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LANGUAGE EDUCATION OF
POSTGRADUATE SCHOOL
UNIVERSITAS NEGERI JAKARTA

ABSTRACTS
THE 1ST ICELS 2019

REINFORCING EDUCATION, LANGUAGE, AND SOCIO-CULTURE
THROUGH CREATING QUALIFIED HUMAN RESOURCES
IN THE INDUSTRIAL REVOLUTION 4.0

AUGUST 6th, 2019
Aula Bung Hatta, Lt.2 Gedung Pascasarjana UNJ

ABSTRACTS

THE 1ST INTERNATIONAL CONFERENCE ON EDUCATION, LANGUAGE, AND SOCIETY (ICELS) 2019

Reinforcing Education, Language, and Socio-Culture Through Creating Qualified Human Resources in The Industrial Revolution 4.0

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UNIVERSITAS NEGERI JAKARTA
2019

ABSTRACT

The 1st International Conference on Education, Language, and Society 2019

Reinforcing Education, Language, and Socio-Culture Through Creating Qualified Human Resources in The Industrial Revolution 4.0

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FOREWORDS

Higher education is one of the most developed innovative and responsive reference organizations in the development of science and technology. Adaptation to the development of science and technology takes a very important role. If we do not want to be backed up by technological progress, human resource competencies must also changed. The way the organization works must also adjusted.

Higher education must become an innovative-disruptive motor that can change the mindset, the workings of organizations, productivity, discipline, innovation, progressive, open to change, and aggressive in making breakthroughs. One way is to create a curriculum and learning methods that are flexible and contextual. Higher education must be able to become a channel of thoughts through research and various innovations.

New ways must be developed. The desire of students and lecturers to innovate must be grown. Agenda for change always adjusts the times and equipping students with various skills must be considered so that they are able to survive. The briefing included mastery of data and technology, humanities knowledge, leadership skills, and entrepreneurship. In addition, the world of education and the world of industry must work together to develop the industrial transformation strategy. One of them is to consider the development of the employment sector because industrial transformation will succeed with competent workforce.

Departing from this background, we as academics at the Universitas Negeri Jakarta held an international seminar because we realized the importance of Higher Education as a formal educational institution that is expected to produce competent human resources who are ready to face the growing business and industry along with technological advancements.

To discuss these issues, we facilitate experts, academics, and practitioners to inform scientific ideas related to these issues in the event of an International Conference on Education, Language, and Society (ICELS) with the theme "Reinforcing Education, Language, and Socio-culture through Creating Qualified Human Resources in the Industrial Revolution 4.0" which was held on August 6, 2019 at the Language Education of Postgraduate school, Universitas Negeri Jakarta.

We document all the ideas put forward in this conference in the form of this anthology as the internal publication. Meanwhile, we will publish a complete collection of papers in the International Proceedings at SciTepress

Publisher which is currently in the editorial process. The proceeding itself will be available online in December 2019 and after that, the proceeding will be indexed by Scopus.

Jakarta, 14 August 2019

Editors

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Communication Strategies Employed by Teachers of Students with Autism

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Keywords: communication strategies, teacher, autism, learning process, pragmatics

Abstract: The strategies in communicating by teachers of students with autism in learning are divided into verbal and non-verbal strategies. Referring to the theory elaborated by SES (2002), verbal strategies include addressing strategies, direct speaking strategies, close-ended question strategies, and visual strategies. Besides, non-verbal strategies include proximity strategies and physical touch strategies that are analyzed by Jalongo theory (1992). Speech data was taken from two teachers in an academic class who act as the main teacher and accompanying teacher during the learning process. They teach students with autism with different levels of age,classes, andtypes of autism in academic classes that produce unique patterns of communication, especially if it is associated with Javanese culture that binds the identity of the teachers for students with autism. This study employed a pragmatic analysis approach. The researcher found several strategies which are not included in the opinions proposed by SES (2002) and Jalongo (1992). The strategies are the existence of a repetition strategy as a verbal strategy.The most used strategy is the repetition strategy. The closeness of the teacher and students is a factor in the success of learning due to the creation of a good relationship, so learning is achieved according to objectives

SCIENCE AND TECHNOLOGY PUBLICATIONS

1 INTRODUCTION

Some previous studies have talked about teaching strategies in learning. However, research regarding learning strategies that are applied to students with autismis still limited. This paper explores the speech strategies of teachers of students with autism by employing a pragmatic approach. In fact, teachers for students with autismshould have an understanding of the learning context with a variety of characteristics of students with autism to teach in various contexts of learning. Pragmatics cannot be separated from a context. In line with the opinion of Rohmadi (2004),pragmatics is a language study that is context-bound.

Pragmatic competence is required to achieve the desired goals. Therefore, the speaker can choose what strategies used properly during the conversation. By consideringdifferences in age, gender of the speaker, inherent social class,and status,it providesa more comfortable sphere in speaking (Kinginger and Farrell, 2004). This paper will discuss the findings of the teacher directive speech act in learning.

In addition, speech uttered by a teacher of students with autism is also emphasized on the psychological aspects of students with autism and the response they make. Why is it more emphasized the psychological aspect? The author assumes that when the teacher draws closer to students with autism by using personal closeness to the heart, feelings, and affection, it makes easier for students with autism to approach and receive the stimulus given by the teacher. By utteringa polite, direct and calm speech, it enablesstudents with autismto feel more comfortable. Therefore, communication made between teacher and student will be effective. Teacher, as a professional occupation,profoundly requires to have various kinds of knowledge, skills, and competencies in accordance with the development of times, advances in science and technology.

It is inevitable that education always involves a human being's psychological aspect. On account of that fact, psychology takes a role as an imperative

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element in the field of education. At the same time, the success of educators in carrying out their various roles will be influenced by their understanding of the ins and outs of education including psychology in education (Novianti, 2015). Teachers are very expected to have the characteristics of an ideal personality (psychological-pedagogical trait) and can realize student learning behavior through effective teaching and learning interactions. To be able to know the state of the psychology of a child, of course, a teacher is required to know in depth the situation of students. By knowing the psychological condition of students, then a teacher will be able to take appropriate steps in learning. When students will find constraints, thus certainly what is the purpose of the teaching and learning process will not be achieved (Ratnawati, 2017).

Autism is a language disorder that impedesvarious aspects of the life.Discusses autism children who fix problems in interaction, communication, and behavior.Autismhas the following additional characteristics: disorders in cognition, sensory perception, motor, affective or mood, aggressive and impulsive behavior, and sleep and eating disorders (Hallahan & Kauffman, 2006). Children with autistic disorder have emotional expressions that are raised contextually without intervention (Daou, (2014). Children with ASD have some limitations in communication such as losing the attention of communication, talking like a robot, echolalia, repeating what is heard, often misunderstanding the words of the other person, difficult to understand one word, and usually using strange or figurative words. Children with autism includes problems in motoric, sensory, cognitive, intrapersonal, interpersonal, self-care, production, leisure (busy with himself). Autism is a condition of a person from birth or during infancy that makes him/her unable to establish social relations or normal communication (Mash and Wolfe, 2005). Danuatmaja (2003) includes that children who experience autism have excessive behavior or lack of behavior, to the extent that there is no behavior. Scientists and practitioners continue to work on the diagnostic features of ASD in the form of a social deficit of children with autism which is a feature of the least understood syndrome (eg,Baron-Cohen,2008; Knickmeyer, et.al, 2006; Rogers, et.al, 2007).

This paper discusses verbally and non-verbally communication strategies carried out by teachers of students with autism. Affective aspect from non-verbal speech and facial expressions and intonation are the most critical things (Ekman, 2009), and having communicative social functions are important (Gena et al., 1996). Knowing emotions can help determine emotional or physiological conditions contextually in which social interactions can occur (Gena et al., 1996; reviewed in Daou et al., 2014). ADHD children learn difficulties in the classroom learning development (DuPaul, McGoey, Eckert & VanBrakle, 2001; Loe & Feldman, 2007), the teacher's responsibility to carry out interventions in class (eg Davis & Florian, 2004; Vereb &DiPerna , 2004). The teacher's knowledge of students' problems, appropriate the intervention by the teacher about effective care used in the classroom (Vereb & DiPerna, 2004). Strategies to manage and motivate autistic children have been implemented in schools, one of which is the development of peer supervision cognitive – behavioralapproaches (as research conducted byErvin, Bankert and DuPaul, 1996; Miranda and Presentacion, 2000; Van de Wiel, Mattys, Cohen Kettenis, and Van Engeland, 2002), positive behavioral reinforcement approaches (as research conducted by Weiss and Weisz, 1995; Purdie, Hattie and Carroll, 2002; Root and Resnick, 2003), and combination approaches (as research conducted by Graham, 2008; MTA Cooperative Group, 1999; National Institute of Mental Health, 2003), and training for parents (as research conducted by Deault, 2009; Van de Wiel et al., 2002). Among these strategies, there are many debates, especially regarding the power of words and the teacher's nonverbal strategies and their impact on students with autism (Staples, 2010).

In terms of non-verbal communication, McDonald (2010) states that to develop positive and consistent relationships, for example in the form of non-verbal communication such as facial movements, tones, and movements of the body is very important to perform in the classroom setting. There are several strategies which are applicable according to Galey (2007) in the classroom context and setting, including (a) calling using the name of the student, (b) try to stand close to students and arranging eye contact, (c) use direct speech, (d) by writing instructions other than by speaking, and (e) establish good relationships and closeness with students (Galey, 2007). Research conducted by Geng (2011) on teacher verbal communication includes the use of (1) concise and to the point instructions, (2) calling on students' names, (3) firm, unwavering, and whispering instructions, (4) positive encouragement, (5) using some words such as 'stop', 'no', 'spin', 'move there', 'ssh', 'sit', (6) constant instruction reinforcement, and (7) repeated instructions. While for non-verbal communication

strategies include (1) touching the shoulders when the teacher gives instructions to student, (2) maintaining eye contact with the student(s), (3) performing hand movements, (4) shaking the head, (5) turning and ignoring students, and (6) pointing out. In the paper, it is also explained the response of students with autism to the strategy, namely in the form of momentary focusing and followed by restless behavior, ignoring the teacher, walking out of class, and talking back to the teacher by speaking softly, such as "I don't care" or "I'll take my socks" . Unlike communication in general, for autistic children, there are specific strategies for verbal action according to SES (2002), including (a) Calling strategy, (b) Direct speaking strategies, (c) Closed questioning strategies, and (d) Visual strategies (SES, 2002). While the non-verbal strategy according to Jalongo (1992), thereare several communication competency strategies in children, namely: (a) Ability to adapt to circumstances, such as physical proximity strategies in communication, (b) Ability to use non-verbal behavior, such as touching children to make them focus on learning, (c) Paying attention to the constraints and conditions to generate effective communication, and (d) Sorting strategies by repeating utterances to remind or repeat conversations to help understanding children's communication.

1.1 Language for teaching: Javanese culture attached in teacher's personality

When we find out and listen to the term parenting, we will immediately take a moment in our minds the picture of parents with the way in raising and upbringing a child. Parenting itself comes from the basic word 'parent' and gets additional prefixes and endings. Then, it becomes a word which means care.According to KBBI (Great Dictionary of Indonesian Language) online, it means the process, method, act of parenting. Brooks (2001) defines parenting as a process that refers to a series of actions and interactions performed by parents to support children's development. The parenting process is not a one-way relationship where parents influence children. But more than that, parenting is a process of interaction between parents and children that is influenced by the culture and social institutions in which children are raised.

The teacher also takes a role in terms of nurturing and upbringing the children commonly known as caregiving. Not to mention, the teacher should be able to establish a closer emotional relationship to students. Sooner or later, students will perceive the teacher as a substituteparentduring their time in school. Indirectly, this can affect the development of student psychology. Without a doubt, the relationship intended is a positive and constructive relationship. The teacher must be able to assist and guide the entire stages of the child's growth and development as well as taking care of, protecting, directing the new life of the children at every stage of theirdevelopment (Brooks, 2011). In the school context, indeed, the teacher has a role as a learning resource, facilitator, learning and classroom manager, material demonstrator, mentor, motivator, and learning evaluator (Sanjaya, 2008)

When a teacher performs caregiving, he/she does not only put on the aspects of knowledge and skills. Yet, he/she should accommodate all aspects such as those suggested by Hoghughi and Long (2004).Caregiving performed by the teachershould accommodatephysical element, emotional and social issues. In order to carry out caregivingapproach, a teacher must understand the basics of parenting, must be sufficiently skilled, behave in accordance with the psychology of students.As stated by Surya (2007) that the requirements of being the caregiver of carer are: 1) sufficient knowledge about health, 2) the ability to speak clearly and politely,3) havingfairly high intelligence, and 4) behaving politely and properly. Thus, the ability of teachers to carry out caregiving activities in learning is very necessary, especially for students with autism. By performing education and positive parenting/caregiving, it contributes to the development of children's sense of independence.For instance, by using appropriate, supportive, consistent, calming/heartwarming, relaxed words or actions as well as listening and responding to children properly, it highly encourages children's mental growth(Sunarty and Dirawan, 2015). Schools and parents must establish lose and communicative cooperation. Teachers must know the background of students' knowledge and development, and teachers need parents to get legitimate information about the character and potential of children needed in school (Olsen and Fuller, 2003).

This present paper is different from some initial research in terms of cultural background of the teacher, particularly Javanese culture attached within the individual of teacher—serving as personal identity. Each language has a cultural marker (politeness) that appears in variations in the form of its lingual unit. Hymes speech act component

(SPEAKING) one of them is used in language selection which in the pragmatic markers appear from the strategies adopted by the speakers when speaking (Wijana, 2004: 1; F.X. Nadar, 2009: 12-13). Based on research conducted by Gunarwan (2004) and Poedjosoedarmo (1979), maxims in Javanese culture are discovered in efforts to maintain social harmony, namely (a) *Kurmat* (respect for someone), (b) *andhapasor* (humble), (c) *empanpapan*(placing oneself), and (d) *tepa selira* (tolerant). Javanese identity attached as cultural background of a teacher of students with autismsignifies Javanese cultural modesty, such as the use of Javanese terms of addressee (*mas*, *mbak*, and *nduk*), the use of Javanese word choices, and body gestures as Javanese cultural identities.

2 METHODOLOGY

2.1 Research Approach

This research aims at examining strategies performed by teachers of students with autism in terms of communication. To reveal the strategies, it dealt with the case study approach. This research focuses on the speech act of teachers of students with autism,verbal and non-verbal strategies are aided by pragmatic contexts. It took two teachers of students with autism as a research subject. This research was conducted at Laboratory Special Needs School Universitas Negeri Malang, Indonesia. It is one of the best school providing special need education in town. Also, Laboratory Special Needs School Universitas Negeri Malang to prepare special needs students to be able to qualify for inclusion school of the next level of education.

2.2 Data Source

We hope that this research can contribute to the education of autistic children, especially in aspects of language, as well as strategies for teachers of students with autism in developing their abilities. The context of this study includes the presence of speakers, hearer, speech situations, speech topics, and speech objectives.this research was conducted for two semesters, namely even and odd semesters. Starting from March - December 2018.Two teachers of students with autism serve as active speaker in this research, in the context of academic setting in classes who take a role as the main teacher and accompanying teacher. This research was conducted for six times in the learning. Students with autism consisting of five students with different classes, ages, and types of autism served as the hearer in speech act context. The students were (1) BW, 1st Grader, 6 years old, diagnosed having Autism Spectrum, (2) AA, 2nd Grader, 7 years old, diagnosed having Asperger Disorder, (3) CA, 3rd Grader, 8th Grader, diagnosed having Learning Disability, (4) RD, 5th Grader, 10 years old, diagnosedhaving ADHD, (5) AY, 5th Grader, 9 years old, diagnosed having Slow Learner. Speech situation is the main communication activity that occurs during learning takes place. Speech topics are in the form of learning material related to teacher communication with students with autism. Through this case study approach, it is expected to explain and discoverpatterns of communication strategies performed by teachers with autism students both verbally and nonverbally.

2.3 Data Collection

In addition to making observations on students with autism and teachers of students with autism, the researchers also observe events in learning activities, such as the atmosphere or circumstances and learning activities which were taken as data sources. The researcher was present at the study site during the research activities. Data collection was carried out for six meetings of students with autism learning in the classroom setting. The tool for recording research data was done by Handycam (Sony brand, 3.1 megapixels, and 16 GB). The data collection technique was in the form of skillful referencing techniques, recording techniques, and note-taking techniques (Sudaryanto, 2005). Capable free-use referral technique means that researchers tap verbal utterances and record teacher non-verbal communication by acting as an interloper and not actively participating in teacher activities when researchers recorded and obtaineddata (Dawud, 1998).

2.4 Data Analysis

Processing and analysis of data was done by (a) transcriptions of verbal and also non-verbal communication received from results of video recordings; (b) data reduction by selecting and sorting the results of transcription; (c) codification of data by giving a code to each data analyzed; (d) tabulation of data in accordance with the research objectives; (e) interpretation of data and verification, and (f) conclusion of research results.

3 RESULTS OF RESEARCH

3.1 Verbal Speech Act of Teacher

This verbal speech act strategy is focused on how to produce speech act fromteacher speech to obtain responses from students with autism. The responses obtained were very diverse and varied, given the ability and type of autism in each student is different. The teacher as the main teacher and accompanying teacher should not provide the same treatment for every single student with autism. In the form of the verbalspeech act, the power of voice or intonation can attract the attention of students with autism to stay focused when explaining the material and do not seem monotonous.Some forms of repetition of sentences and variations in language can strengthen and increase students' knowledge from the explanation of the material presented by teachers. The following is a verbal strategy employed by teachers in learning.

3.2 Addressing Strategy

This strategy was done by addressing the student nickname. This addressing strategy is very often used by teachers in communicating during learning. It is interesting when the teacher address student's name by including terms of address*mas* or *mbak*, hence it automatically generate a pattern of *mas* + student's name and *mbak* + student's name. According to Great Indonesian Language Dictionary, *Mas* means 1) a term of address for older brothers or men who are considered older; 2) respectful term of address for men, regardless of age; or 3) the intimate term of address performed by the wife to her husband. According to the context of the speech in the T1.RDSP.1 teacher of students with autism tries to familiarize himself/herself more with using such term of address in the addressing strategy. Also, itwas found the use of the exclamation *masak*(really in English)at the beginning of the sentence which is a question-forming element which means to seek an assurance. In the context of the speech, the teacher asks students to read the wrong reading beforehand. The response from students is to read back the reading directly to the text correctly.

(1) A: "*Masak*seh**masRD**? Coba bacadulu!"
B: "Dito memasukkan mainan ke dalam dus."(T1.RDSP.1)

Translated version

A: "Are you sure, ***mas* RD?** Please read once again!"
B: "Dito put his toys inside the box " (T1.RDSP.1)

In addition to using the term of address*mas*, teachers also used *mbak*or *nduk* in addressing their students. According to the definition of Online Great Indonesian Language Dictionary, *mbak*means [1]term of address for older female, particularly in Javanese cultural context; [2]terms of address for a young female. Sometimes, *ndhuk*or *gendhuk* is also used to address a female. It means daughter in Javanese.

(2) A : "di nya gak ada ***nduk***. Setelah bermain Ina menyapu teras. Ya?
Yang nomorempat, dilihat ini gambarnya! Ayok, yang mana ini? "
B : "Ina dan Dito selalu bekerjasama " (T1.AYSP.1)

Translated version

A: "....., After playing around Ina sweeps the floor. Isn't it? Look at number four! Look the picture! which one?"
B:"Ina and Dito always cooperate"(T1.AYSP.1)

By using the term of address *mas*, *mbak*, or *nduk*, it indicates a close relationship between teachers and students with autism within the learning process in a classroom setting. Since, ideally, the psychological closeness between teacher and students is important in establishing good communication. Furthermore, this addressing strategy using the term of address highly function as directive speech and interrogatory to obtain student's response, in particular students with autism. The following Table provides brief data regarding addressing strategy.

Table1: Addressing Strategy Performed by Teachers

Strategy	Speech Act of Teacher	Response	Function
ADDRESSING - The term of address *mas* - The pattern generated *mas* + students' name - Name addressing	• Yang keras mas BWbacanya, yang keras!U gitu!"(T1.BWSP.1) (**Translated version**) Please read it loudly *Mas* BW! Say U loudly" (T1.BWSP.1) • "BWmaumarah-marah?" (T1.BWSP.2) (**Translated version**) BW want to be angry? (T1.BWSP.2)	- Repeating teacher - Nodding and/or shaking head	Directive and Interrogatory

	• "Ditanya bu Vivikok, cobatangannyadilepas. Mas AApuasa? Puasa atautidak?" (T3.AASP.1) (**Translated version**) "*Bu* Vivi asking, put your hands off. *Mas* AA, are you fasting?" • "Siapa yang mauberceritakedepanseputarliburankemarin dua hari? AA? mau? Ayok, berdiri! Bercerita sini. Kita ceritadulusebelum mulai belajar!"(T4.AASP.2) (**Translated version**) "Anyone would like to share your holiday yesterday? AA? Would you mind? Come forward. Let's share the story before studying!" (T4.AASP.2)	- Doing what teacher said with several times of pause - Going back to the previous activities	
	• "Ditulis mas! Nah gituloh. Sekarang kalauada soal begini, mas CAharusmenghitungbegini, tulisdikertashitung. Besok kalau di SD mintakertashitung, susunkebawahdulu! Ayokinicobanomorsembilan! Buat lagisusunkebawah!" (T3.CASP.1) (**Translated version**) "Please write it down,*Mas*! Right..! Now if you find such question, *Mas* CA needs to count like this and write it down in your paper. When you are in Elementary School later, please ask for paper to your teacher and write your counting! Please do number nine and make the same stacking addition in the paper!"(T3.CASP.1) • "Nah gitu, trus? Nah, gitu.Ayo nomor lima. Kenapa mas CA, kenapadengankauskakinya? Ada apaitu?" (T1.CASP.2) (**Translated version**) "then, after that? Yes, correct! Please do number five. What do you do *Mas* CA? What happens with your socks?" (T1.CASP.2)	- Doing what the teacher said	
	• "Gitu ya mas RD? Mas RDharusnurut ya? Mas RDsudahbetul, tapiinikoknomorsatu, nomor dua?" (T1.RDSP.2) (**Translated version**) "Is that so, *Mas* RD? *Mas* RD needs to be obidient. *Mas* RD it is correct, but it is for number one, how about question number two?" (T1.RDSP.2)	- Stay silent - Doing what the teacher said	
- The teacher used the term of address *mbak* and *nduk* - The generated pattern of*mbak* + name	• "Ke dalamkarduskatanyapak. Gak ada kata kardus. Hapalan ya? *wes*, yang nomortiga, dilihatinigambarnya*nduk.* Coba bu Vivi lihat yang gambartiga!Oh yang ini,nomortigaayokdibaca! " (T1.AYSP.2) (**Translated version**) "Inside the box said Mr. There is no word box, did you memorize? Then, number three. Please look at the picture *nduk*. *Bu* Vivi, please look at number three! This! Please read number three!" (T1.AYSP.2) • "Mbak AY, maubelajarapatidak?" (T1.AYSP.3) (**Translated version**) *"Mbak* AY, do you want to study or not?*"* (T1.AYSP.3)	- Stay Silent - Repeating the command	

In employing addressing strategy, it seems that the teacher also exercisespoliteness of communication. Zhang (2007) states that a great teacher's politeness generates positive emotion within students such as pleasant feeling and obedience. On the other hand, poor politeness in language generates negative emotion and creates resietance within the student.

3.3 Direct Strategy

student in the form of action or question—it could be in the form of a directive statement of the interrogative statement. In accordance with research data analysis, it was found that direct speech act strategy was employed by teachers in the classroom setting during the learning process.

(3) A : "BW, sini! Nanti pulang sekolah mandi sore keramas!"
B :"keramas"(menganggukkankepala) (T2.BWSBL.1)

(**Translated version**)
A: "BW, come here! After arriving at home, you need to wash your hair!"
When teachers in speaking use direct strategies, he/she expects to obtain a direct response from a
B: "Wash my hair (nodding)" (T2.BWSBL.1)

Teacher employs direct speech act to give a command to autistic student to provide information her/his parents to wash his/her hair after arriving at home. "After arriving at home, you need to wash your hair!" this utterance signifies a command to the student. As a result, BW repeats one word in the utterance from the teacher as a response and followed by nodding his/her head which signifies her/his understanding upon command.

Table2: Directive Speech Act Strategy Performed by Teacher

Strategy	Teacher's Speech Act	Student's Response	Function
Directive Speech	• "Iya. Ayok bukasendiri!" (T1.BWSBL.2) (**Translated version**) "Please open by yourself" (T1.BWSBL.2) • "Hari sabtu mas BWkemana?" (T2.BWSBL.3) (**Translated version**) "Where did *Mas* BW spend the holiday last Saturday?"	- Silent, mumbling - Turning around his head - Taking action after several moments of pause	Instruction, Question,and Request
	• "AA di rumahsolatnggak?" (T5.AASBL.1) (**Translated version**) "Do you pray in home AA?" (T5.AASBL.1) • Sekarang coba Mas AAmembaca yang nomortujuh!" (T5.AASBL.2) (**Translated version**) Please read number seven *Mas* AA! (T5.AASBL.2)	- Answering - Responding to instruction - Hyperactive - tantrum	
	• "Apa sajahewanberkakiempat? (T1.CASBL.1) (**Translated version**) "Please mention animal which has four legs?" (T1.CASBL.1) • "Cobadihapus!Penghapusmu mana?"(T1.CASBL.2) (**Translated version**) "Erase that, use your rubber?" (T1.CASBL.2)	- Responding to instruction - Answering to question	
	• "BisaRD? Coba ibulihat ! pukulberapainiRD?"(T1.RDSBL.1) (**Translated version**) "Can you do it RD? Let me see, What time is it RD?" (T1.RDSBL.1) • "Sudah? Nomorempat, sebutkannamabunga yang ada di teras Desi?" (T2.RDSBL.2) (**Translated version**) "Done? Now number four, please mention what flower is in the terrace?" (T2.RDSBL.2)	- Answering to questionwith a pause - Responding to instruction	
	• "Mbak AY harisabtukemana?" (T2.AYSBL.1)	- Silent, mumbling - Turning around his head	

	(**Translated version**) "Where did *Mbak* AY go last Saturday?" (T2.AYSBL.1) • "Ayok Mbak AY, nomorsatudibaca!Ayokberdirisaja! Sini,berdiridekat bu Vivi!"(T1.AYSBL.2) (**Translated version**) "Please *Mbak* AY read the number one, Please stand up near *Bu* Vivi!"(T1.AYSBL.2)	- Taking action after several moments of pause	

In directive speech act strategy, as stated by Sunu (2012), it is in the form of instruction performed by the speaker which signifies a command and seek for direct response. This directive speech act strategy is commonly in the form of command or instruction, interrogative statement, and/or request.

3.4 Closed-ended Question Strategy

During the learning process, teachers employed closed-ended question to train language ability of students with autism, since it only requires a short answer. In the obtained data, it was found several common types of words in closed-ended questions such as who, what, where, and how much/many as well as other types of questions which require yes or no answer.

(4) A :**"Siapa yang hariinisedih?"**
B : "Tidak ada." (T1.SSPT.1)

(Translated version)
A:**"Who is sad today? "**
B: "No, we aren't" (T1.SSPT.1)

In T1.SSPT.1data above, teachers provided a closed-ended question to students' with autism at the beginning of learning activity. Teachers brought up the question "Who is sad today ?"and it was a closed-ended question. Furthermore, it was proven by students' answer by saying "no, we aren't" without having a further explanation upon answer made. According to SES (2002), when interacting with students with autism it is better to have a closed-ended question since it is easier for them to offer a response. Simply, the closed-ended question only needs a very short response (Rogers, 1972; Lee et al., 2012). Additionally, the closed-ended question deals with structured response (Tekin, 1991). During learning activity, question plays an imperative role in encouraging the learners. As stated by Willen & Clegg (1986),when the teacher employs question during learning appropriately, it is able to promote student's improvement in learning. Questioning strategy, also, influences student's emotional changing and maintain relationship between teacher and student (Sun, 2012; Zou, 2004).

The use of pronoun *what*at the end of the sentence above was used by the teacher as a word to give an emphasize in the sentence. The pronoun *who*at the beginning of the sentence, in the middle, and in the end is used to substitute the function of S.P.O.

Table3: Closed-ended Questions Performed by Teacher

Strategy	Utterances	Student's Response	Function
Closed-ended Question	• "Dibaca apaini?" (T1.BWSSPT.1) (**Translated version**) "How do you read this?"(T1.BWSSPT.1)	- Mumbling - Silent	Asking and Requesting
	• "Ummi kerja. Kerja dimana?" (T4. AASSPT.1) (**Translated version**) "Where does your mother work?" (T4. AASSPT.1)	- Asking to question - Explaining briefly	
	• "Lima tambahenamberapa?Ayok hitung!" (T2.CASSPT.1) (**Translated version**) "What five plus six? Please count six plus five!" (T2.CASSPT.1)	- Asking to question	
	• "Siapa yang bermain di teras rumah?" (T2.RDSSPT.1) (**Translated version**) "Who is playing in the front of the house?" (T2.RDSSPT.1)	- Asking to question	

	• Dijemput siapa?" (T2.AYSSPT.1) (**Translated version**) "Who picks you up?" (T2.AYSSPT.1)	- Silent - Confuse - Answering to questionwith a pause	

At the same time, question *how much/many*are commonly followed by quantity information. The pronoun *where* informs the place/location. In addition to above-mentioned pronouns, teachers also employed varied word such as *why* at the beginning, middle, and at the end of a sentence to question about reason or obtain information what makes the student do a certain action. While, the pronoun *how* at the beginning or at the end of the sentence was also employed as well as *where*without following by preposition *in, to, from*, and *that*(disclaimer: in the Indonesian language, the word *where* or *mana* should be followed by a preposition).

3.5 Visual Strategy

The visual strategy was employed by the teacher using media or illustration or instruction to describe things or objects. It is believed that by using visual strategy, students with autism could easily understand the learning and are able to imitate what the teacher said to them.

(5) A :**(Menggunakan gestur menunjukkan angka empat)** "ada berapa ini?"
B : (Melihat tangan guru dan meniru dengan tangan sendiri) "ada empat"
(T2.BWSV.1)

(**Translated version**)
A: (**Using body gesture to point out number four**) "How many?"
B: (Looking at teacher's finger and imitating with his/her finger) "It is four" (T2.BWSV.1)

Teacher of students with autism illustrated the number of four by using their finger and shaped a circle to illustrate tire. The visual strategy was employed by teachers to make students with autism could understand the explanation easily. When teachers employed visual prompt by illustrating the number of four, students with autism could easily provide an appropriate answer to question and further understand it. It is in line with the argument stated by SES (2002), the use of visual prompt could assist student's difficulty in terms of communication, in particular for students with autism. Sussman (1999) further explains that students with autism could easily understand learning by way of visual media. A student with autism commonly will explore object in an uncertain or unstructured situation (Lord, 2001). Hand movement made by the teacher to illustrate is presumably able to represent what is thought and it can be visually performed. To sum up, as stated by Tots (2015), a student with autism thinks visually.

3.6 Repeating Strategy

The repeating strategy was employed by teachers to guide and provide further explanation of certain instruction to students with autism, bear in mind that students with autism are not yet capable enough to process stimulus received from the teacher.

(6) A: "**Menunya mana**?"
B : "Belum ditulis."
A : "**Menunya mana?"**
B : "Ini Pak Riza" (memberikan daftar menu) (T1.AYSBL.1)

(**Translated version**)
A: **"Where is the menu?"**
B: "It's not yet written"
A: **"Where is the menu?"**
B: "This is *Pak* Riza" (providing the menu) (T1.AYSBL.1)

According to the conversation above, the teacher performed repeating strategy to a student with autism by asking twice "Where is the menu?". It was performed since the teacher did not obtain the expected response from a student with autism. After firstly asking, however, students answered that the menu was not yet written. Such a response did not meet the expectation of the teacher. Consequently, to obtain what was expected, the teacher repeated the question to a student with autism. In the end, a student with autism could give the expected response or answer in regard to the question asked by the teacher. Even further, the student showed to the teacher the expected object. Repeating strategy is important for encouraging student's learning, particularly when it comes to vocabulary learning (Gu, 2003). Repeating strategy offer a longer time for the student to have an extended thinking process to clarify forms of syntax (Chang & Read, 2006).

3.7 Non-verbal Communication Strategy

In this research, in addition to verbal communication strategy, closeness and physical contact strategies

are used by teachers in their communication strategies. The strategies are analyzed by using the theory suggested by SES (2002) and Jalongo (1992). The strategies were used to promote a close relationship between teacher and students with autism aiming at creating a convenient atmosphere. Also, these strategies aimed at obtaining a proper response from students with autism by means of a physical sign.

3.8 Closeness Strategy

When teacher performing closeness strategy he/she keeps his/her distance from the students as the speech partner of students to obtain the desired response. This strategy is defined as a non-verbal communication strategy.

(7) A : "Selamat pagi anak-anak"(**tersenyum dan menatap siswa satu persatu**)
B : "Selamat pagi Bu Vivi dan Pak Riza"
A: "Ayo kita berdoa dulu ya?" **(mendampingi siswa berdoa)** (T1.SKG.1)

(**Translated version**)
A: "Good morning everyone" (**Smiling and Looking at students one by one**)
B: "Good morning *Bu* Vivi and *Pak* Riza"
A: "Let's pray first" (**accompanying students in praying**)(T1.SKG.1)

At the beginning of learning activities, teachers greeted the students by smiling and simple greeting to form a pleasant situation before starting the learning. In addition, teachers also instructed students to pray first before learning. It is showed in the conversation above that teachers also accompanied students in praying. Smiling, eye contact, and accompaniment performed by the teacher play a role as encouragement of student's attention and response. Also, this strategy did not only perform at the beginning of learning activity, but it was also performed in the entire process. Such kind of strategy establishes a close relationship between teacher and students resulting in effective communication.

3.9 Physical Contact Strategy

At the most common form of physical contact made by the teacher is by touching his/her hand to student's part of the body, commonly touch student's head or cheek. This strategy takes a role to stimulate a response from students with autism or attract student's attention.

(8) A : "Wah, puasa. BW puasa?"**(mengusap kepala BW)**
B : "Puasa" (T2.SSF.1)

(**Translated version**)
A: "Are you fasting BW? Aren't you?"
(**Rubbing BW's head**)
B: "Yes, I am fasting" (T2.SSF.1)

During learning activity in the classroom, particularly in the classroom for autism, teacher commonly performs physical contact strategy. The most common physical contact made by the teacher is rubbing head or cheek or by smiling. The teacher made physical contact to BW to praise him since BW practicing fasting. Non-verbal strategies made by the teacher are briefly presented in the following Table 4.

Table 4: Non-verbal Communication Strategy

Non-verbal strategy	Stimulus
Closeness	- Smiling - Maintaining eye contact - Accompanying - Directing student to come forward - Getting closer to student - Shaking head to show disagreement - Nodding head to show agreement - Giving a thumbs up to show appraisal - Employing smooth intonation
Physical Contact	- Touching head - Touching cheek - Hugging - Rubbing head - Touching shoulder - Touching hand

4 DISCUSSION

Several strategies performed by teachers of students with autism when learning takes place obtained a varied response. For instance in this research, one of the students with autism called BW predominantly had a passive response and the teacher required to repeat several questions asked to BW. In fact, BW was diagnosed having greater autism spectrum and required more support rather than other students. Additionally, BW is underage child (six years old) who still in the first graders of elementary school.

Frequently, BW does not give any response to the teacher, thus the teachers need to repeat and he needs a pause to response the communication.

This is in line with Wing research introducing autism spectrum term with triad impairments which includes socialization, communication, and imagination (Frith, 2003). .Different from AA student (7 years old) in second graders, she has Asperger Disorder. She has better ability in comprehending lesson eventhough during field observation, she commonly had flat and monotonous facial expression and seemed to have limited social interaction. However, she has better verbal memory and mathematical capability.

Apart from that, some strategies used by teachers of students with autism both verbally and non-verbally can help students with autism communicating effectively. The teacher also considers the strategy to adjust to the needs of students depending on each student, for instancecommunicating with low or high notes, different sound volume, firmness, tone, and speed in a different situation. The teacher communicates with low notes when dealing with low-grade students, and high notes when asking for confirmation or repetition of speech. Also, the teachers communicate calmly when addressing students and greetings, Term of address such as *mas, mbak,* or *nduk*are used to create intimacy and convenient circumstance. In line with the opinion of Staples(2010); Purdie et al., (2002); Root & Resnick(2003), words used by the teacaher affect students psychologically. A good relationship between teachers and students created effective communication (Galey, 2007). Teachers and students must be able to establish positive relationship so that teachers can be better understand student behavior with ADHD (Galey, 2007; McDonald, 2010). The words spoken by the teacher can activate or inhibit learning (Staples, 2010).

Non-verbal strategies in the form of closeness and physical touch carried out by the teacher create comfortable learning conditions for students with autism, therefore they can carry out learning calmly. Wang et al (2004) ask the teacher to use hand gestures in communicationto giving instructions that affect the performance of students with autism. Teacher's age, gender, teaching skills, perceptions of the teaching process (Marzano, 2006), intellectual capacity, attitudes, professional experience and cognitive, affective and kinetic experiences (Marzano, Pickering & Pollock, 2001; Killen, 2007) are some variables affecting the quality of the learning process. Based on data findings, the nature of the teacher's personality and the teaching strategies used in teaching affect the quality of the learningdirectly (Silver, Strong & Perini, 2007).

The Javanese culture inherent in the teacher generated more humanistic, painstaking, and intimate learning. Teachers of students with autism at the Laboratory Special Needs School of the State University of Malang take a practical approach that can be implemented to students. They also provide a tailored approach for diverse students in academic classes, because it is very important to know their students individually. In line with the opinion of Staples (2010), activating or inhibiting learning in students with autism depends on the ability of the teacher to understand. The teacher must be able to understand which are the strengths of the students, and which are the weaknesses of the students, hencethey can apply appropriate and proper learning strategies.

Verbal and non-verbal strategies have a directive pragmatic function that requires students to take action as expected by the teacher. The directive function in the teacher's speech in addition to the functions of orders, requests, and questions are also utterances with the function of invitation / encouragement, prohibition / rejection, warning, and approval. The explanations are as follows; (a) this invitation / encouragement speech is an act of encouraging students with autism to do a certain activity, carried out in a simple pattern and begins withthe exclamation *"Come, On!"*. It is repeated to encourage to do what the teacher expects; (b) teacher performs acts of prohibition by using the word *do not*to prevent students with autism in doing certain negative action; (c) warning speech carried out by teachers when students are not focused, passive, and do not follow what the teacher expects; and (d) approval is carried out using a simple speech pattern marked by the use of speech *Okay* as a sign of justifying the actions by students.

5 CONCLUSION

Communication strategies performed by teachers of students with autism at the Laboratory Special Need School at Universitas Negeri Malang, Indonesia is unique in its application. Addressing, direct speaking, closed-ended questions, visuals, and verbal repetitions strategiesassist students with autism to understand the instructions/commands and material provided. Non-verbal strategies are given to students strengthen the psychological aspect of students in conducting learning, including strategies of closeness and physical contact. Some of these

strategies signify directive speech functions such as orders, questions, requests, invitations/ encouragement, prohibitions/rejections, warnings, and approvals.

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