning English has turned into a valuable tool for personal growth. People should help those in need to keep the peace and keep the school system going for everyone. It's hard for everyone to accept kids with disabilities, even autistic kids. This plan must make sure that kids with autism are included. Patterns are essential to good teaching, and preceptors watch as students learn English and improve at it. The value that this conversation adds to things for students and preceptors is part of the gift. Differences are seen as the only way to achieve literacy when looking at different ways to learn a language.

Earnings from preceptors can also be used to improve teaching methods and tools and to carry funds to encourage kids to read. While in Indonesia, data records regarding the number of children suffering from autism are not yet available. However, in 2013 there were an estimated more than 112,000 autistic people in Indonesia with ages ranging from 5 to 19 years. In 2015, the estimated children with ASD were about 1:250, in which there were approximately about 12,800 children suffering autism (Judarwanto, 2015). Particularly in Pontianak, West Kalimantan, the ethnic Malay group has the largest population. The 2016 profile of Bina Anak Bangsa Special Needs School Pontianak City recorded that there are about 356 children with autism comprising 280 children who are taking therapy programs in Pontianak Autism Center and 76 autistic children have enrolled into a Special needs School in Pontianak City, and 46.05% of those 76 students are from Malay ethnic families. More and more people in our country have autism. Epidemiological studies that give objective measures of the disorder's effects, such as case counts and the social and economic effects they have, have been closely linked to significant steps forward in autism understanding and global public health responses. In particular, epidemiological estimates could show lawmakers ways to improve things and show how identification, services, and support are currently given to affected groups (Fombonne et al., 2019). The government should therefore take appropriate action. Young people in Indonesia want it to be easier to get to programs that will help them become better citizens. Today, a lot of people learn English because they need to in a lot of different scenarios. For instance, to start a new job with foreign investors, you must learn British. In this study, the school system in Bandar Lampung is used to look at how kids with autism learn a new language.

The main point of this study is to find autistic children use to learn English and understand how to teach English to autistic students at this elementary school. For example, Stassen (2014) says that newborns react to and hear words and phrases for the first time. The mum is also seen as a strong example of how to read and write. (Page 44 of Stassen, 2014) suggests that kids learn from the connections they make when they see familiar things that make them feel good, like noise and their mother's side; this is a standard effort.

The foundation and operant effort hold back the good. In that case, there will be a pattern because everything we do has an effect, and we can learn that from watching other people behave and act. We repeat what we see or hear. Krashen says there are two ways to teach a second language: learned and gained. In the same way that first-language acquisition requires unconscious trade and conversation in the target language, the accession mechanism does, too. The first way acquisition; this refers to the subconscious, intuitive, and natural process of picking up a language by being exposed to it in meaningful context. In this process, learners absorb the language naturally, often without explicit instruction. Acquisition occurs through exposure to comprehensible input, which means input that is slightly beyond the learner's current level but still understandable. The second way learning involves the conscious and deliberate effort to understand and internalize the rules and structures of language. This includes formal instruction,

studying grammar rules, memorizing vocabulary, and practicing language skills in a more structured way. Acquisition is the natural process of absorbing a language through exposure, while learning involves the conscious efforts to understand the language rules and structures. We know what we are learning and pay attention to it, which differs from a taught method. The abecedarian academy's alphabet principles, like the surveillance thesis, are also linked to watching and changing what you are learning without realizing it to fix language mistakes. This is true for both systems. But more than just being able to speak another language is required. To go over what was already said, feelings have always been a part of language learning. According to Krashen (1995, pp. 187–202), "When the sludge is actuated, it prevents language accession." This is because the affective sludge thesis, which includes provocation, trust, and fear, creates an internal block that makes it hard to learn a language. A lot of researchers have tried to explain autism. It comes from what visitors have learned about this problem and its good and bad signs. Baron-Cohen, S., & Bolton, P. (1993) say that autism is a disease that affects some children from birth or early childhood and makes it impossible for them to make friends or communicate normally. Because of this, speaking and social skills keep worsening. PECS is a form of an alternative and argumentative communication (ACC) system. PECS allows individuals with a severe disorder of speech -language production and or comprehension a means so communicate (Beukelman & Light, 2020, p.4). It differs from severe intellectual disorders because it has a clear pattern of not paying attention and being very smart. The DSM-5 and APA (2013) say that autism spectrum disorders can be divided into three groups.

Autism disease, also called "classic" autism, is what most people think of when they hear "autism." According to DSM-5 book, people with autism disorder often have significant delays in learning language, trouble communicating and getting along with others, and strange hobbies and habits. A lot of disabled people also have problems with their minds. Most of the time, people with Asperger's Syndrome do not show as many signs of autism. Their social problems, habits, and hobbies might not be like other people's. However, most of the time, they do not have trouble with speech or thinking. It is also called "atypical autism" or Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS). There are fewer and milder signs in people with PDD-NOS than those with autism spectrum disorders. These signs could make communicating and getting along with others hard.

Some people might not agree with the idea of teaching English to kids with ASD. Language literacy lessons for kids with ASD should be adapted to meet their needs in more adult settings. Each language learning setting for students with ASD should be carefully planned after carefully looking at what the students want (Alicja & Marta, 2019). For kids with autism, being a part of a regular classroom is a good choice. If they are ready, students with autism should be able to attend schools accepting everyone. (Brahim, 2022) lists some ways to teach that can help students with ASD learn in inclusive classrooms. However, inclusion has often been a very controversial topic. Students on the autism spectrum have the right to learn in a classroom with other students, so most of them are put in regular classrooms (Andre et al., 2019). They are teaching ways to include students with autism spectrum disorder in classrooms open to everyone. A student on the diaphragm can make friends by learning a foreign language. Language literacy, on the other hand, involves separating intonations and other verbal cues on purpose.

In order to improve their speaking skills and fully understand others, students with ASD can "rewire" their brains—ways to teach kids with ASD in classrooms where everyone is welcome. As (Nahmias et al.; A. C., 2019) and (Accardo, 2015) say, because ASD students are unique, it is clear that preceptors need to come up with unique ways to help them reach their academic goals. It is important to understand the relationship between educators, parents, and identify barriers to collaboration on educational planning (Individualized Education Plans; IEP) for children with ASD. The lack of interventions and goals targeting the acquisition of social skills and functional communication being incorporated into IEP (Gelber et al., 2018; Koegel et al., 2019). One of the most widely mentioned evidence-based interventions created for the treatment of individuals diagnosed with ASD is applied behaviour analysis (ABA) and the interventions derived from its

principles. While preserving many of the core ideas and behaviourism of ABA, naturalistic teaching approaches have worked to enhance the capacity to generalise and sustain the beneficial effects of behavioural interventions (Schreibman et al., 2015).

Differentiated instruction is one of the best ways to help kids with autism learn. It is when teachers teach based on what each student needs. A secret classroom is hard to keep. However, its advantage is that it can help every student in an inclusive classroom learn to read and write (Ford, 2013). Preceptors use various methods to help an autistic student fit in with the other students. (CESA, 2016), the primary way to deal with kids who have autism is:

1. Tone control means helping the child with visual material and using different stimuli during the task, if possible, with the material.
2. It is essential for kids to be able to talk to others, but if the child does not want to talk, clear directions should be given, and repetition should be avoided.
3. Many practice situations are put on stage so students can see instead of just hearing them. It can also make a video that teachers can watch.
4. When it comes to language, less is more.
5. Tasks in different places for creation. Show the students the new skill in different places so they can see how it can be used in different settings.

The best way to do this is to create conversation instead of repeating it, and to use examples and visual aids that work well with parts that autistic kids may have trouble with. The realization is what they need to feel like they are in the real world. The voice and speech system works perfectly, which could be better. Kids with autism are interested in drilling patterns, which means that this method can help them communicate and interact with others better. It is part of the system to test and fix if something goes wrong. This is also a way to help the student learn more. One of the main goals of the study was to find ways to teach autistic children at this school basic English. Finding the strategies and tools to help autistic kids learn English and looking into them. Researchers did important things like learning about autism and its possible causes, looking at theories that support the idea of teaching them most of the time, helping them when they need it, and doing study in schools. The principal and teachers who play this vital role were questioned as part of the probe.

Question for Research

What tactics are used at Tunas Mekar School to teach English as a foreign language to autistic children in elementary school?

METHOD

A. Methodology Type

The main goals of this investigation were met through a qualitative method and set of characteristics. Kathryn Roulston (2008) says that qualitative analysis tells us about the target cult's ways of thinking and understanding things that lead them to look into specific topics or problems. It helps people develop hypotheses by conducting in-depth studies with small groups. When you do qualitative research, you get detailed results instead of predictive ones. According to (Setiadi, 2006) uses inductive analysis to find categories based on the data collected. People who act A target-group English teacher, a psychologist, a shadow teacher, and a headmaster are all involved in this study. The people who are learning English are autistic children of different ages. Also, academy psychologists and two observers picked by the major to help with this process are significant for helping each child learn and improve their skills. The researchers teach English as a second language in Tunas Mekar. We are at the Tunas Mekar Research Centre at Bandar Lampung High School. Some tools used were observation sheets, surveys, interviews, and records with the headmaster, psychologist, English teacher, and shadow teacher. How the observations are set up depends on the classroom conditions, the student conditions, and the

teacher's work. Four on lookers walked into the classroom and were asked to answer questions based on what they saw.

B. Questionnaire

This form was given to the English teacher, the headmaster, the shadow teacher, and the psychologist. It had different questions that helped the researchers determine how they used their styles or methods. There were a lot of questions about fancy moves they had learned. So, it wasn't strange for them to ask if games and other accessories could help teach these autistic kids. In addition, they were happy to talk about their experience working with these kids and what they knew about autism. Data analysis is the process of collecting, analyzing, and presenting data in a way that helps experts find answers. After conversations among observers, a conclusion was written about what checks and class compliances have shown. There are six questions for the English teacher, the headmaster, the shadow teacher and the psychologist. This is a list of questions;

1. What is a method used in teaching the English language?
2. How to handle the students?
3. How do you set the class for the students with autism?
4. How do you instruct the students on autism?
5. How do you stimulate the students with autism?
6. How do you make the class comfortable for the student with autism?

C. Observation

The researcher observed autistic students when learning English and was helped by the shadow teacher. Autism students learn a language using pictures, inclusive class, simple instruction, therapeutic facial expression, and self-control. The autistic students were learning the English language daily, memorizing the words, and the class setting made them comfortable. The researcher prepared many pictures about English vocabulary for autistic students, composed music, formed observations, and noted to get more information in the inclusive class. The educators used PECS, or visual picture exchange community, to learn English. The study of Odluyurt et al. (2016) showed ASD students could initiate conversation and generalize PECS in different settings. PECS also provided the students with observational learning to increase the accuracy of communication skills beyond the study. The researcher observed how the autistic can communicate with their teacher, friends, and environment.

D. Timeline of Data Collections

| Date | Responsible | Activity or Instruments |
|---------------------------------|-------------------------|--|
| September 12 th 2022 | Teacher A | Interviewed the shadow teacher and the psychologist |
| September 19 th 2022 | Teacher B | Observation the students of autism primary school |
| September 26 th 2022 | Teacher A and Teacher B | Observation the students of autism primary school |
| October 3 rd 2022 | Teacher A and Teacher B | Interviewed with the English teachers and the headmaster |

We've had difficulty locating a school for autistic children that speaks both languages and offers education. Following that, the first thing we faced on our route to school was some issues. We had to walk to school since the major highway was closed for renovations. The school has no unique system or strategy for educating autistic youngsters. On the other hand, several helpful tactics have positively affected the students' learning process. The interview questions are challenging for the school employees to respond to because of the diversity.

E. Procedure

The first, at the start of the study, the researcher chose an exciting topic, narrowed it down, and then assigned it to a school that might be a good place for teaching autistic kids. The second, this study's general and specific goals were discussed, and extraction questions were made. Third, researchers from clinical psychology, therapeutics, and instructional methods asked a lot of questions about autism, with a focus on how autistic people learn to English language. The researcher used video to keep track of the autistic kids as they learned English. Fourth, the researchers also tried to make and use data collection tools to help them develop practical ways to teach English as a second language to autistic kids. Fifth, the collected data had to be thrown around, broken down, and compared, analyze to three sources to develop findings and ideas. In doing research, some procedures have been done. They are as follows: the classroom is set up as an individual classroom for autism spectrum disorder students, learning the English language using PECS and analyzing the data.

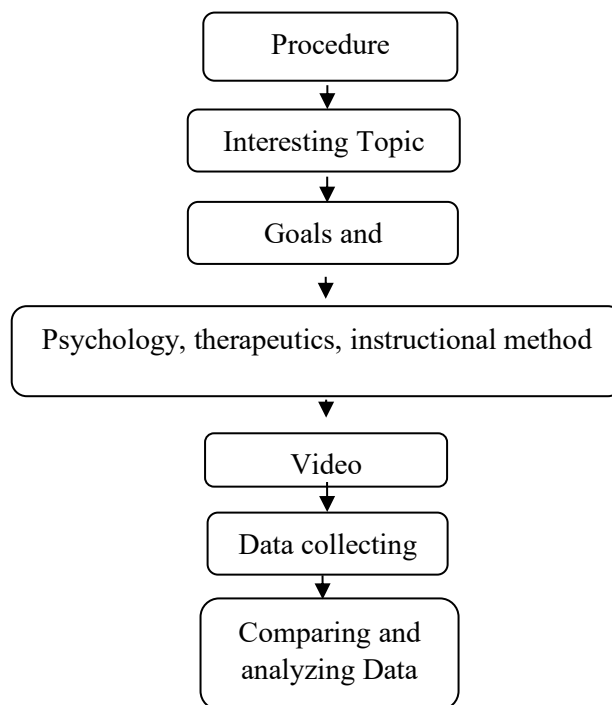


Figure 1: Procedure of Data Analysis Process

F. Data analysis Psychologist Interview

The psychologist's function here is to assess the student's autism, making it easier for the shadow and English teacher to do the teaching. After the psychologist's judgment, to know what is needed for the autism spectrum disorder, the teacher arranges the program individually, the name of IEP. The psychologist helps kids with autism get tested to determine what's wrong with them and then checks their mental health monthly. A psychologist was asked how autistic kids learn. She said that they play, draw, and paint to keep the kids interested in school. This creates fun and exciting learning opportunities for teachers to help students fit in with their peers in the classroom. She also said that as long as she is there and keeps the average and exceptional kids together, she will always provide excellent educational support to the students. This way, they can trust her in case of arguments or other problems that might hinder learning to speak and communicate with peers.

G. The Headmaster was interviewed

To ensure the Headmaster, Tunas Mekar, understood clearly, questions were asked about how shadow teachers and English teachers could teach autistic kids the basics of English. The headmaster said the school aims to help the kids learn good English by working with their interests and strengths. He showed the class beautiful pictures of an autistic child. They make use of this skill in a way that helps the child. To work with young children, preceptors need special training, but they believe psychologists will help their kids understand things well. The headmaster says that it will always be open to disabled children until they can help these kids and give them a phenomenal educational experience. He said there were no problems in the classroom that they couldn't handle and that the English teacher and shadow teacher were in charge of students of a particular type or who kept coming back. The headmaster planned the class for students with autism as inclusive, even though some were normal and only two or three were students with autism. Their friends help autistic students make friends and learn to talk to others in English. It helps them get better at English. The inclusive class is made by many pictures music and makes good interaction for autistic students. Make use of a broad notion of inclusion (Göransson and Nilholm 2014) while discussing policies, visions, or ideals related to education for all kids. Furthermore, we define inclusive education as a practise that attends to the social, educational, and spatial requirements of every individual.

Additionally, special education is defined in this study as a preschool language and communication teaching practise where educational inclusion may or may not take place. Within this particular context, a special educational tool is defined as a teaching tool that originates from a more limited special education tradition that focuses on certain children with specific requirements. One of the most popular programmes offered to kids with autism is Individualised Education Programmes (IEPs) (Berrcera et al., 2017). One important part of federal legislation requirements for providing free and adequate education to students with disabilities is the individualised education programme (IEP).

H. The teacher's Interview

The researchers interviewed were asked to talk about how they handle situations in the classroom with autistic kids and what they would do if they couldn't do that. They said they had never been in a case where they had to act immediately. Using PECS (Picture exchange communication system), the students feel interested in learning English and are happy to show natural objects through pictures and visuals. Even more surprising is that the child speaks the language perfectly and can draw and sketch well. She told us she uses different worlds to teach prints, textures, colours, records, and field compliances. The school teacher also said that familiarizing the environment is very important because autistic kids might have trouble with social interactions in the classroom when they see results. The students with autism study in an open class where some students are regular, and one has autism. In inclusive schools, students with autism are paired with a shadow teacher who helps them study.

The English teacher made an individualized education plan (IEP) to help them learn English, control their behaviour using the ABA method, communicate or learn words through picture exchange, be happy and excited, and follow the rules, according to (Ammant et al., 2017; and Gelbaret al., 2018), reviewing the quality of IEP and parents' perceptions of IEP as measured quantitatively revealed that social, communication, and behavioural goals are typically neglected despite parents' requests for inclusion. IEP goals can focus on various skills, from reading and writing literacy to self-help skills to social skills and communication (Gelbaret al., 2018). Some students with autism are already being treated by a therapist and accompanied by a shadow teacher. Students with autism enjoy learning English when the teacher tells them easy things like "touch your bag," "touch your pencil," and so on—using game movement to interact with the other students. Games are more critical to self-control, such as pairing a real object with a picture. For example, in a colour topic, the students put the picture in the basket with the same colour

picture. Put the basket fifteen meters from the image; the student's autism runs to the basket. It amuses and excites them, which results in a reduction in their tendency to throw tantrums.

I. Class Observation

The high school students were also given quizzes on the terrain characteristics and situations we discussed in class. Students may feel safe because the room is big and out of the way, and only a few types require them to work out. Still, a person with an addiction keeps from getting too hot. The lack of designs on the bottom could benefit kids because it might catch their attention. Many have Visualisations on the wall in the form of colours, fruits, games, and figures drawn by students. In the class setting, autistic students learn using a table and chair and accompany the shadow teacher.

On the other hand, plenty of kids are in the classroom, which is excellent for improving literacy, and communication between teachers and students is smooth, clear, and perfect. Students with autism get a break in an inclusive class by listening to music or songs. This helps them relax while they learn English.

J. Shadow Teacher

The shadow teacher helped the autistic students get the material, focus and listen to the rules when instruction was given. The shadow teacher uses the ABA method to handle the students. The regulations of ABA give simple instructions and then give presents to the students when they follow the rules and answer the questions from a teacher or do the task. Here, the shadow teacher helps the primary teacher or English teacher; for example, when the English teacher gives the material about parts of the body, the students pair the picture with the natural object and then mention the object's name. If the students didn't listen or focus when learning, the shadow teacher touched their faces, and they could not attend and do the task. Because the student's autistic has neurological diseases, focusing on the material for only one to five minutes. This is a helpful method for us as parents of students with autism because when the students learn about expressive language, they sit face-to-face with us at the table in front of the students with our eyes the same as theirs. Then, give simple instructions, for example, touch your eyes, and the students follow the touch and imitate. Here, the teacher uses body language and facial expressions as the role model. ABA-based interventions are effective.

A question guiding treatment decisions includes whether or not the treatment is needed and how much treatment is needed. Applied behavioural analysis (ABA) would be one of the best tools. This intervention encourages parents to understand and change their children's challenging behaviour to functional. Special needs children who would most benefit from this intervention would be children with autism spectrum disorder (Smith et al., 2019). Using cool, calm and colors in the classroom can help create a more relaxing atmosphere. Employ visuals: pictures and role-playing will have a greater impact on autistic kids than a long explanation when it comes to classroom rules. Visuals can also serve as a helpful reminder. Assign the students a timetable they can adhere to. ABA, also known as applied behavior analysis, is a type of therapy that helps kids with ASD control or get rid of problematic behaviors, like ones that cause them to hurt themselves or other kids. Rewards and incentives are used in ABA therapy to encourage good behavior.

RESULT AND DISCUSSION

Result

Data from the interviews and observation of the students' autism when learning the English language. These people helped the researchers complete the study by gathering information from five different sources: TEFL teachers, the headmaster, the psychologist, the shadow teacher, and the students who followed the rules. The results show that the working platoon at Tunas Mekar School has pushed for various methods to teach autistic preschoolers, which has helped them

learn better. The researchers asked the teacher if he had unique ways of teaching English to autistic kids. In an interview, the teacher said you are responsible for each student's skills. It connects autistic kids' problems and sins to turn those problems into strengths. To support students, teachers must understand how they feel and do everything they can to help them manage and teach their students strategies and use their different skills. This long-term goal is then looked at by the English teacher and the shadow teacher, who focus on areas where these kids' learning levels may improve significantly. In the case of a child with HFA (high-functioning autism), images of the It was shown on fame that the researchers were pushing the students to do what they enjoy to make learning easier. Based on the interviews and observations, the headmaster, the teacher, the psychologist, and the shadow teacher all help the students with autism learn words and grow. The school had an open classroom with an assessment, an IEP program/lesson plan, ABA-based behaviour therapy, simple instruction, facial expressions, role models, PECS, and visual pictures. Historically, operant conditioning has served as the foundation for ABA therapy methods. On the other hand, colourful learning images, and a socially pragmatic approach are common features of many newly developed interventions (White-house et al., 2020). When learning English, students with autism helped the shadow teacher control their behaviour, which made it easier for the English teacher to teach English. For example, the teacher might ask the students to point out a real object or picture, or they might use games or simple commands to show what they are doing. This made it easier for the students to understand the material, and visual aids like pictures and using a picture exchange communication system helped them know when to communicate with the environment. Videos and e-mails also helped them do so. Self-control and having their students talk to others helped them learn new words and improve their English communication ability. The IEP program is usually used as a good program for the first learning English for the students to learn vocabulary, speaking first or writing English. After assessing the autistic students, the English teacher makes an IEP program for them.

Also, it is important to note that student's ability shows up differently in these kids. A real artist would say kids can think about and dream about pictures and pictures. The autistic students drew many paintings, and two were shown to scientists. The boy's skill moved him. A child's visual-spatial intelligence can be taught and grown through painting and drawing. People who teach said, "It will take a long time to get to know the students and understand how they learn." According to CESA (2016), this student's primary method is tone operation, which includes using visual aids like PECS for kids (Zohoorian, Z., Zeraatpishe, M., & Matin Sadr, N., 2021) and using a lot of different triggers in class to understand the material. Faculty work is another way to get rid of mental mess. Krashen (1995) says many situations and terrains can stop literacy growth. For example, when discussing your confidence and worry, you create an internal block that contains the literacy process. When people work out and enjoy it, the mental sludge disappears, and their brains become more literate. The English teacher uses simple commands or instructions, facial expressions, and movements when they are learning, such as touching their bag. The teacher shows the natural object and the picture. After that, the students show it and feel it. Facial expression shows the teacher's feelings: happy, angry, dull, sad, laughing, etc. Setting the class with music or the English teacher or shadow teacher singing together makes the situation comfortable, exciting, and fun.

Discussion

The experimenters also found the line five method by observing the class. It is called "pattern preference" because the preceptors taught with games and activities. Also, the different ways that autistic kids' problems are brought to people's attention and treated might have something to do with social trade, poor communication, and harshness. The researchers looked at the classroom tools and showed that using sound and colour is helpful for autistic kids. These results support the idea that kids are free to roam and learn through imitation and in an organized setting that works well for their sensitive perception. Schedules and practices that are well organized are perfect. The experimenters also looked at the audio-vocal and vocal styles used to build ties

between students through games and songs. Part of a "lower is more" technique is giving short instructions and clear explanations (CESA, 2016). They also showed that teachers must be trained in behaviour modification techniques to keep kids in line at school. Therapy helps autistic people deal with their behaviour, like when they don't pay attention when the teacher explains something, get off track, throw a fit, etc. This helped the kids with autism. For the most part, the exploration group's answers were precise and complete in detail. The main goal of the interviews and classroom compliance was to find out what methods the preceptors of this academy used to teach English to autistic kids at Tunas Mekar School. These checks would back up the information asked for and match what the experimenters learned so the students could control themselves. The result is to teach the English language to those with autism spectrum disorder using ABA for their behaviour and PECS for communication visual methods, facial expression, movement, simple commands and control. PECS is an effective tool that increases the independent requests of an individual with ASD who lacked functional communication skills.

CONCLUSION AND SUGGESTIONS

Autism makes it harder for kids to do well in school because the most common symptoms, like communication, speech, and behaviour problems, make it hard for neurodiverse kids to get used to school practices. It's hard to teach foreign languages to people with autism because learning a second language well needs quick reactions and good social skills. Different things can be done to put autistic kids in a bilingual setting. Keep up with the foreign language and use it in conversation. Finally, share the student's stories to get better at socializing. The students grow up in a loving home with help from their parents, who are their first source of love and role models, as well as from teachers, friends, family, and other people. Findings from this study show that the autistic child could do very well in English with the help of their parents. However, the students saw a therapist who told them to include the child in their activities. By implementing strategies and approaches, teachers can create an inclusive and supporting learning environment that promotes the English language development of autistic students at the elementary school level, autism is a neurological disorder that can cause a child to have specific systems or patterns that they may follow at school, when they are with other kids, or when they are doing other things like speaking, drawing, dancing, etc. Recognize the importance of social skills development for autistic students. Incorporate and communication within English lessons, such as group work, pair activities, and role-playing exercises. Teach and reinforce appropriate social behaviors and communication strategies.

In the case of this school, one of our suggestions is that the management staff learn what needs to be done in an emergency. Children who act out should be able to handle the problem independently, or a teacher or tutor will need to know how to break down this wall. Recognizing how complicated this problem is and how many destructive behaviours may affect the learning process is essential.

Strategy teachers are welcome at Tunas Mekar School.

- Applied Behaviour Analysis, or ABA, is a way to control what kids do.
- To teach through facial expressions and movement, modelling and role play are used.
- Less is more (clear and easy directions).
- Help the child with visual material and use a variety of stimuli throughout the class to improve their social interactions Using PECS.
- Self-control means being able to stay calm by doing what you're told.

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