

CHAPTER II

LITERATURE REVIEW

In this section, the researcher presents relevant theories on English language learning and discusses previous related studies. These theories and studies are taken from books and academic articles that support this research.

2.1 Previous Studies of Related Research

Several previous studies have discussed the challenges and experiences of teachers in teaching students with Autism Spectrum Disorder (ASD), particularly in inclusive classroom settings. These studies provide important insights into teachers' roles, strategies, and difficulties, which are relevant to this research. The added insight here is that although many studies already explore ASD in inclusive education, most of them are still general in scope and not specifically focused on English language teaching in junior high school settings, especially in public inclusive schools.

The first study was conducted by Suchodoletz et al., (2024), entitled “*Supportive Inclusive Education for Children with Autism Spectrum Disorder.*” this study aimed to examine teachers' roles and classroom practices in inclusive education settings. The researchers used a qualitative approach involving classroom observations and teacher interviews. The results showed that the teacher plays an important role in supporting students' participation through structured teaching, positive interaction, and responsive classroom practices. However, the study also found that managing diverse student needs in one classroom is a major challenge for teachers. This study is useful because it highlights classroom management and teacher roles. But it does not specifically focus on English learning or subject-specific strategies. This creates a gap for research that looks at how teachers adapt strategies in EFL (English as a Foreign Language) classrooms.

The second study was conducted by Odom et al., (2022) entitled “*Evidence based practices for children, youth, and young adults Autism Spectrum Disorder.*” this study focused on identifying effective teaching strategies for students with ASD. The study employed observational methods and interviews with teachers in inclusive classrooms. The findings revealed that structured teaching, visual supports, repetition, and social interaction strategies can improve students’ engagement and learning outcomes. However, the study highlighted that teachers often face difficulties in implementing these strategies consistently due to limited time and lack of training. Compared to the first study, this research gives more focus on teaching strategies, but it is still not specific to English language teaching. It also does not clearly explain how these strategies are adapted in real classroom contexts such as junior high schools.

The third study was conducted by Sarccorso et al., (2023) entitled “*Teacher preparedness and inclusive education practices for student with Autism Spectrum Disorder.*” this study explored teachers’ knowledge, attitudes, and preparedness in inclusive education. The researchers used qualitative interviews and classroom observations to collect data. The results showed that teachers’ understanding and readiness significantly influence the success of inclusive teaching. The study also found that teachers experience challenges in identifying the specific needs of students with ASD, especially in communication and social interaction. This study contributes to understanding teacher readiness, but it focuses more on general inclusive education rather than subject-specific teaching like English. It also does not deeply explore classroom strategies used during actual teaching practice.

The fourth study was conducted by Ismael (2022) entitled “*The investigation of EFL teachers challenges of autistic learners in inclusive school.*” this study aimed to investigate the challenges faced by EFL teachers in teaching student with Autism Spectrum Disorder (ASD) in inclusive schools. The study used a qualitative approach through classroom observation and teacher interviews to collect data. The findings revealed that teachers faced difficulties in

managing communication barriers, adapting teaching strategies, and maintaining students' engagement in English learning. These findings indicate that teaching English to students with ASD requires specific strategies and high teacher adaptability in inclusive classrooms. This study is very relevant to the present research because it already focuses on EFL teachers. However, it still mainly discusses challenges and does not deeply explore how teachers implement strategies step by step in public junior high school contexts.

The fifth study was conducted by Nadhila et al. (2025) "*Challenges and strategies in teaching English to Autism Spectrum Disorder students.*" this study aimed to examine the challenges faced by English teachers in teaching students with Autism Spectrum Disorder (ASD). The researcher used a qualitative case study design involving interviews, classroom observations, and documentation. The results showed that teachers faced challenges such as students' limited communication skills, short attention span, emotional instability, and repetitive behaviors. The study concluded that both internal and external factors, including students' characteristics and environmental support, influence the effectiveness of English teaching for students with ASD. Although this study is closely related to English teaching and ASD, it still emphasizes challenges more than teaching strategies and their implementation. Therefore, there is still limited discussion about how teachers practically adjust their teaching methods in real classroom situations.

Overall, the findings from these previous studies indicate that teachers face various challenges in teaching students with Autism Spectrum Disorder (ASD), particularly in inclusive classroom settings. These challenges include difficulties in managing classroom diversity, communication barriers, limited student engagement, and the need for appropriate teaching strategies. In addition, teachers' knowledge, preparedness, and teaching experience play important roles in determining the success of the learning process. However, most of the previous studies tend to focus separately on either challenges, strategies, or teacher readiness.

There is still limited research that combines these three aspects in one study, especially in the context of English teaching in public inclusive junior high schools.

Furthermore, the studies also show that teaching English to students with ASD requires specific strategies and adaptations, especially due to students' limitations in communication skills, attention span, and social interaction. Teachers need to be flexible and responsive in applying appropriate teaching methods to support students' learning effectively.

Based on this gap, the present research is positioned to explore English teachers' challenges, and teaching strategies in public inclusive junior high school settings. This study is expected to provide a more complete understanding of how teachers deal with ASD students in real EFL classrooms, not only in theory but also in actual practice.

2.2 Teaching English in Inclusive Classroom

Teaching English is important because English is an international language that supports students in communication, education, and access to global information. In many educational contexts, English is taught as a compulsory subject to help students develop basic skills such as listening, speaking, reading, and writing. According to British Council (2023), English language teaching aims to help learners communicate effectively and participate in wider social and academic contexts. Therefore, teaching English should be accessible to all students, including those with different learning needs.

Teaching English in an inclusive classroom refers to teaching English to students with different learning needs in the same classroom. Inclusive education allows all students, including those with special needs, to learn together and participate in classroom activities. For this reason, teachers need to create a learning environment that is supportive, flexible, and accessible for all learners (UNESCO, 2023).

Teachers need to adjust their methods, materials, and classroom activities based on

students' abilities. This can be done by using simple language, visual aids, and interactive activities to help students understand the lesson. According to British Council (2023), teachers can apply adaptive approaches such as differentiated instruction and scaffolding to support students with diverse needs. These approaches help students, including those with Autism Spectrum Disorder (ASD), to be more engaged and actively involved in learning English. This theory is relevant to this study because it explains how inclusive classrooms require teachers to adjust their teaching strategies to meet the diverse needs of students, including those with ASD.

2.3 Students with Special Needs

Students with special needs refer to learners who require additional support in the learning process due to certain physical, cognitive, emotional, or developmental conditions. (Fakhiratunnisa et al., 2022). These students may have different ways of learning compared to other students, so they need appropriate teaching strategies to help them achieve learning goals. In inclusive education, understanding the characteristics of students with special needs is important so teachers can provide suitable support in the classroom. According to UNESCO (2023), inclusive education aims to ensure that all learners, including those with special needs, receive equal learning opportunities through appropriate support. One of the most common developmental conditions found in inclusive classrooms is Autism Spectrum Disorder (ASD), which affects students' communication, behavior, and social interaction.

Students with special needs include learners who experience physical, intellectual, emotional, behavioral, or developmental differences that affect their learning process. These conditions may include Autism Spectrum Disorder (ASD), learning disabilities, speech and language disorders, emotional and behavioral disorders, and sensory impairments. In inclusive education, students with special needs require appropriate support and flexible teaching approaches to ensure equal access to learning (UNESCO, 2023).

Students with special needs are learners who require additional support to succeed in learning. They may experience difficulties in attention, communication, or cognitive processing. According to Centers for Disease Control and Prevention (2024), students with developmental conditions may show differences in communication, behavior, and learning that affect their participation in classroom activities. Therefore, teachers need to adapt their teaching strategies so that all students can participate and learn effectively in inclusive classrooms. Among various types of special needs, this study specifically focuses on students with Autism Spectrum Disorder (ASD), who may experience challenges in communication, social interaction, and behavior that affect their learning process in English classes.

In addition to Autism Spectrum Disorder (ASD), there are several other types of special needs commonly found in inclusive classrooms, such as dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), and speech or language impairments. Students with dyslexia may experience difficulties in reading accuracy, spelling, and decoding words, which can affect their comprehension in learning activities (Snowling & Hulme, 2022). Meanwhile, students with ADHD often face challenges in maintaining attention, controlling impulses, and staying focused during classroom instruction (Faraone et al., 2023). In addition, students with speech or language impairments may have difficulties in expressing ideas and understanding verbal instructions, which can influence their participation in classroom interaction (American Speech-Language-Hearing Association, 2022). These diverse characteristics require teachers to apply flexible and adaptive teaching strategies to accommodate different learning needs.

However, among these various types of special needs, this study specifically focuses on students with Autism Spectrum Disorder (ASD). This focus is chosen because students with ASD often show unique characteristics in communication, social interaction, and behavior that may influence their participation in English learning activities (Lee, 2023). Based on this, understanding these characteristics becomes important to analyze how teachers adjust their

teaching strategies to support students with ASD in inclusive classroom settings. This study does not aim to clinically diagnose the student, but rather to describe observable characteristics as a context for understanding the teacher's challenges.

2.4 Student with Autism Spectrum Disorder (ASD)

Students with Autism Spectrum Disorder (ASD) are learners who experience differences in communication, social interaction, and behavior. These differences can affect how they understand instructions, interact with others, and participate in classroom activities. According to National Institute of Mental Health (2023), individuals with ASD often show challenges in social communication and repetitive behaviors that may influence their learning process in school.

ASD is also known as spectrum condition, meaning that each student has different characteristics and levels of ability (Chahboun et al., 2022; Chawner & Owen, 2022). Some students may have limited verbal communication, while others may communicate but experience difficulties in social interaction and understanding instructions. According to Centers for Disease Control and Prevention (2024), students with ASD may show differences in communication, behavior, and learning patterns that affect their participation in classroom activities.

In the learning process, students with ASD may experience difficulties in understanding verbal instructions, maintaining attention, and responding to classroom tasks. They often benefit from structured routines, clear instructions, and consistent learning environments. Therefore, teachers need to use simple language, visual supports, and step-by-step guidance to help students follow the lesson more effectively (Milides, 2022).

Research also shows that appropriate teaching strategies can support students with ASD in learning. A study by Wong et al., (2022) identified that evidence-based practices such as visual supports, modelling, and structured teaching are effective in improving engagement and

learning outcomes of students with ASD.

In addition, each student with ASD has different characteristics and learning needs. Therefore, teachers need to be patient, flexible, and responsive when teaching students with ASD. By understanding these characteristics, teachers can apply appropriate teaching strategies to support students' engagement and learning, especially in inclusive English classroom settings. This theory helps the researcher understand the characteristics of students with ASD and how these characteristics influence their learning process in classroom.

In English language learning, these characteristics have more specific impacts. Students with ASD may find it difficult to understand oral instructions given in English, especially when teachers use long or complex sentences (Westerveld & Paynter, 2022). They may also struggle to participate in speaking activities such as dialogues or presentations because these tasks require real-time interaction and social communication skills (ASHA, 2023). In addition, learning new vocabulary in English can be difficult without visual support such as pictures or real objects, because visual scaffolding helps students connect meaning more effectively (National Autism Center, 2022). Writing tasks may also be difficult when students are required to organize ideas in English without step-by-step guidance (Dockrell et al., 2023). Even reading activities can be challenging because students may struggle to maintain attention and process long texts without clear structure or visual cues (Randi et al., 2022).

This theory helps the researcher understand the characteristics of students with ASD and how these characteristics influence their learning process, including in English learning. These characteristics can be seen in how students respond to instructions, participate in classroom activities, and complete tasks in listening, speaking, vocabulary, writing, and reading. This understanding is important in explaining why students with ASD need specific support in inclusive English classrooms. The student is described based on observable characteristics during the learning process and information obtained from the homeroom teacher. Clinical

diagnosis requires professional assessment and is beyond the scope of this study. The student's condition is presented only as contextual information to support the analysis of the teacher's strategies in the classroom.

2.5 Teacher Roles in Inclusive Classrooms

Teachers play an important role in creating an effective and supportive learning environment for all students. In an inclusive classroom, teachers are responsible not only for delivering the lesson but also for ensuring that every student, including those with special needs, can participate and learn successfully. A study conducted by Putri and Refnaldi (2022) found that teachers in inclusive classrooms are required to adjust their teaching methods and provide equal opportunities for students with different learning needs.

In inclusive classrooms, teachers have several important roles, such as facilitators, motivators, and classroom managers. As facilitators, teachers help students understand the material by using appropriate methods and learning supports. As motivators, teachers encourage students to stay engaged and confident in learning. As classroom managers, teachers create a positive and structured environment that supports all learners. A study by Sari (2023) shows that teachers play a key role in creating inclusive learning environments by encouraging student participation and adapting classroom activities based on students' abilities.

These roles become more important when teaching students with Autism Spectrum Disorder (ASD). Students with ASD may experience challenges in communication, social interaction, and behavior, so teachers need to be more patient, clear, and structured in giving instructions. Teachers also need to provide additional support, such as using simple language, visual aids, and step-by-step guidance to help students understand the lesson. For this reason, the role of the teacher in an inclusive classroom is not only to teach but also to support, guide, and adapt learning to meet the needs of the students with ASD.

2.6 Teaching Strategies in Inclusive Classroom

Teaching strategies in an inclusive classroom refer to the methods and approaches used by teachers to accommodate students with different learning needs in the same learning environment. In inclusive education, teaching strategies are important because students have diverse abilities, backgrounds, and learning characteristics (Alnahdi, 2022). Therefore, teachers need to apply flexible and adaptive strategies to ensure that all students can understand the lesson and actively participate in classroom activities.

The use of appropriate teaching strategies is essential in inclusive classrooms because it helps teachers address students' different needs and learning styles. A study by Pratiwi and Fitri (2022) found that varied and adaptive teaching strategies can improve student engagement and participation in inclusive classrooms. Teachers are encouraged to use strategies such as visual aids, simple instructions, repetition, interactive activities, modified tasks, peer support, positive reinforcement, and individual guidance to support students' understanding and participation.

2.5.1 Visual Supports

Visual supports refer to the use of pictures, charts, symbols, or visual tools to help students understand learning materials. A study by Hidayati (2023) shows that visual learning media are effective in helping students with Autism Spectrum Disorder (ASD) to stay focused and understand the lesson better. The IRIS Center (2023) also found that visual supports such as visual schedules and graphic organizers can improve student engagement in inclusive classrooms.

2.5.2 Simple and Clear Instruction

Simple and clear instructions refer to teaching strategies where teachers give short, direct, and easy to understand explanations. This strategy is important because students with ASD may have difficulty processing long verbal instructions. UNESCO (2023) emphasizes that clear communication is an important help increase student participation in inclusive classrooms.

2.5.3 Repetition

Repetition is a strategy used by teachers to repeat keywords, instructions, or learning materials to help students understand and remember the lesson better. Odom et al., (2022) found that repetition combined with structured teaching can improve learning outcomes for students with ASD.

2.5.4 Modified Tasks or Worksheets

Modified tasks or worksheets refer to adjusting assignments based on students' ability levels so they can still participate in learning activities. The National Professional Development Center on Autism Spectrum Disorder (2022) explain that task modification can improve student engagement and independence.

2.5.5 Peer Support

Peer support involves encouraging students to learn and interact with their classmates. This strategy helps students with ASD improve social interaction and motivation. Hidayati (2023) and Pratiwi and Fitri (2022) found that peer interaction can increase participation and engagement in inclusive classrooms.

2.5.6 Positive Reinforcement

Positive reinforcement refers to giving praise, rewards, or encouragement to motivate students in learning. According to CDC (2024), this strategy is effective in improving behavior and learning consistency for students with ASD.

2.5.7 Individual Guidance

Individual guidance refers to one-on-one support given to students who need extra help in understanding the lesson. UNESCO (2023) and Odom et al.,(2022) highlight that individualized support can improve learning outcomes and student participation.

Overall, flexible and structured teaching strategies help students with Autism Spectrum Disorder (ASD) understand lessons, stay engaged, and participate effectively in English learning activities in the classroom.