

TEACHER'S DIFFICULTIES IN TEACHING SPEAKING USING AUDIO VISUAL AID FOR AUTISTIC STUDENTS

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ABSTRACT

This article was to identify and to find out the teacher's difficulties in teaching speaking to autistic student using audio visual. This research used descriptive design and qualitative research method. The instrument of the research are observation, interview and questionnaire about expressions of greetings. The data are collected by giving the teacher and autistic student interview, questionnaire and does observation and video recording. Additionally, the writer found that respondent's difficulties in teaching speaking using audio visual aid for autistic student, divided into two sections: Internal; insecure and external that are 1) student; perform unique and unfamiliar character, deficit attention and concentrations, different of learning style, habit, and socialite with others, hard to produce and distinguish words with proper pronunciation, hard to perfect in pronunciation, easily affected by their surroundings, using verbal and imagination in the way of learning. 2) Media; looking for a precise and compelling media, requiring a long time preparation. 3) Teaching process; should be interesting, should provide examples that are easy to understand, always tuck the material outside of school hours, need a lot of repetition, takes a long time. Additionally, it is recommended for further researchers to conduct similar studies in different contexts deeper.

Keywords: Teacher's Difficulties, Teaching Speaking, Audio Visual

A. INTRODUCTION

In teaching English, teachers are required to choose a media that is suitable for achieving the goal of teaching with ease, so that students are be motivated to learn more. This concept have related to apply instructional media, teachers must consider many things such as teaching materials, the level of students, classroom management and many other aspects.

Instructional media are used in improper technique can cause a lot of trouble or student and teacher fail to teach them and also will be a burden. Who stated definition of teaching is "the work of the teacher". According to Anthony (1963:63) teaching is "a process of communication that is the proces of sending information from the teacher as a resource of information to the learners as the receivers".

Speaking English as a foreign language is perceived as a difficult skill to be taught and learned since the learners have to think and speak at the same time to present their idea orally. They might also encounter some problems that obstruct them to be good English speaker. The problems include lack of self confidence, fear of making mistake, and lack of vocabularies and grammar. Thornbury (2005:225) states that essentially, learner – speaker face two main areas of difficulties, namely knowledge factors and skill factors that effect other factors such as lack confidence or self-consciousness.

Autism is a lifelong developmental disability that prevents individuals from properly understanding what they see, hear and otherwise sense. This results in severe problem of social relationships, communication and behaviour (Treatment and Educational of Autistic and Communication Handicapped Children Program (TEACHCP) in Wall (2004)). Characteristics of children with autism, which generally occurs. For example impaired social skills, difficulty empathizing, not like physical contact, not like loud noises, not like some scent, do not like bright light, unbalanced development, speech disorders and the like repetitive actions.

Hogan (2001) in *The Son Rise Programme Autism*, autism is complex developmental disability that typically appears during the first 3 years of life. It can result in challenges in language, communication, emotion, behaviour, fine, and gross motor skills and social interaction. Characteristics of students that students with special needs (autism). Based on research, these students including mild autism, which is still able to communicate well. Teach autistic student is a very difficult with characteristics of children of autism, which generally occurs. For example impaired social skills, difficulty empathizing, not like physical contact, not like loud noises, not like some scent, do not like bright light, unbalanced development, speech disorders and the like repetitive actions. The autistic students like to learn from things that movement, the effective teacher in taught autistic students not only book and pencil to learn but with audio visual aid.

The research question of this research was; what were the teacher's difficulties in teaching speaking using audio visual aid for autistic student? and the objective of the research to find out the teacher's difficulties in teaching speaking using audio visual aid for autistic student.

B. LITERATURE REVIEW

1. Teaching Speaking

According to Brown (2007:8) teaching refers to guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Furthermore, Carr (1996:98) stated that teaching is one of the means by which education is often achieved (if it is) and education is a common purpose of teaching. In addition, Richards and Renandya (2002:6) stated that: a teaching theory is viewed as something that is constructed by individual teachers. From perspective, teaching is viewed as driven by teachers attempts to integrate theory and practice. Furthermore, Brown (2007:8) stated that a theory of teaching, in harmony with your integrated understanding of the learner and of the object matter to be learned, will point the way to successful procedures on a given day for given learners under the various constraints of the particular context of learning.

Bailey and Savage in Celce-Murcia (2005:103) stated that Speaking is an activity requiring the integration of many subsystem of these factors combine to make speaking a second or foreign language a formidable task for language learners yet for many people, speaking is seen as the central skill. Moreover, Richards (2008:19) stated that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency. Furthermore, Richards and Renandya (2002:204) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation.

Based on the statement above, the writer concludes that speaking English is one of the language skills which would give benefit for those who practice it, therefore speaking English should be practiced either at school or out of school. Practicing English is hard to do and can be assumed as a basic for teaching in particular speaking English is giving instructions to others to communicate.

2. Audio Visual Aid

Using Audio Visual Aid as media in teaching English as foreign language can be helpful to the teacher. It is a tool to support the learning that is used as medium in instruction to deliver the materials to the learners. (Heinich et al, 1985; Van Els et al.,1984 cited in Syaifullah, 2008). In general, there are three kinds of instructional media. It comprises audio aid, visual aid, and audio visual aids. Audio aids are media that can be listened to such as CD's, radios and cassettes while visual aids are media that can be seen such as pictures, graphics, models and slides. Then are instructional media that involve the senses of sight and hearing are named as audio visual media. It includes movie, video, and television (Kasbolah, 1993:57 cited in Syaifullah, 2008; Piaget, 2006; Heinich et al, 1985: 5)

3. The Basic Principles in Using Audio Visual Aid

In using audio visual aid as media in class, there are some considerations that should be carefully planned by the teacher. The brief of these points in turn are suggested by Xiaoning (2007: 3), namely:

- a. Choose the materials that are relevant to the topic or themes in the class. Using video or short film which related to the topic to provide integrated activities such as listening, reading, writing, and speaking will make students know more information and improve their English practical. While the purpose of showing the video is to arouse the students' interest and require the context in the topic of the lesson so that they can learn better. So it is important that the material included in video should be relevant to the topic of the lesson.
- b. Video or short film used should not be too long or too short. The appropriate duration may be five to ten minutes. If it is too long, it will spend ,much time that may affect the other materials or activities which will be provided in the class such as the analysis of the text, the language focus or practice section. If the short film or video is too short, it will be difficult for the student to understand whole plot. So try to consider the limited time in the class when choosing the video or short film. Teacher can choose a little part of the video which really relate to the material in class so it can make full use of students' interest.
- c. Activities should be provided after students watch the video or short film. Discussion or talk between teacher and students after watching the video or short film is quite necessary. It is for clarification or check students understanding about the content of it. After watching, students should try to practice the language by speaking. To train or to improve student listening and speaking skills and competence is what the teacher has to achieve. Teachers can prepare some questions before class for students to answer promptly. They can also ask students to have a discussion in groups first and then ask them to give their report. If possible, they can also let students first do some preparation and then perform a debate on a certain problem. After seeing the clip, teachers can also ask students to answer the question.

4. Teacher's Difficulties in Teaching Speaking

According to Brown (1996:216), "Difficulties is mistake, misjudgments, miscalculations and error form an important aspect of learning in acquiring information". Difficulties are usually compared with impotence. In order to analyze the learner language in an appropriate perspective, it is crucial to make a distinction between difficulties and impotence. In this case, difficulties in teaching speaking is the teacher who teaching speaking to autistic student.

5. Analysis of Difficulties

Analysis is separation into parts possibly with comment and judgment (Hornby, 1948:29), in the language teaching, either native language or a second language teaching, studying about learner difficulties is very important. The word analysis usually implies at least two elements: (a) a breakdown of something into parts or ideas, and (b) a discussion or description of those parts using a point of view or a method. If, for example, we are ask to analyze the text of a reading, we will choose several main or important ideas from it, then discuss each in turn using some kind of special point of view, theory, or method.

To analyze difficulties, there are some steps which have to be conducted by writer, the first step in the process of analysis is identification the difficulties, it crucially depends on correct interpretation of the teacher's teaching. It can be solved by authoritative or plausible interpretation. The second step is describing the difficulties. It begins only when an identification stage has taken place. The description of teachers is difficulties involve comparison of the teachers teaching speaking using audio visual aid for autistic student.

C. RESEARCH METHODOLOGY

Research Methodology consists of three methods; qualitative research method, quantitative research method, and mixed method. And this research used qualitative method. Qualitative research methods are used to examine question that can be best answered by verbally describing how participants in a study perceive and interpret various aspects of their environment.

The respondent of this research is a teacher of ninth grade of Junior High School who gave the result of observation, interview and questionnaire of difficulties in teaching speaking using audio visual aid. However, when she was worried about her lack of experience in teaching students with special needs, then she wanted to find out how to support her student with autism and best meet his needs.

In qualitative data validity might be addressed through the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and conformability of the researcher (Tavakoli, 2012:699). The writer used questionnaires, interview and observation. McMillan (2001:128) stated that observation allow the description of behavior as it occurs naturally. The writer took observation to explain the using of audiovisual in classroom. While, interview was used to gain specific information or very us eful data about students' feeling or opinion which is not accessible through observation (Merriam, 1998) as cited in Apsari (2018).

D. FINDINGS AND DISCUSSION

In investigating, the researcher used three kinds of instrument which has explained entirely in the third chapter. Firstly, the writer gathered the information from the observation to the respondent in teaching speaking using audio visual aid in the class, secondly the researcher gathered the information from the interview to the respondent, thirdly the writer clarified the data by conducting observation which was recording the respondent, and in the end, the bias data were avoided by giving the respondent a questionnaire. The data of the three instruments then analyzed, and it was integrated to several subcategories of analysis. Finding the teacher's difficulties in teaching speaking using audio visual aid for autistic student, the writer found the data of result from interview that the most dominant media performed by the respondent is audio visual aid. Moreover, in finding respondent's difficulties in teaching speaking using audio visual aid for autistic student, the writer divided the analysis into two sections:

1. Internal

a. Insecure

The first respondent's difficulty in teaching speaking using audio-visual aid for autistic student is Insecure. Insecure is the unconfident feeling, especially in uncomfortable situation. The insecure can appeared from her own self because there is no enough preparation or she finish the job.

The following explanation would gather an analysis concerning why insecure applied as one of difficulties having by respondent to teach speaking for autistic student. The writer analyzed it is because the respondent fear of wrong pronunciation, in teaching speaking which required her to speak accurately and fluently. While fluency and accuracy in communicative language courses is an initial goal, accuracy is achieved to some extent by allowing students focus on the elements of phonology, grammar, and discourse in their spoken output.

The result above showed that insecure causing difficulties in teaching autism students due to the respondent's educational background were not specifically English Education but special needs education. When the respondent teaches speaking using audio visual aid in observation of this study, she waited for the record in video of speaking material and the respondent followed the speaker in delivered greeting material.

Due the reason above, it is considered that the insecure of respondent in teaching speaking also influence to the insecure of respondent in using audio visual aids. So, it can be concluded that insecure of respondent is an internal difficulties.

2. External

External is belonging to or forming the outer surface or structure of something in difficulties of teachers another own self in teaching speaking using audio visual aid. Looking from external are including three of respondent difficulties that are student, media and teaching.

a. Student

The writer considered and analyze that students can be an external trouble in teaching speaking using audio visual aid for autistic student. Looking from their characteristic, the following explanation elaborate what characters which become the difficulties, as follow:

1) Perform unique and unfamiliar character.

The character of the autistic student is considered to be particularly important in the diagnosis of autism. Autism is a life-long developmental disability that prevents people from understanding what they see, hear, and otherwise sense. This result showed the severe problems are including social relationships, communication, and behavior make the student autistic perform unique.

Communication with autistic children something delays an even hard to do or total lack of. The development of spoken language (not accompanied by an attempt to compensate through alternative modes of communication such as gestures or mime) and behavior that stereotyped and repetitive motor mannerisms (e.g., hand or finger flapping or twisting, or complex whole-body movements). Based on theory of major categories characteristic of student autistic (Columbia, 2000:9), there are four major categories from communication characteristics, social interaction characteristics, unusual behavior characteristics, learning characteristics.

2) Deficit attention and concentrations.

The other respondent's difficulties in teaching autistic student are her deficit attention and concentrations. The autistic student has very weak concentrations in learning because the autistic student often have difficulty in paying attention to relevant cues or information in their environment and may focus their attention only on a restricted part of the environment, to the exclusion of what is relevant. For example, a student may look at the ball but not at the person to whom the ball is to be thrown. This is referred to as stimulus over-selectivity.

3) Different of learning style, habit, and socialite with others

As mentioned above, the respondent had difficulty in encountering deficit the lack of attention and concentrations of a student the other external difficulty of respondents are different of learning style, habit, and socialite with others. (Columbia, 2000: 22) stated In qualitative impairments in communication autistic student as manifested by at least one of the individuals with adequate speech, marked impairment. In the ability to initiate or sustain a conversation with others. The explanation above, in communication autistic student difficulty in the conversation with others.

The habit of autistic student often demonstrate unusual and distinctive behaviors, including: restricted range of interests, and a preoccupation with one specific interest or object and inflexible adherence to a non-functional routine. Thus, those characteristic of student is absolutely become respondent's one of difficulties. It considered a problem because the respondent should think over in how she can use the audio visual aid as appropriate as possible technique in teaching speaking for autistic student.

4) Hard to produce and distinguish words with proper pronunciation.

The other factors which often involved in respondent's difficulties in teaching speaking are student's difficulties in pronouncing and distinguishing words. It because the autistic student has inflexibility in style of conversation. Autistic student sometime have a difficulty in comprehending oral and written information—for example, following directions or understanding what they read. Yet some higher-functioning individuals or people called 'normal student' may be relatively capable of identifying words, applying phonetic skills and knowing word meanings.

5) Hard to perfect in pronunciation.

The other difficulty is in teaching speaking of pronunciation due to the autistic student perfect in pronunciation perfect for a student is different from other common student of the letters. It makes autistic student has difficulty in comprehending utterances. It because the reason, the respondent need more time to repeat the material of speaking to teach autistic student.

6) Easily affected by their surroundings.

The upcoming teacher's difficulties in teaching speaking to autistic is student who easily affected by their surroundings. This may be linked to cognitive or motor difficulties.

Autistic student may need to process each discrete piece of the message or request, and therefore need extra time to respond. Providing extra time generally, and allowing for ample time between giving instructions and student responses are both important tactics for supporting autistic student. But, the autistic student easily to low concentration and the student attempt to search something who he liked.

7) Using verbal and imagination in the way of learning

The other teacher's difficulties in teaching autistic student is speaking in using verbal and imagination in the way of learning who often involved in student learning in daily behavior. Similar to the low concentration factor autistic students and easily affected by reviews their surroundings. Reviews these two factors are interrelated because when the concentration is already weak autistic student would talk to reviews their imagination so that the respondent difficulties in teaching speaking. That is why the respondent must recognize and put so much attention to the autistic student. This explanation supported by the interview result in point 6.

From the six evidences point 1 - 6 which cited above, a conclusion could be drawn that all of the instruments said similar in saying that the respondent have to understand with behavior, her students daily activity, gave more attention and kept focus and concentration in teaching speaking to autistic student. with all of factors in student, the respondent have to take long time to teachingspeaking, the respondent did not force student to speak with perfect pronunciation like another normal student.

b. Media

There is no single method for teaching speaking to autistic students which can consider successful for all of students. Students' needs change over time, making it necessary for teacher to try other approach with media in teaching. This factors of media in teachers difficulties in teaching speaking; there are three factors that are;

1) Looking for a precise and compelling media

Columbia (2000: 27) stated the most strongly recommended approach for teaching students with autism is to use visual aids. Students often demonstrate relative strengths in concrete thinking, rote memory, and understanding of visual-spatial relationships, and difficulties in abstract thinking, social cognition, communication, and attention. Pictographic and written cues can often help the student to learn, communicate, and develop self-control.

2) Requiring a long time preparation.

Difficulty in teaching speaking used media is requiring a long time preparation. The respondent have to preparation before learning that take a long.

c. Teaching process

1) Should be interesting

Many difficulties of teaching dealing with the respondent are about approach and strategies in teaching speaking. As already mentioned before, the respondent is teacher who teach autistic student in special children school. The respondent has teaching speaking that interesting because in learning the autistic student easier low attention. She has difficulties in teaching speaking to autistic student. Because everything there is in speaking in English, the respondent has delivered the material of interesting in teaching.

2) Should provide examples that are easy to understand

In certain teacher's difficulties in teaching, the examples from material speaking can influenced the student understood. For example, in informing or saying something to just write or just used TPR, the student will can not understood about the material speaking. The teacher has give examples that are easy to understand.

3) Always tuck the material outside of school hours

In teaching speaking, the autistic student need take long time in understood learning speaking. The respondent's difficulties is has smart for used time in delivered material speaking so that the autistic student can accepted all of material speaking from the respondent. The respondent has always tucked the material outside of school hours.

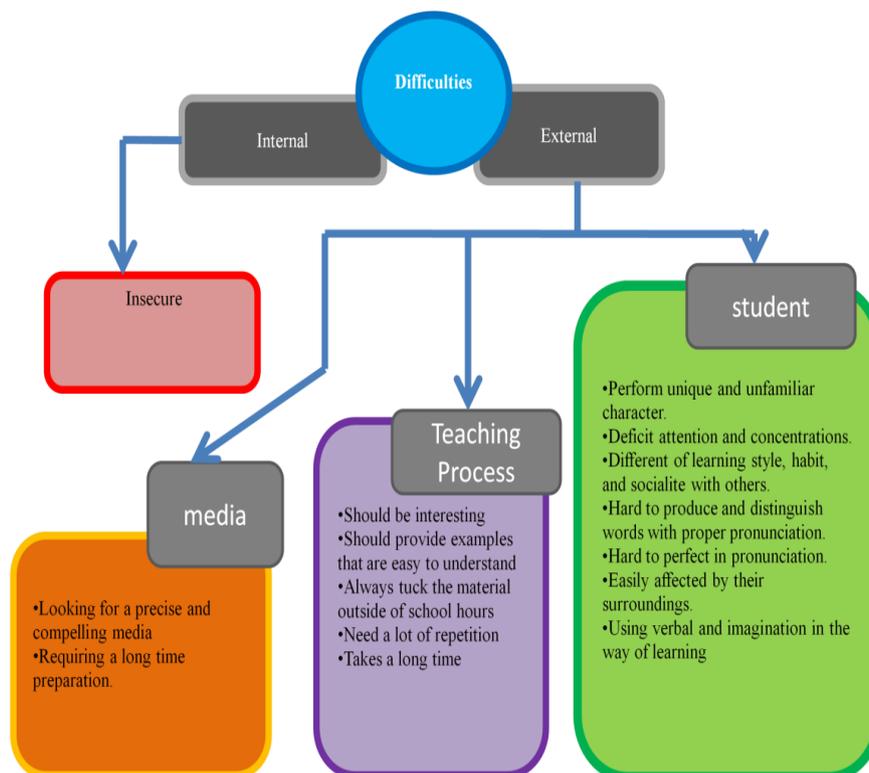
4) Need a lot of repetition

The overall responses concerning using audio visual aid in teaching speaking, the student low understood and make respondent's difficulties and need a lot of repetition.

5) Takes a long time

The autistic student may need longer to respond than other students. This may be linked to cognitive and/or motor difficulties. The autistic students may need to process each discrete piece of the message or request, and therefore need extra time to respond. Providing extra time generally, and allowing for ample time between giving instructions and student responses are both important tactics for supporting autistic student. The overall make the respondent's difficulties in teaching speaking.

Finally, the conclusion from overall explanation above can be portrayed by this figure below:



E. CONCLUSION AND SUGGESTION

The findings of this research on teacher's difficulties can be summed into two aspects: Internal and external. Internal aspect covers insecure and fear of wrong pronunciation. While external includes the characteristic of student autistic, media and teaching process

In line with conclusion stated above, for better teaching and learning process in teaching speaking using audio visual aid to autistic student, the teacher needs to consider several things such as eye level of the student, the position of the teacher in relation to the student, and distracters that may interfere with attention. In addition, the teacher also needs to consider the time required to shift visual attention and careful attention to aversive visual stimuli and attempts to reduce the effect of these stimuli will assist managing the student's behavior and help the student learn.

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